

Action Plan SR-17: Educational Resources Network

SR-17 Educational Resources Network

OBJECTIVES

1. To develop a network of science supervisors, faculty, and interested individuals which advocate for estuarine issues in education, help develop curriculum, and provide training and development of teachers and other educational personnel in curriculum issues of significance to the BTES.

DESCRIPTION

This action will establish a BTES educational resources network of personnel in formal and informal educational environments in order for educators to gain a broader understanding and appreciation of the BTES. These individuals will be recruited initially through parish teacher association meetings. Training and development of educational personnel will be accomplished through formal workshops, teacher networks, and workshops presented in state, regional, and national meetings. These educational personnel will provide the expertise and support for continuous development and refinement of curriculum and instruction concerning estuarine issues.

BACKGROUND/MAJOR ISSUES

The development and compilation of curriculum materials as described in action plan *SR-14, Estuarine Curriculum Development*, along with the financial support described in *SR-16, Financial Support for Educational Initiatives*, will culminate in the provision of workshops and training to teachers and other individuals in educational settings through communication and networking in the development of human resources. As described, these types of courses have been offered through university continuing education offices and have provided excellent hands-on experience for teachers. These opportunities must be expanded in order to continually generate accurate, up-to-date science and social science information for teachers as well as innovative teaching methods.

BENEFITS

This action will assist in the development of educators and their students as constituents and stakeholders in the BTES through direct training. Furthermore, it will establish networks of individuals from many educational institutions and settings for the purpose of supporting state-of-the-art educational initiatives and providing resources to be used in many types and levels of classrooms. Through the development of educators and students in the BTES and other parts of the state, region, and country, there will be a resulting appreciation and understanding of the significance and importance of the estuary, Louisiana wetlands, and wetlands as a whole.

IMPLEMENTATION SCHEDULE

The short-term plans for this action include the following:

- S 1.00 Communicate intentions and expected activities to parish-level teacher associations (November 1995).
- S 2.00 Develop a network of basin-wide science supervisors, faculty and interested individuals through individual and small group meetings (October 1995).

The medium-term plan is:

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M 1.00 Continue to coordinate teacher and student workshops, seminars, and courses about the BTES (October 1995 and ongoing - See action plan *EM-14, Estuarine Curriculum Development*).

The long-term plan is to continue building educational networks by communicating with state, regional, and national educational agencies, associations, and institutions through newsletters, e-mail, workshops and public presentations (1996 and ongoing).

LEAD AND SUPPORT IMPLEMENTORS

The lead implementor for this action will be the Barataria-Terrebonne Management Conference (BTMC).

Support implementors will include the Louisiana Systemic Initiative Program (LaSIP), the Louisiana Science Teachers Association, the Governor's Office of Environmental Education and educational institutions based in the BTES.

COSTS AND ECONOMIC CONSIDERATIONS

Table SR17-1. Estimated Costs.

	ACTION DESCRIPTOR	LEAD	EXISTING/ _NEW	SUBSUME	Y1 COSTS (Short Term)	Y2-5 AVG COSTS/YR (Medium Term)
SR-17					\$5,654	\$50,000
SR-17S1.00	<i>communicate intentions</i>	LCES	E		\$808	\$0
SR-17S2.00	<i>develop network</i>	BTPO-EPS1	E		\$4,846	\$0
SR-17M1.00	<i>continue coordination</i>	BTMC	N			\$50,000

Table SR17-1 provides estimated costs for short- and medium term activities specified in this plan. It includes lead agencies and costs for short- and medium-term activities. Costs are broken down into those considered "new" (a direct product of CCMP recommendations) and "existing" (where plans coincide with existing responsibilities/activities). Acceptance of this plan by the agencies or entities listed as lead or support implementors does not commit that agency or entity to implement the plan. At a later date, parties identified as potential plan implementors will work with the Program Office, the BTMC and other plan implementors to formalize all commitments concerning implementation.

FUNDING STRATEGY

Total Funding Necessary (Years 1-5): \$205,700
 Total Funding Existing (Years 1-5): \$5,700
 Total New Funding Necessary (Years 1-5): \$200,000

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Table SR17-2. Summary of New Funding Sources.

Lead Agency	Year 1	Year 2	Year 3	Year 4	Year 5
BTMC		\$50,000 License plate revenue; public or private grants	\$50,000 License plate revenue; public or private grants	\$50,000 License plate revenue; public or private grants	\$50,000 License plate revenue; public or private grants

Summary of funding strategy: This action plan will be supported with funding from license plate revenue or an environmental education grant. Alternatively, the wide exposure to students in this action plan might make it an appealing candidate for corporate support.

EVALUATION METHODS

The following monitoring strategies are intended to serve as a statement of the most comprehensive and effective mechanisms to assess the effectiveness of projects implemented under the action plans. These strategies should only be used as a guide, not as a requirement. It must be recognized that the monitoring strategies outlined here will be expensive to implement and that, because all levels of government and much of the public sector currently have severe funding restraints, they may not be affordable without significant modification. It must also be recognized that these strategies are not intended to suggest that regulatory agencies require a higher level of monitoring by permit applicants than is currently required. The monitoring strategies outline here do not override or replace project monitoring that would be done by an agency related to specific agency-sponsored projects.

Components of Plan

The essential component of SR-17 is the development of a "network of educators" at all levels and other interested parties to advocate estuarine education.

Interrelationships Among Components

Action plans SR-14 to SR-16 require the efforts of numerous educators and facilitators. The establishment of an organized network among these educators will facilitate educational objectives of the CCMP.

Documentation of Plan Implementation and Success

The following criteria will be used to determine if plan implementation steps and project success were accomplished:

1. Document effort to establish this network by obtaining copies of letters, minutes of meetings, phone logs or journals.
2. Document a working network by obtaining copies of newsletters, records of meetings, and presentations at professional meetings about BTES education programs.

Methods

1. Measure accomplishments against time frame established in the CCMP.
2. The BTMC shall develop a self-evaluation procedure that facilitates the collection of evidence and data necessary to monitor this action plan.
3. Obtain and archive announcements, minutes of meetings, and lists of participants of the educator network.

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4. Survey (phone, questionnaire, and interview) members of the network.

Cost estimates

Year 1	\$ 2,000
Year 2	\$ 2,000
Year 3	\$ 2,000
Year 4	\$ 2,000
Year 5	<u>\$ 2,000</u>
Total	\$10,000

Recommendations and Feedback to Program/Implementor

1. The BTMC shall develop a self-evaluation procedure to determine the effectiveness of the information distribution strategy.
2. The BTMC will be responsible for archiving all products of this action plan and making them available to the monitor.
3. The monitor will independently collect information to verify the BTMC data.

Quality Assurance/Quality Control

Objectives of monitoring

To ensure the establishment of a functional educators network.

Identification of monitor

1. A Third Party, who can be reasonably impartial, but who is knowledgeable about the basin and the CCMP, should be employed.
2. The BTMC shall develop a self-evaluation of their education materials and provide this information to the monitor.
3. The monitor should have expertise in the local, state, and national education systems.

Data collection

1. The BTMC shall collect and archive materials as described in Methods.
2. The monitor will independently collect evidence as described in Methods to verify material supplied by the BTMC.
3. The monitor will survey members of the educator network.

Data evaluation

1. The BTMC shall develop a procedure for reviewing data that will inform the council about its information/education/message strategy.
2. The monitor must show evidence of validity and reliability of data collected.

Review of monitoring documents

1. BTMC shall review draft reports from the monitor on a semiannual (twice per year) basis.
2. The monitor shall present the semiannual report to the BTMC.

Presentation of problems and proposed actions

The monitoring document shall identify the causes of problems observed during the reporting period, describing the short- and long-term consequences of these problems, recommend action to address the problems, and identify possible parties to implement these actions. The monitoring document shall also propose a schedule for

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accomplishing the recommendations.

Schedule

A semiannual report shall be prepared for the BTMC. The monitoring reports should be called a mid-year report and end-of-year report. The end-of-year report will also be written as an annual report.

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Methods

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