

ESIP Federation Standing Committee for Education
Strategic Plan
Approved July 20, 2007

Overview

The Federation of Earth Science Information Partners (ESIP Federation) was formed by NASA in 1998 at the urging of the National Research Council¹. Originally tasked with assisting NASA in helping to plan for future data systems and data management activities, the ESIP Federation has changed and grown since its early years. In the strategic plan adopted in August 2004, the ESIP Federation stated its

Vision:

To enhance our environmental stewardship, economic opportunities, and quality of life through the informed application of reliable Earth science information.

and

Mission:

To establish and refine processes rooted in science and to increase the quality and value of Earth science products and services for the benefit of science and society.

The Education Committee's purpose is:

to make accessible and usable to educators and learners at all levels in both formal and informal educational contexts the Earth science data, knowledge, tools, and educational materials available within the ESIP Federation.

Its roles are:

- *To promote and facilitate the development, dissemination, and use of Earth science educational products, information, and tools to a broad user community using the wealth of Earth science data and knowledge available in the ESIP Federation.*
- *To promote and facilitate the collaboration of multiple ESIP's to develop educational applications of Earth science data products, information, and tools*
- *To develop collaborative relationships with other organizations involved in Earth science related educational activities²*

The Education Committee's purpose and roles continue to be timely in light of existing opportunities and needs. In order to bring increased focus to its work, the following strategic goals and objectives have been identified by members of the Committee.

Strategic Goals:

1. Elevate the visibility of the ESIP Federation education community's capabilities to ESIP partners and educators, scientists, and technologists in the broader Earth system science community.

¹ A Review of the U.S. Global Change Research Program and NASA's Mission to Planet Earth/Earth Observing System. National Academy Press, 1995.

² ESIP Federation Bylaw V, Section 6.

- a. Position the ESIP education community as a resource for ESIP Federation partners and federal, state and local agencies, foundations and industry. [outreach; communication; workshops]
 - b. Align with national science education organizations (such as the National Earth Science Teachers Association and National Science Teachers Association) to promote the use of data-derived educational materials in classrooms. [workshops; technical assistance]
 - c. Promote ESIP education partner assets to ESIP partners and engage them in collaborative projects. [joint grant writing; internal education]
 - d. Engage teachers in the ESIP Federation and its activities
2. Engage STEM decision makers on the importance of teaching Earth system science.
 - a. Communicate timely environmental topics to education policy makers as an impetus for training students in Earth system science.
 - b. Partner with existing efforts that promote policies to require the teaching of Earth system science in all states at the high school level and provide supplemental tools and data for curriculum enhancement.
 - c. Align with national science education organizations to promote the use of science in policy decision making.
 - d. Provide leadership to the broad Earth system science stakeholder community by convening a recurring education summit.
 - e. Recruit additional stakeholders to participate in the ESIP Federation's educationally-focused activities.
3. Acquire financial resources necessary to sustain the goals of this plan.
 - a. Solicit government agencies, foundations and industry to sustain educational projects and activities.
 - b. Encourage education community to jointly submit proposals to fund special activities that advance the goals of this plan.
 - c. Encourage science partners to include the education community in proposals to address the Broader Impacts requirements of their proposals.