

Education, Outreach and Workforce Development Community Engagement
November 21, 2011
Outreach Breakout Group, Facilitated by Selena Connealy

Selena Marroquin, Global Center for Cultural Entrepreneurship
Charlie Walter, NMMNHS
Alicia Borrego Pierce, NMMNHS
Alison Hagerman, ARTS Lab, UNM
Karl Benedict, EDAC, UNM
Ramesh Shakamuri, EPSCoR, NM Tech
Eileen Everett, Santa Fe Watershed Association
Felicity Brennan, Santa Fe Watershed Association
Jeff Bader, NM Cooperative Extension Service, NMSU
Carlos Ochoa, NMSU
Gina Tanner, NMCAC
Darcy Bushnell, Water Ombudsman Center, UNM Law School
Trish Wagner, APS

Groups Not Represented:

Tribal
East/West Corridor
Industry (as employers and as energy producers)
Small Business
Workforce Development

Establish a demonstration plot/fields related to EWE nexus, statewide, to serve local producers (Ag community, small farmers), i.e. Sustainable Agricultural Science Center at Alcalde
At full group report-out, James Bates from Northern NM College, volunteered that El Rito might be a good site for this kind of activity.

Use 27 gateway sites and develop modules that could be accessed at sites/underserved areas. These sites have 64" screens with 3-D capability, cameras, mics, etc.

Outreach program on scientific value of acequia system/exhibition for school-aged kids (coop. ext. is already doing this to some degree)

Bridging of science and cultural narratives, "giving place a voice," environmental aesthetics

Sandia Modeling Collaborative project might be a good resource.

Web-based water portal using Google Earth technology and existing data to serve people involved in water rights adjudication

Need to identify and leverage existing programs, content, data and resources (asset inventory)

Transparency of science data/info to increase science literacy, improve public access and be a resource for public policy

Train bridging experts to most effectively deliver information to different communities.

Statewide informal science network to build capacity. Might have informal science professional audience or could be to inform scientists about communicating to general public.

Use “Master” programs to teach in workplaces (Master Naturalists, Master Gardeners, Climate Masters). Create a community of educators doers.

Green building in Native Communities; fellows program to liaison with native communities.

Extract information from scientists and make it available and accessible to public. Could retrain existing people or train new people.

Web-based portal to communicate to different audiences.

- Already interpreted and accessible
- Keep in mind new literacy standards that emphasize primary sources
- Look to NC and CO for exemplars
- Could have links for workforce development; i.e., training, salary info for specific fields

Create a space for scientists and educators to communicate

- Include junior researchers
- Pacific Science Center has project like this—involved Explora

From Dave Simon who attended another group but had an outreach idea:

Bring EPSCoR and other science/climate change research and education to major recreation and tourism locations (with millions of visitors annually)—which links to a major jobs/econ development factor in NM.

After much discussion, the group decided that the ideas fit into four broad categories:

1. Inventory of resources (scientific information, programs, people, institutions) (**Eileen Everett, Darcy Bushnell**)
2. Communication of EPSCoR research, the container for all the information (1. Portal, 2. Platform) (**Karl Benedict**)
3. Delivery of content (training, workshops, exhibits/demonstrations) (**Carlos Ochoa, Ramesh Shakamuri**)
4. Learning community infrastructure (**Charlie Walter**)

Darcy volunteered to collect information from the lead people identified above. If you want to contribute to a joint outreach paper, email your contributions to Darcy (bushnell@law.unm.edu). If your idea doesn't fit into the described scheme, you can write a white paper independently and send it directly to Mary Jo Daniel (mjdaniel@epscor.unm.edu).