

Program Team: **Youth Scientific Literacy**

**Why such reports.** We need **simple** ways to collect quick overviews of key things happening in each of the PTs. We can then better **communicate** and **advocate** for the wonderful breadth of activity that is happening across UC ANR. As some other PT leaders indicated, when they get money from industry or others to meet, a simple report on the meeting is the norm.

The report would be **simple** and **post-event**. Suggestions for a better report structure most welcome.

### Meeting objectives

1. **Hold associated workgroup meetings.**
2. **Provide professional development.**
3. **Learn about colleague's efforts around science education.**
4. **Explore ideas for future projects and collaborations.**

### Primary meeting outcomes

1. **Provided a 3-hour workshop titled "Curriculum 101" basics. Abstract:** *Effective curricula are a cornerstone of successful programming in Extension. The development of curricula requires a systematic process that takes into account numerous factors. Smith et al. (2017) provided an operational definition of curriculum by describing the parts of a curriculum, discussing the organization of those elements, and recommending theoretical frameworks that complement a learn-by-doing approach. In this session, Martin Smith, Steven Worker, and Lynn Schmitt-McQuitty provided an introduction to a theory-informed seven step curriculum development model published in Journal of Extension.*
2. **Introduced four important topics with participants, who then dig-in with small group discussions.**
  - a. *Healthy Families and Communities Strategic Initiative Leader Update (Lynn Schmitt-McQuitty)*
  - b. *Expanding and Sustaining Lesson Study in California 4-H (Martin Smith)*
  - c. *Refocusing STEM education to achieving impact (and contributing to ANR's public values and condition changes) (Steven Worker)*
  - d. *Building a case for support for STEM funding*
3. **Provided opportunities for participants to share their work through a STEM Program and Curriculum Showcase.** *Attendees were invited to share their STEM education efforts through an informal "gallery walk" format. Attendees brought posters, curricula, or whatever will best showcase a local program or activity.*
  - *Marcel Horowitz - EatFit Curriculum*
  - *Russell Hill - Maker Space*
  - *Steven Worker, Car Mun Kok - Youth Participatory Action Research*
  - *Steven Worker - Bay Area Science Festival*
  - *Mira Castle - Junior SeaDoctors*

- *Marianne Bird - 20 Years of Discovery: 4-H On the Wild Side Environmental Education Project*

### **Next steps**

1. Science Education and Extension (SEE) Workgroup to take-up the STEM impact & STEM case for support projects.

### **How the PT activities fit with the larger SI picture (See table for reference).**

PT work encourages and enhances opportunities to advance scientific literacy, particularly within nonformal education programs.

### **We see the PT is consistent with these Focal areas**

Encouraging and enhancing youth science literacy

### **And fits with these Grand Challenges**

Delivery of high-quality positive youth development in all communities. Access to science education and professional learning opportunities

**Optional: Hot Button items.** Are there any Hot Button topics that UC ANR might develop? These are volatile items running hot (or potentially running hot) in the news where UC ANR could be pulling information together to ground discussion in some science.

SI	Focal Areas		Grand Challenges
<b>EIPD</b>			
<input type="checkbox"/>	<a href="#">Keeping invasive pests and pathogens out of California</a>	<input type="checkbox"/>	Emerging pests (e.g., Citrus Greening)
<input type="checkbox"/>	<a href="#">New problems with existing pests and diseases</a>	<input type="checkbox"/>	The public understanding the role of science in safe and effective pest management (e.g., urban and household pesticide use relative to use on other systems)
<input type="checkbox"/>	<a href="#">Integrated management</a>	<input type="checkbox"/>	Pursuing new technologies for existing pests (e.g., breeding for powdery mildew)
<b>HFC</b>			
<input type="checkbox"/>	<a href="#">Promoting healthy behaviors for childhood obesity prevention</a>	<input type="checkbox"/>	Chronic disease and Food insecurity across the lifespan of all Californians
<input type="checkbox"/>	<a href="#">Encouraging and enhancing youth science literacy</a>	<input type="checkbox"/>	Delivery of high-quality positive youth development in all communities
<input type="checkbox"/>	<a href="#">Promoting positive youth development</a>	<input type="checkbox"/>	Rising social, economic and health inequality
<input type="checkbox"/>	<a href="#">Community Development</a>	<input type="checkbox"/>	Access to science education and professional learning opportunities
<b>SFS</b>			
<input type="checkbox"/>	Sustainable production	<input type="checkbox"/>	<b>Sustainable Production:</b> Labor scarcity; Dealing with regulatory requirements; Water - quantity and quality; Farm Prices; Climate change; Emerging pests
<input type="checkbox"/>	Safe processing	<input type="checkbox"/>	<b>Safe Food Processing:</b> Food safety and preservation
<input type="checkbox"/>	Enhanced access	<input type="checkbox"/>	<b>Enhanced Food Access:</b> Food deserts and cost; Changing food preferences; Food access and security for aging seniors
<b>SNE</b>			
<input type="checkbox"/>	Healthy rangelands, forests and working landscapes	<input type="checkbox"/>	Fire
<input type="checkbox"/>	Fighting Fire – Resilient forests and fire-safe urban areas	<input type="checkbox"/>	Land use policy
<input type="checkbox"/>	Protecting where we live. Healthy landscapes and urban forests	<input type="checkbox"/>	Protecting water supplies - quality and quantity
<input type="checkbox"/>	Enhancing our water supply	<input type="checkbox"/>	Climate change

<b>Water</b>			
<input type="checkbox"/>	Safe & secure drinking water	<input type="checkbox"/>	Conservation and enhancement strategies to bolster water resources and meet increasing agricultural, urban, and ecosystem water demands
<input type="checkbox"/>	Safe & secure surface water		
<input type="checkbox"/>	Safe & sustainable groundwater	<input type="checkbox"/>	Sustainable farm, urban, and natural resource management practices to protect soil and water quality from salinity, sediment, pathogens, excess nutrients, trace elements, and other contaminants
<input type="checkbox"/>	Holistic water management	<input type="checkbox"/>	Quantifying the impacts of climate change on California's precious water resources and consequent impacts on agriculture, urban, and ecosystems, while seeking ways to make these sectors more resilient to climate related risks
<input type="checkbox"/>			