Overview

• Introduction
• Historical Context
• Why Dialogue Matters
• Perspectives across the Nation
• Rollout Plans
Introduction
How We Got Here

• October 2016 – Rapid Response Team Formed

• April 2017 – Report to ECOP from RRT

• May 2017 – National webinar

• October 2017 – Curriculum Team assembled
Historical Context
“Free and full discussion is the archstone of democracy.”

–M. L. Wilson

“Discussion Time Is Here,” Extension Service Review 6, no. 10 (1935).
Discussion Groups and Schools of Philosophy
Sample Content

Discussion Series 1936-37
Illustrated pamphlets of sixteen pages each, presenting pros and cons on the following eight questions:

What Should the Farmers' Share in the National Income? (DS-1)
How Do Farm People Live in Comparison with City People? (DS-2)
Should Farm Ownership be a Goal of Agricultural Policy? (DS-3)
Exports and Imports—How Do They Affect the Farmer? (DS-4)
Is Increased Efficiency in Farming Always a Good Thing? (DS-5)
What Should Farmers Aim to Accomplish Through Organization? (DS-6)
What Kind of Agricultural Policy is Necessary to Save Our Soil? (DS-7)
What Part Should Farmers in Your County Take in Making National Agricultural Policy? (DS-8)

Also available are revised reprints of two pamphlets on technique:
Discussion: A Brief Guide to Methods. (D-1)
How to Organize and Conduct County Forums. (D-2)

SUBJECT-MATTER PAMPHLETS
(Pamphlets DS-1 to DS-8 are out of print)

DS-9 Taxes: Who Pays, What For?
DS-10 Rural Communities: What Do They Need Most?
DS-11 Soil Conservation: Who Gains By It?
DS-12 Co-ops: How Far Can They Go?
DS-13 Farm Finance: What Is a Sound System?
DS-15 Reciprocal Trade Agreements: Hurting or Helping the Country?
DS-16 Farm Security: How Can Tenants Find It?
DS-17 The National Agricultural Program: What About Cotton?
DS-18 The National Agricultural Program: What About Wheat?
DS-19 Getting At the Facts About Agriculture—Program Building.

MATERIALS ON THE DISCUSSION METHOD

Leaflets:
DN-1 Suggestions for Discussion Group Members.
DN-2 Suggestions for Group Discussion Leaders.
Pamphlets:
D-3 What is the Discussion Leader’s Job?
“... a specialist in each state, working through the Extension Service, could profitably devote full time to the training of leaders.”

–George Gemmell, Kansas State Cooperative Extension (1935)
“I think [this discussion project] is one of the most significant developments in extension work since the Smith-Lever Act was passed. I have been waiting for a long time for someone to take the initiative in this field.”

-Kenyon Butterfield to M. L. Wilson, April 15, 1935
Why Dialogue Matters in Today’s Cooperative Extension Service
The Spectrum of Civic Engagement

Sliding scale based on time, power, and complexity

IAP2’s Public Participation Spectrum

**Inform**
- To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.
- Promise to the public: We will keep you informed.
- Example techniques: Fact sheets, Web sites, Open houses.

**Consult**
- To obtain public feedback on analysis, alternatives and/or decisions.
- Promise to the public: We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.
- Example techniques: Public comment, Focus groups, Surveys, Public meetings.

**Involve**
- To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.
- Promise to the public: We will will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.
- Example techniques: Workshops, Deliberative polling.

**Collaborate**
- To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.
- Promise to the public: We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.
- Example techniques: Citizen advisory Committees, Consensus-building, Participatory decision-making.

**Empower**
- To place final decision-making in the hands of the public.
- Promise to the public: We will implement what you decide.
- Example techniques: Citizen juries, Ballots, Delegated decision.

Source: International Association of Public Participation
http://www.iap2.org/
Addressing Complex Issues

- Publically Acceptable
- Financially Viable
- Scientifically Compatible
- Technically Feasible
- Environmentally Responsible
- Culturally Inclusive

Dialogue’s Purpose
Should CES Facilitate Dialogues?
Responses from One Study

• “[CES agents] are respected. They are accustomed to deal with groups of people and they are trained.”

• “People in community have a better connection to [CES].”

• “[CES agents] have no political agenda. The perception is that they are here to help the people.”

• “CES should be involved simply because of the value of services provided are beneficial to the community and are seen as credible resources.”
Perspectives across the Nation
Perspectives across the Nation

Chris Boerboom, ECOP Program Committee Chair
North Dakota State University Extension Director

“Many of our communities have struggled with hateful racial events and need thoughtful, civil dialogue on race relations. I truly hope Extension steps forward as a national system to help our people at this time of need. The Coming Together Train-the-Trainer workshop is an excellent opportunity to launch this response.”

Carolyn Williams, Prairie View A&M University;
Curriculum Team Member

“Extension is recognized and respected for its success at the county level of engaging the community in strategies geared for change. Therefore, in keeping with the Land-Grant mission, we are charged and positioned to address complex community challenges.”
Perspectives across the Nation

**Scott Reed, Oregon State University**

“Racial and other elements of our identities can work together to accomplish courageous conversations around sensitive concepts. By advancing skills in civility and inclusivity, Cooperative Extension helps create a culture where all can thrive.”

**Gary Jackson, Mississippi State University**

“Technology and our fast pace communication tools have strained our human relations and ability to meet face-to-face, be civil and resolve our differences. We must meet, respectively listen to each other, be kind, and solve our problems. Our democracy depends on it.”
Perspectives across the Nation

Jeff Dwyer, Michigan State University
“Diversity and inclusion intersect with the wide range of key issues that Michigan State University Extension educators are being asked to respond to. For our programming to be effective, our educators need to develop the competency to discuss race relations across our teams and institutes, our community and state partners, and our clients.”
Rollout Plans for the Pilot Effort
Core Competencies: Two Overlapping Realms

Civil Dialogue

Race Relations

https://publish.extension.org/civildialogue/competencies-framework/
A Diagram of Coming Together Pilot Initiative

Foundational Skills: Civil Dialogue & Race Relations

Train the Trainer Event

Diverse teams with each state/university

Homework and Pre-sessions before event

Recruit community; identify community collaborators; select a model; host dialogue

Impact Evaluation

Approach 1

Approach 2

1st Pilot is the CES community in selected states to further our own competencies

Progression of the Process
Who Should Attend

- Train-the-trainer teams 3 individuals per state
- 20 teams of three each = 60 participants
- Joint teams made up of 1862, 1890, and 1994
- Individuals able to provide state level leadership and training for other CES staff
Team Traits

• Reflects the diversity of the state as a team

• Committed to leading training among CES staff/communities

• Able to:
  • Regulate own emotions
  • Listen effectively
  • Form partnerships
  • Facilitate difficult conversations

• Comfortable:
  • In a co-learner experience
  • Discussing issues around race and ethnicity
  • Working in teams
  • Working with diverse audiences
National Train-the-Trainer Workshop

**Dates:**
August 27-31, 2018
Beginning at 1:00 p.m., August 27th
Ending at noon on August 31

**Location:**
National 4-H Conference Center
7100 Connecticut Ave.
Chevy Chase, MD 20815
https://4hcenter.org/
Sponsors

• Extension Committee on Operations & Policy (ECOP)

• W.K. Kellogg Foundation

• Jessie Smith Noyes Foundation
Registration

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<th>Monday – Thursday Nights</th>
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<td>• Program Materials</td>
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<td>• Daily Refreshments</td>
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<td>• Workshop Expenses</td>
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20 partial scholarships of $500 each for 1890 and 1994 participants taken off during registration

We will reserve one scholarship per state. At the close of registration, if all 20 scholarships have not been used, the remainder will be distributed among other 1890/1994 registrants.
Key Contact & Links

Southern Rural Development Center
Rachel Welborn
Rachel.welborn@msstate.edu
662.325.5885

Registration link:  https://register.extension.msstate.edu/civil-dialogue-train-trainer-workshop

Project link:  http://srdc.msstate.edu/civildialogue
Questions & Discussion