Developing Deliberative Practice in Oklahoma:

Understanding community politics through public deliberation

EXECUTIVE SUMMARY

The Oklahoma Partnership for Public Deliberation (OPPD) has conducted 10 Oklahoma Moderator and Recorder Academies (OMRAs) since 2001 to promote community involvement in deliberative forums. The purpose of this study was to determine OMRA participants' understanding of politics and their application of the principles of public deliberation. The study was conducted in two parts; part one was an online survey and part two was a personal interview.

A total of 177 Oklahomans were identified as possible study participants and invited to complete a survey either online or via telephone. Of these, 43 respondents participated in the survey, developed by Oklahoma State University and University of Missouri researchers in 2000. Fifty-two percent reported involvement of some form in deliberative forums. Results of the forums included networking by participants (67 percent), and exposure through local media (52 percent). Sixty percent of respondents said forum participants reached common ground.

The study findings show a need for the OPPD to reach out to those individuals most likely to participate in deliberative forums and further educate OMRA participants on extending the use of the deliberative practice beyond the forum setting.

The study findings revealed things that were both satisfying and concerning. It is gratifying to see Oklahoma Moderator and Recorder Academy participants leave the training and become involved with deliberative forums, but the numbers of those that do so are fewer than desired. While it is encouraging that people use principles of public deliberation in one or more aspects of their lives, the Oklahoma Partnership for Public Deliberation would prefer that people complete the OMRA and convene deliberative forums along with reporting forum outcomes that lead to action. The OPPD has long struggled with how to recruit OMRA participants who are most likely to become active in deliberative forums linked to action in their communities and organizations, and the study findings reinforce the following concerns/areas that the OPPD needs to address:

- Targeting moderator/recorder training to people most likely to convene deliberative forums
- Providing training beyond the two-day OMRA
- Allowing for more engagement in assessing community needs and developing action plans
- Helping OMRA participants who represent an organization link this work back to their organizations

As we examine the development of deliberative practice in Oklahoma, it appears that study participants have begun to see community politics a bit differently. They understand that public deliberation is not an end unto itself. They recognize that deliberative forums give people a way to be involved and can lead to action, a way to progress from politics-as-usual to an engaged public. The challenge for the OPPD is to examine our current strategies and decide what we need to do as a group to create or foster a culture of deliberation in our state. The study findings show a need for the OPPD to reach out to those individuals most likely to participate in deliberative forums and further educate OMRA participants on extending the use of the deliberative practice beyond the forum setting.

FULL REPORT

INTRODUCTION

Beginning in 2000, the Oklahoma Partnership for Public Deliberation (OPPD) has sought to foster participation in reasoned and informed decision making for the public good through deliberative forums. Since 2001, the OPPD has conducted 10 Oklahoma Moderators & Recorders Academies (OMRAs), originally called Oklahoma Public Policy Institutes (OPPIs).

The purpose of this study was to gain a better understanding of how the OMRA participants understand politics and use principles of public deliberation. The study focused on:

- how workshop participants have used public deliberation since the workshop;

- how useful the training has been, and

- the relationship between public deliberation and community politics.

The study was conducted in two parts:

- Part One – an online survey that the entire study sample was invited to complete, and

- Part Two – a personal follow-up interview conducted only with those respondents from the survey in Part One who indicated they would like to share their experiences with public deliberation.

This report will address both parts of the study separately.

PART 1: SURVEY

METHODOLOGY

The target population consisted of participants living in Oklahoma who attended the OPPI or OMRA from February 2001 to June 2007. The file of participants for the Oklahoma Partnership for Public Deliberation's PPIs and OMRAs conducted from January 2001 to June 2007 was reviewed. Individuals not residing in Oklahoma and OPPD administrators were removed from the list resulting in a sample population of 177 individuals. Names and contact information were checked for accuracy and updated when possible.

The instrument used for this study was a modification of an instrument designed by Oklahoma State University and University of Missouri researchers in 2000. The 2007-2008 survey consisted of 40 questions and took approximately 10-15 minutes to complete (Appendix A). A quarterly professional subscription was opened with the online survey tool Survey Monkey© with encryption for increased security. The survey script was programmed and was available online from December 12, 2007, to January 18, 2008.

Pre-notification letters were sent to 177 individuals one week prior to an e-mail invitation to participate in the survey. The letter informed the subjects about the survey, provided background information, described the topics to be covered in the online survey, alerted them to the date when they would receive the e-mail invitation, requested their voluntary participation in the study, and informed them about the survey's confidentiality and their rights as a participant. The letter also provided information for the subjects to complete the survey by telephone if they did not have adequate Internet access. Nine letters were returned by mail marked as bad address with no forwarding, leaving a target population of 168 individuals.

On December 12, 2007, each participant with an e-mail address on file was sent an e-mail invitation referring to the pre-notification letter and providing a link to an online survey hosted by SurveyMonkey.© A reminder e-mail was sent approximately three weeks later on January 3, 2008, thanking those who had already participated and reminding all others that the survey would be available online until January 18, 2008.

After the data were converted from an Excel data file to an SPSS data file the data were examined to remove duplicate responses and break-off surveys (those ending the survey before providing enough useable data). In addition, the open-ended text fields were spell-checked.

The study produced a total of 43 data records, for an overall response rate of 25.6 percent. Thirty-nine individuals completed the survey, and four additional surveys were partially completed. Demographic data revealed that 31 percent of respondents represented cooperative extension, 44 percent represented some other organization or agency, 25 percent said they were community volunteers, and 8 percent chose not to identify their affiliation. While respondents were able to choose more than one response, there was very little overlap in organizations. The gender of respondents was almost evenly split, 51 percent of those completing the survey were male and 49 percent female. Two respondents chose not to disclose their gender. Forty-two percent of all respondents said their age fell into the range of 50-59.

The most significant difference occurred in those who said they had moderated a deliberative forum.

Though the OMRA planners continually make changes to the training to reflect participant feedback and best practices learned through the NIF network, some major changes were made to the format of the moderator and recorder training in 2004:

- Shortening the workshop from three days in length to two days (eliminating a second practice forum in the homeroom)
- Expanding the section on flipchart recording
- Expanding the section on reporting forum outcomes

In order to determine what effect, if any, these changes had on the public deliberation activities of the study participants, the respondents were divided into two groups based on their training dates. Data identified as Group 1 represent those who attended the original training format (February 2001 – November 2003). Group 2 respondents attended trainings from January 2004 – June 2007. One respondent chose to not identify which training was attended and became Group 3. A majority of respondents attended the earlier trainings (57 percent) with most of those going to the first moderator and recorder training held in February 2001.

PUBLIC DELIBERATION INVOLVEMENT AND ISSUES. Fifty-two percent of all respondents (n=22) indicated they had been involved with deliberative forums since completing the moderator and recorder training. More than half of the respondents had moderated (68 percent), recorded (64 percent), or convened (59 percent) a deliberative forum. Group 1 participants reported more involvement in deliberative forum activities, such as convening or moderating, than Group 2 respondents. The most significant difference occurred in those who said they had moderated a deliberative forum. Eighty-six percent (n=12) of all Group 1 participants had moderated a forum while only 37 percent (n=3) of Group 2 respondents answered yes to this question.

TABLE 1: INVOLVEMENT IN PUBLIC DELIBERATION

Type of involvement	Total (n=42)		Group 1[G1] (n=14)		Group 2[G2] (n=8)	
	n	%	n	%	n	%
Involved with deliberative forums since completing OPPI/OMRA	22	52.4	14	58.3	8	47.1
Organized a local steering committee or network to support deliberative forums	6	27.3	6	42.9	0	0.0
Convened a deliberative forum	13	59.1	9	64.3	4	50.0
Moderated a deliberative forum*	15	68.2	12	85.7	3	37.5
Recorded a deliberative forum	14	63.6	10	71.4	4	50.0
Participated in a deliberative forum (not convened, moderated, or recorded)	13	59.1	8	57.1	5	62.5

G1 = attended training 2001-2003, G2 = attended training 2004-2007, * = p<.05

Of those respondents who said they had been involved with deliberative forums since completing their training, most respondents reported involvement in five or fewer forums. All of the participants in Group 2 who had been involved with forums said they had been involved in four or fewer forums. The topics deliberated in the forums covered a range of issues, those most often reported by respondents were:

- alcohol
- intimate partner violence
- racial and ethnic tensions
- health care
- violence and kids

TABLE 2: NUMBER OF DELIBERATIVE FORUMS INVOLVED WITH SINCE TRAINING COMPLETED

Number of forums	Total (n=22)		Group 1[G1] (n=14)		Group 2[G2] (n=8)	
	n	%	n	%	n	%
1	2	9.1	0	0.0	2	25.0
2	6	27.3	2	14.3	4	50.0
3	3	13.6	2	14.3	1	12.5
4	3	13.6	2	14.3	1	12.5
5	2	9.1	2	14.3	0	0.0
6	1	4.5	1	7.1	0	0.0
7	1	4.5	1	7.1	0	0.0
10	1	4.5	1	7.1	0	0.0
12	1	4.5	1	7.1	0	0.0
15	2	9.1	2	14.3	0	0.0

G1 = attended training 2001-2003, G2 = attended training 2004-2007

Fifty-two percent of all respondents indicated they had been involved with deliberative forums since completing the moderator and recorder training.

When asked to report the number of forums the respondents have participated in for each activity, most respondents said they had been involved in fewer than five forums for each type of activity (Table 3). All respondents in Group 2 said they had participated in less than five forums for each type of activity. It is possible that this is because they have not had the opportunity to participate in more forums due to their more recent training date.

TABLE 3: NUMBER OF FORUMS FOR EACH TYPE OF ACTIVITY

Number of forums	Total (n=22)		Group 1[G1] (n=14)		Group 2[G2] (n=8)	
	N	%	n	%	n	%
Deliberative forums convened						
<5	12	85.7	8	80.0	4	100.0
5-10	1	7.1	1	10.0	0	0.0
10>	1	7.1	1	10.0	0	0.0
Deliberative forums moderated						
<5	10	66.7	7	58.3	3	100.0
5-10	3	20.0	3	25.0	0	0.0
10>	2	13.3	2	16.7	0	0.0
Deliberative forums recorded						
<5	13	81.3	9	75.0	4	100.0
5-10	2	12.5	2	16.7	0	0.0
10>	1	6.3	1	8.3	0	0.0
Deliberative forums participated in						
<5	12	92.3	7	87.5	5	100.0
5-10	0	0.0	0	0.0	0	0.0
10>	1	7.7	1	12.5	0	0.0

G1 = attended training 2001-2003, G2 = attended training 2004-2007

FOLLOW-UP ACTIVITIES. Following the trend of more participation, Group 1 participants reported more post-forum follow-up activities than Group 2 respondents. More than half of Group 1 said networking was initiated among the participants (71 percent), the deliberative forum(s) were featured in the local media (57 percent), and the "issue" is now on the public agenda (57 percent). Networking among the participants was the only area where more than half of Group 2 reported participation (57 percent). It is interesting to note that 43 percent of Group 1 said that additional forums were held on the same topic, while no one from Group 2 reported this taking place. This follows with the low number of forums reported by Group 2.

TABLE 4: POST-FORUM FOLLOW-UP ACTIVITIES

Post-forum follow-up	Total (n=21)		Group 1[G1] (n=14)		Group 2[G2] (n=7)	
	n	%	n	%	n	%
A community task force or committee was developed	5	23.8	4	28.6	1	14.3
The group initiated contact with office-holders about the issue	6	30.0	5	38.5	1	14.3
Networking was initiated among the participants	14	66.7	10	71.4	4	57.1
A study group was formed	1	5.0	1	7.7	0	0.0
Additional deliberative forums were held on the same topic	6	28.6	6	42.9	0	0.0
The deliberative forum(s) were featured in the local media	11	52.4	8	57.1	3	42.9
The "issue" is now on the public agenda in your community	10	47.6	8	57.1	2	28.6
Some other type of follow-up occurred	3	15.0	3	23.1	0	0.0

G1 = attended training 2001-2003, G2 = attended training 2004-2007

TABLE 5: EFFECT OF PUBLIC DELIBERATION ON COMMUNITY ACTIVITY

Effect of public deliberation	Total		Group 1[G1]		Group 2[G2]	
	n=20	%	n=13	%	n=7	%
Participants reached common ground and/or agreed upon a policy direction	12	**60.0**	9	**69.2**	3	**42.9**
	n=19	%	n=13	%	n=6	%
Public deliberation has helped community move from "politics-as-usual" to "an engaged public"	6	31.6	5	38.5	1	16.7

G1 = attended training 2001-2003, G2 = attended training 2004-2007

OBSERVATIONS ON IMPACT OF PUBLIC DELIBERATION ON COMMUNITY POLITICS.
Respondents were asked to provide their own thoughts on the impact of public deliberation in their community. When asked, "In what ways did deliberative forums help your community address public issues?" common themes were:

- exposed participants to different viewpoints

- increased awareness of issues

- provided a neutral environment in which to discuss issues

These same respondents were also asked the ways deliberative forums did not help. Two common themes that emerged were: no action taken after the forum and not enough participants to fully discuss the issue. Study participants were then asked what they would have done differently. While the changes that were mentioned varied, it is interesting to note that the three themes that emerged address the problems mentioned previously. Respondents recognized the need for some form of follow-up:

- "form a committee to address common-ground issues"

- "partner with an agency that can implement forum suggestions"

- "have another follow-up forum soon after"

Respondents also acknowledged the need not only for more forum attendees but also more diverse participation:

- "work harder to get more participation by greater variety of patrons"

- "I think that deliberate consideration and inclusion of individuals who represent the 'missing voices' would go a long way in making the forums more effective"

When asked how deliberative forums contribute to people taking action in their community or organization, three themes emerged:

- helps engage people and motivate them to take action

- educates community on issues

- provides a nonconfrontational way to express opinions on an issue

USE OF NIF MATERIALS. The focus of the survey then turned to the use of materials. Respondents were asked to indicate their usage of different NIF materials listed. Fifty-six percent of Group 1 respondents reported using both NIF booklets and the Moderator's Guide. Fifty percent of Group 2 respondents reported using the Moderator's Guide, while forty-four percent of Group 2 respondents said they have not used any of the NIF materials. Two respondents from Group 1 also mentioned NIF posters as "other" materials used.

Sixty percent of all respondents said participants reached common ground and/or agreed upon a policy direction in the deliberative forums they worked with.

Because respondents' reports of involvement in deliberative forums was split almost evenly, it was decided to examine the data by participation in forums for the questions regarding NIF materials and usefulness of training. One respondent chose to not disclose whether he or she had participated in forums. The data were determined to be consistent with the data of those who had not participated in forums; thus the decision was made to include this respondent's data in the group of respondents who have not participated in forums

While 67 percent of the respondents who had not participated in forums reported they had not used any of the NIF materials as opposed to only 5 percent of forum participants, 29 percent reported using the Moderator's Guide, and 19 percent said they had used the NIF booklets.

TABLE 6: USE OF NIF MATERIALS BY TRAINING GROUP

NIF item	Total (n=40)		Group 1[G1] (n=23)		Group 2[G2] (n=1)		Group 3[G3] (n=1)	
	n	%	n	%	n	%	n	%
NIF booklets	19	47.5	13	56.5	6	37.5	0	0.0
NIF videotapes	11	27.5	8	34.8	3	18.8	0	0.0
Moderator's Guide	21	52.5	13	56.5	8	50.0	0	0.0
Making Choices Together booklet	5	12.5	2	8.7	3	18.8	0	0.0
Other	4	10.0	4	17.4	0	0.0	0	0.0
None of the above	15	37.5	7	30.4	7	43.8	1	100.0

G1 = attended training 2001-2003, G2 = attended training 2004-2007

TABLE 7: USE OF NIF MATERIALS BY PARTICIPATION IN FORUMS

Use of NIF materials	Total (n=40)		Has participated in forums (n=19)		Has not participated in forums (n=21)	
	n	%	n	%	n	%
NIF booklets*	19	47.5	15	78.9	4	19.0
NIF videotapes*	11	27.5	11	57.9	0	0.0
Moderator's Guide*	21	52.5	15	78.9	6	28.6
Making Choices Together booklet	5	12.5	4	21.1	1	4.8
Other*	4	10.0	4	21.1	0	0.0
None of the above*	15	37.5	1	5.3	14	66.7

* = $p < .05$

TABLE 8: USEFULNESS OF DELIBERATIVE APPROACH IN DIFFERENT AREAS OF LIFE BY TRAINING DATE

Area of life	Total		Group 1[G1]		Group 2[G2]		Group 3[G3]	
	n	mean	n	mean	n	mean	n	mean
In your job	39 N/A=1	4.00	23 N/A=0	4.17	15 N/A=1	3.67	1 N/A=0	5.00
In your family life	37 N/A=3	3.51	22 N/A=1	3.64	14 N/A=2	3.36	1 N/A=0	3.00
In your civic life	36 N/A=3	4.03	21 N/A=1	4.29	14 N/A=2	3.57	1 N/A=0	5.00
In dealing with public issues	39 N/A=0	3.97	22 N/A=0	4.23	16 N/A=0	3.56	1 N/A=0	5.00

G1 = attended training 2001-2003, G2 = attended training 2004-2007, G3 = did not identify training date, N/A = not applicable

USE OF DELIBERATIVE CONCEPTS IN DAILY LIFE.
Recognizing that the concepts of public deliberation can be used not only in deliberative forums but also in other aspects of daily life, the respondents were asked to rate the usefulness of the deliberative approach in four different aspects of their lives (job, family life, civic life, and dealing with public issues) on a scale of 1 to 5 where 1 = Not at All Useful and 5 = Very Useful.

All respondents gave the deliberative approach a rate of 3.5 or higher when applied to all four areas of their lives. When examining the responses by training group, the average score for all four areas was consistently higher in Group 1 than Group 2. The number of respondents answering "not applicable" to each area is noted in the table.

Taking a look at the usefulness of the deliberative approach in life based on previous participation in forums, those respondents who had participated in forums gave all four areas a higher rating than those who had not participated in forums, with no area receiving lower than 3.7. The study respondents who had not participated in forums did not rate any area higher than 3.8.

TABLE 9: USEFULNESS OF DELIBERATIVE APPROACH IN DIFFERENT AREAS OF LIFE BY PARTICIPATION IN FORUMS

Use of NIF materials	Total		Has participated in forums		Has not participated in forums	
	n	mean	n	mean	n	mean
In your job	40 N/A=1	4.00	19 N/A=0	4.32	21 N/A=1	3.70
In your family life	40 N/A=3	3.51	19 N/A=0	3.68	21 N/A=3	3.33
In your civic life	39 N/A=3	4.03	18 N/A=1	4.24	21 N/A=2	3.84
In dealing with public issues	39 N/A=0	3.97	18 N/A=0	4.44	21 N/A=0	3.57

N/A = not applicable

TABLE 10: USEFULNESS AND PRACTICALITY OF TRAINING BY TRAINING GROUP

Area of training	Total		Group 1[G1]		Group 2[G2]		Group 3[G3]	
	n	mean	n	mean	n	mean	n	mean
Deliberation–what it is and what it is not	40 N/A=0	4.15	23 N/A=0	4.09	16 N/A=0	4.31	1 N/A=0	3.00
Practice in moderating a forum	40 N/A=1	4.44	23 N/A=0	4.39	16 N/A=1	4.53	1 N/A=0	4.00
Recording a forum	40 N/A=1	4.15	23 N/A=0	4.09	16 N/A=1	4.40	1 N/A=0	2.00
How to convene a forum	40 N/A=1	3.77	23 N/A=0	3.78	16 N/A=1	3.87	1 N/A=0	2.00
Working with office-holders	40 N/A=2	3.50	23 N/A=2	3.62	16 N/A=0	3.44	1 N/A=0	2.00

G1 = attended training 2001-2003, G2 = attended training 2004-2007, G3 = did not identify training date, N/A = not applicable

TABLE 11: USEFULNESS AND PRACTICALITY OF TRAINING BY PARTICIPATION IN FORUMS

Area of training	Total		Has participated in forums		Has not participated in forums	
	n	mean	n	mean	n	mean
Deliberation–what it is and what it is not	40 N/A=0	4.15	19 N/A=0	4.37	21 N/A=0	3.95
Practice in moderating a forum	40 N/A=1	4.44	19 N/A=0	4.63	21 N/A=1	4.25
Recording a forum	40 N/A=2	4.15	19 N/A=1	4.16	21 N/A=1	4.15
Reporting a forum	40 N/A=0	3.79	19 N/A=0	3.67	21 N/A=0	3.90
How to convene a forum	40 N/A=1	3.77	19 N/A=0	3.95	21 N/A=1	3.60
Working with officeholders	40 N/A=2	3.50	19 N/A=1	3.39	21 N/A=1	3.60

N/A = not applicable

respondents were asked to rate the usefulness and practicality of six different areas of training on a scale of 1 to 5 where 1 = Not at All Useful/ Practical to 5 = Very Useful/Practical. The full group of respondents rated each area of training 3.5 or higher. The responses were then examined both by training group and forum participation. Group 2 rated five of the six areas of training higher than Group 1, with "working with officeholders" the only area of training rated lower.

Looking at the data based on forum participation, the respondents who had participated in forums rated the following areas of training higher than those who had not participated in forums:

- deliberation–what it is and what it is not
- practice in moderating a forum
- and how to convene a forum.

There was only a .01 difference between the two groups in recording a forum. The respondents who said they had not participated in forums rated the training areas of "reporting a forum" and "working with officeholders" higher than those who had participated in forums.

OKLAHOMA PARTNERSHIP FOR PUBLIC DELIBERATION. To help guide the Oklahoma Partnership for Public Deliberation, the respondents were asked what they consider the primary mission of the OPPD. The respondents were given four missions plus the option of a self-defined "other" and asked to rate them from 1 to 5 with 1 = highest and 5 = lowest priority. Very few respondents chose the "other" response and did not provide a clear mission; therefore those responses were not included. To "foster mutual understanding of public policy problems or issues" was determined by 40 percent of respondents to be the primary mission of the OPPD, followed by "assessing community needs" and "developing action plans to address public policy problems or issues." The mission of "public deliberation as an end in itself" was given the lowest ranking, with 50 percent of all respondents giving it a 4. Perhaps this is because those who have trained in the deliberative approach realize holding forums is just the beginning of the process to bring change to their communities.

USE OF PUBLIC DELIBERATION IN ORGANIZATIONS. Near the end of the survey, respondents were asked to provide their thoughts on the use of public deliberation in the organization they represented or with which they were involved. No distinction was made between the respondents' jobs and their volunteer/community activities. It was concerning to note that when asked what their organization has done to support their work in public deliberation, several respondents said "nothing" or that this question was not applicable to their situation. However some themes did emerge:

- recruited and encouraged participation (moderators, recorders, community volunteers)
- paid for or provided training
- organized or sponsored forums

The respondents were then asked what other areas should have been included in the training but were not. Several respondents had no suggestions for improvement, but some suggestions were made regarding publicity:

- **how to develop media and political contacts to increase exposure**
- **more emphasis on communicating forum outcomes**

TABLE 12: PRIMARY MISSION OF THE OKLAHOMA PARTNERSHIP FOR PUBLIC DELIBERATION

Primary mission of OPPD	1 = highest		2		3		4		5 = lowest	
	n	%	n	%	n	%	n	%	n	%
Public deliberation as an end in itself	2	6.7	0	0.0	12	40.0	**15**	**50.0**	1	3.3
Assessing community needs	5	19.2	**11**	**42.3**	7	26.9	2	7.7	1	3.8
Foster mutual understanding of public policy problems/issues	**12**	**40.0**	6	20.0	8	26.7	3	10.0	1	3.3
Developing action plans to address public policy problems or issues	8	21.1	**14**	**36.8**	7	18.4	6	15.8	3	7.9

When asked what more their organization could do to support their work in public deliberation, again there were several responses of "nothing" or "not applicable," which raises a concern that either the participants or their organizations have not fully considered how their training in the deliberative approach can contribute to the organization. A wide variety of responses were given to this question but the following themes emerged:

- promote public deliberation and make it a priority in the organization
- conduct more deliberative forums
- encourage people to participate

The respondents were then asked how they themselves have encouraged and/or supported the use of the deliberative approach within their organization. Some common themes were:

- implemented the concepts and provided opportunities for discussion
- encouraged others to train
- promoted it and recruited others within organization

But once again the concerning trend continued and several respondents said they have done nothing to promote public deliberation or that it did not apply to their organization.

METHODOLOGY

During the survey, respondents were asked whether they had a story to share in a follow-up personal interview about their experiences using the deliberative approach, not necessarily involving a structured deliberative forum. The respondents were assured that every experience can provide a teachable moment and were encouraged to share any "daring failure" or "temporary postponement of success." The purpose of the interview was to determine the extent to which the OMRA has prepared community leaders to use public deliberation to engage citizens in public decision making, and asked respondents to cite specific examples of how they applied concepts of public deliberation to public decision making in their communities.

During Part One of this study two respondents volunteered to share their experiences with public deliberation. They were contacted by telephone and a follow-up interview was scheduled for a date and location convenient to the subjects. The interview questionnaire was developed in 2004 by researchers at Oklahoma State University. It contained 9 questions and took approximately 20 minutes to complete. The interviews were recorded using a digital recorder and later transcribed. Before the interviews began, the subjects were informed that the interview was confidential and that their names and organizations would not be used in any reports. A brief case statement was created for each subject (Appendix B).

Although it was challenging to find themes from only two interviews, some similarities emerged. Even though the details of their experiences with the deliberative process differed, both respondents realize the need to involve those directly affected by an issue and not just hear from recognized experts in a given field:

"The people have got to feel heard; they've got to feel like they're a part of the solution, not that they're being forced to do something."

The respondents also noted the connections made when forum participants have the opportunity to voice their opinions and share their experiences:

"No matter your point of view, you appreciate that everybody is interested in the same goal."
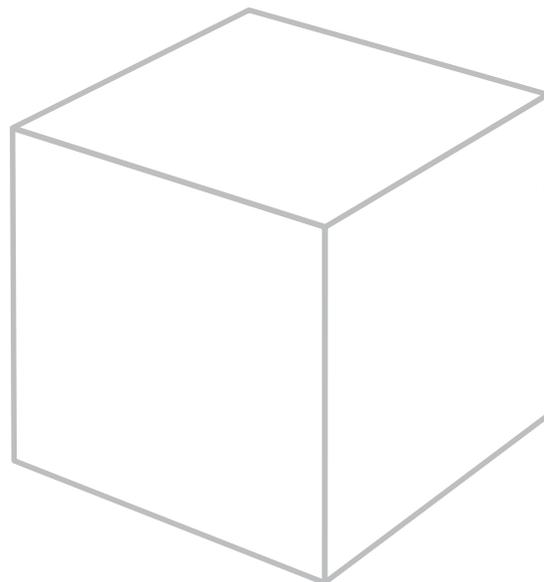
IMPLICATIONS

The study findings revealed things that were both satisfying and concerning. It is gratifying to see Oklahoma Moderator and Recorder Academy participants leave the training and become involved with deliberative forums, but the numbers of those that do so are fewer than desired. While it is encouraging that people use principles of public deliberation in one or more aspects of their lives, the Oklahoma Partnership for Public Deliberation would prefer that people complete the OMRA and convene deliberative forums along with reporting forum outcomes that lead to action. The OPPD has long struggled with how to recruit OMRA participants who are most likely to become active in deliberative forums linked to action in their communities and organizations, and the study findings reinforce the following concerns/areas that the OPPD needs to address:

- Targeting moderator/recorder training to people most likely to convene deliberative forums

- Providing training beyond the two-day OMRA

- Allowing for more engagement in assessing community needs and developing action plans

- Helping OMRA participants who represent an organization link this work back to their organizations

As we study the development of deliberative practice in Oklahoma, it appears that study participants have begun to see community politics a bit differently. They understand that public deliberation is not an end unto itself.

As we study the development of deliberative practice in Oklahoma, it appears that study participants have begun to see community politics a bit differently. They understand that public deliberation is not an end unto itself. They recognize that deliberative forums give people a way to be involved and can lead to action, a way to progress from politics-as-usual to an engaged public. The challenge for the OPPD is to examine our current strategies and decide what we need to do as a group to create or foster a culture of deliberation in our state.

APPENDIX A

DEVELOPING DELIBERATIVE PRACTICE : WEB SURVEY
JANUARY 2008

n = 43

Variable Name: RespondentID
Variable Label: Respondent Number
Values: Range

Variable Name: Q1
Variable Label: When did you participate in the Oklahoma Public Policy Institute (OPPI) or Oklahoma Moderators and Recorders Academy (OMRA) that trained you to convene, moderate, and/or record issue forums?
Values: 1 = February 2001 (Tulsa)
2 = September 2001 (Stillwater)
3 = April 2002 (Chickasha)
4 = November 2002 (Woodward)
5 = November 2003 (Ardmore)
6 = January 2004 (Stillwater)
7 = October 2004 (Oklahoma City)
8 = November 2005 (Oklahoma City)
9 = October 2006 (Stillwater)
10 = June 2007 (Tulsa)
11 = Prefer not to answer

Variable Name: Q2
Variable Label: Have you been involved with deliberative forums since you completed the OPPI/OMRA?
Values: 1 = Yes
2 = No
3 = Prefer not to answer
If Q2 = 2 skip to Q28
If Q2 = 3 skip to Q28

Variable Name: Q3
Variable Label: How many deliberative forums have you been involved with since you completed the OPPI/OMRA?
Values: Range

Variable Name: Q4
Variable Label: What topics were deliberated in these forums? (List topics)
Values: Open-ended

Variable Name: Q5
Variable Label: Have you organized a local steering committee or network to support deliberative forums?
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q6
Variable Label: Have you convened a deliberative forum since attending the OPPI/OMRA?
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q7
Variable Label: If "Yes," about how many?
Values: 1 = <5
2 = 5-10
3 = 10>
4 = Don't know/can't remember
5 = Prefer not to answer
If Q6 = 2 skip
If Q6 = 4 skip

Variable Name: Q8
Variable Label: Have you moderated a deliberative forum since attending the OPPI/OMRA?
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q9
Variable Label: If "Yes," about how many?
Values: 1 = <5
          2 = 5-10
          3 = 10>
          4 = Don't know/can't remember
          5 = Prefer not to answer
If Q8 = 2 skip
If Q8 = 4 skip

Variable Name: Q10
Variable Label: Have you recorded a deliberative forum since attending the OPPI/OMRA?
Values: 1 = Yes
          2 = No
          3 = Don't know
          4 = Prefer not to answer

Variable Name: Q11
Variable Label: If "Yes," about how many?
Values: 1 = <5
          2 = 5-10
          3 = >10
          4 = Don't know/can't remember
          5 = Prefer not to answer
If Q10 = 2 skip
If Q10 = 4 skip

Variable Name: Q12
Variable Label: Have you participated in a deliberative forum (that you did not convene, moderate or record) since attending the OPPI/OMRA?
Values: 1 = Yes
          2 = No
          3 = Don't know
          4 = Prefer not to answer

Variable Name: Q13
Variable Label: If "Yes," about how many?
Values: 1 = <5
          2 = 5-10
          3 = 10>
          4 = Don't know/can't remember
          5 = Prefer not to answer
If Q12 = 2 skip
If Q12 = 4 skip

Variable Name: Q14
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? A community task force or committee was developed.
Values: 1 = Yes
          2 = No
          3 = Don't know
          4 = Prefer not to answer

Variable Name: Q14a
Variable Label: (If yes) How many task forces or committees were developed?
Values: Range

Variable Name: Q15
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? The group initiated contact with office-holders about the issue.
Values: 1 = Yes
          2 = No
          3 = Don't know
          4 = Prefer not to answer

Variable Name: Q16
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? Networking was initiated among the participants.
Values: 1 = Yes
          2 = No
          3 = Don't know
          4 = Prefer not to answer

Variable Name: Q17
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? A study group was formed.
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q17a
Variable Label: (If yes) How many study groups were formed?
Values: Range

Variable Name: Q18
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? Additional deliberative forums were held on the same topic.
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q18a
Variable Label: (If yes) How many additional deliberative forums were held?
Values: Range

Variable Name: Q19
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? The deliberative forum(s) were featured in the local media.
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q20
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? The "issue" is now on the public agenda in your community.
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q21
Variable Label: Did any of the following types of follow-up occur after the deliberative forums you were involved with? Some other type of follow-up.
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q21a
Variable Label: (If yes) Please specify the other type of follow-up
Values: Open-ended

Variable Name: Q22
Variable Label: In any of the deliberative forums you worked with, have participants reached common ground and/or agreed upon a policy direction?
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q22a
Variable Label: (If yes) Briefly describe what happened.
Values: Open-ended

Variable Name: Q23
Variable Label: In what ways did deliberative forums help your community address public issues?
Values: Open-ended

Variable Name: Q24
Variable Label: In what ways did deliberative forums not help?
Values: Open-ended

Variable Name: Q25
Variable Label: What, if anything, would you do differently?
Values: Open-ended

Variable Name: Q26
Variable Label: How do deliberative forums contribute to people taking action in your community or organization?
Values: Open-ended

Variable Name: Q27
Variable Label: Has public deliberation helped your community move from "politics-as-usual" to "an engaged public"?
Values: 1 = Yes
2 = No
3 = Don't know
4 = Prefer not to answer

Variable Name: Q27a
Variable Label: (If yes or no) Please describe.
Values: Open-ended

Variable Name: Q28_1
Variable Label: Which of the National Issues Forums (NIF) materials have you used since you completed the OPPI/OMRA? NIF Booklets
Values: 0 = No
1 = Yes

Variable Name: Q28_2
Variable Label: Which of the National Issues Forums (NIF) materials have you used since you completed the OPPI/OMRA? NIF videotapes
Values: 0 = No
1 = Yes

Variable Name: Q28_3
Variable Label: Which of the National Issues Forums (NIF) materials have you used since you completed the OPPI/OMRA? Moderator's Guide
Values: 0 = No
1 = Yes

Variable Name: Q28_4
Variable Label: Which of the National Issues Forums (NIF) materials have you used since you completed the OPPI/OMRA? *Making Choices Together* booklet
Values: 0 = No
1 = Yes

Variable Name: Q28_5
Variable Label: Which of the National Issues Forums (NIF) materials have you used since you completed the OPPI/OMRA? Other (please specify below)
Values: 0 = No
1 = Yes

Variable Name: Q28_6
Variable Label: Which of the National Issues Forums (NIF) materials have you used since you completed the OPPI/OMRA? None of the above
Values: 0 = No
1 = Yes

Variable Name: Q28_7
Variable Label: Which of the National Issues Forums (NIF) materials have you used since you completed the OPPI/OMRA? Prefer not to answer
Values: 0 = No
1 = Yes

Variable Name: Q28oth
Variable Label: Other National Issues Forums (NIF) materials used
Values: Open-ended

Variable Name: Q29_1
Variable Label: While people who complete the OPPI/OMRA often engage in deliberative forums afterwards, they may use the concepts of public deliberation in other areas of their life. On a scale of 1 to 5, where 1 = Not at All Useful and 5 = Very Useful, indicate how useful the deliberative approach has been in each area of your life.
In your job
Values: 1 = Not at all Useful
   2 =
   3 =
   4 =
   5 = Very Useful
   6 = N/A

Variable Name: Q29_2
Variable Label: While people who complete the OPPI/OMRA often engage in deliberative forums afterwards, they may use the concepts of public deliberation in other areas of their life. On a scale of 1 to 5, where 1 = Not at All Useful and 5 = Very Useful, indicate how useful the deliberative approach has been in each area of your life. In your family life
Values: 1 = Not at all Useful
   2 =
   3 =
   4 =
   5 = Very Useful
   6 = N/A

Variable Name: Q29_3
Variable Label: While people who complete the OPPI/OMRA often engage in deliberative forums afterwards, they may use the concepts of public deliberation in other areas of their life. On a scale of 1 to 5, where 1 = Not at All Useful and 5 = Very Useful, indicate how useful the deliberative approach has been in each area of your life. In your civic life
Values: 1 = Not at all Useful
   2 =
   3 =
   4 =
   5 = Very Useful
   6 = N/A

Variable Name: Q29_4
Variable Label: While people who complete the OPPI/OMRA often engage in deliberative forums afterwards, they may use the concepts of public deliberation in other areas of their life. On a scale of 1 to 5, where 1 = Not at All Useful and 5 = Very Useful, indicate how useful the deliberative approach has been in each area of your life. In dealing with public issues
Values: 1 = Not at all Useful
   2 =
   3 =
   4 =
   5 = Very Useful
   6 = N/A

Variable Name: Q30_1
Variable Label: On a scale of 1 (Not at All Useful/ practical) to 5 (Very Useful/practical) how useful and practical were the following areas of training included in the OPPI/OMRA? Deliberation–what it is and what it is not
Values: 1 = Not at All Useful/Practical
   2 =
   3 =
   4 =
   5 = Very Useful/Practical
   6 = N/A or Prefer not to answer

Variable Name: Q30_2
Variable Label: On a scale of 1 (Not at All Useful/ practical) to 5 (Very Useful/practical) how useful and practical were the following areas of training included in the OPPI/OMRA? Practice in moderating a forum
Values: 1 = Not at All Useful/Practical
   2 =
   3 =
   4 =
   5 = Very Useful/Practical
   6 = N/A or Prefer not to answer

Variable Name: Q30_3
Variable Label: On a scale of 1 (Not at All Useful/practical) to 5 (Very Useful/practical) how useful and practical were the following areas of training included in the OPPI/OMRA? Recording a forum
Values: 1 = Not at All Useful/Practical
2 =
3 =
4 =
5 = Very Useful/Practical
6 = N/A or Prefer not to answer

Variable Name: Q30_4
Variable Label: On a scale of 1 (Not at All Useful/practical) to 5 (Very Useful/practical) how useful and practical were the following areas of training included in the OPPI/OMRA? Reporting a forum
Values: 1 = Not at All Useful/Practical
2 =
3 =
4 =
5 = Very Useful/Practical
6 = N/A or Prefer not to answer

Variable Name: Q30_5
Variable Label: On a scale of 1 (Not at All Useful/practical) to 5 (Very Useful/practical) how useful and practical were the following areas of training included in the OPPI/OMRA? How to convene a forum
Values: 1 = Not at All Useful/Practical
2 =
3 =
4 =
5 = Very Useful/Practical
6 = N/A or Prefer not to answer

Variable Name: Q30_6
Variable Label: On a scale of 1 (Not at All Useful/practical) to 5 (Very Useful/practical) how useful and practical were the following areas of training included in the OPPI/OMRA? Working with office-holders
Values: 1 = Not at All Useful/Practical
2 =
3 =
4 =
5 = Very Useful/Practical
6 = N/A or Prefer not to answer

Variable Name: Q31
Variable Label: What other areas should have been included in the training but were not?
Values: Open-ended

Variable Name: Q32_1
Variable Label: What do you consider to be the primary mission of the Oklahoma Partnership for Public Deliberation? Please rank each of the following missions from 1 (highest) to 5 (lowest). Public deliberation as an end in itself
Values: 1 = highest
2 =
3 =
4 =
5 = lowest
6 = Prefer not to answer

Variable Name: Q32_2
Variable Label: What do you consider to be the primary mission of the Oklahoma Partnership for Public Deliberation? Please rank each of the following missions from 1 (highest) to 5 (lowest). Assessing community needs
Values: 1 = highest
2 =
3 =
4 =
5 = lowest
6 = Prefer not to answer

Variable Name: Q32_3
Variable Label: What do you consider to be the primary mission of the Oklahoma Partnership for Public Deliberation? Please rank each of the following missions from 1 (highest) to 5 (lowest). Foster mutual understanding of public policy problems or issues
Values: 1 = highest
        2 =
        3 =
        4 =
        5 = lowest
        6 = Prefer not to answer

Variable Name: Q32_4
Variable Label: What do you consider to be the primary mission of the Oklahoma Partnership for Public Deliberation? Please rank each of the following missions from 1 (highest) to 5 (lowest). Developing action plans to address public policy problems or issues
Values: 1 = highest
        2 =
        3 =
        4 =
        5 = lowest
        6 = Prefer not to answer

Variable Name: Q32_5
Variable Label: What do you consider to be the primary mission of the Oklahoma Partnership for Public Deliberation? Please rank each of the following missions from 1 (highest) to 5 (lowest). Other
Values: 1 = highest
        2 =
        3 =
        4 =
        5 = lowest
        6 = Prefer not to answer

Variable Name: Q32oth
Variable Label: Other primary mission specified
Values:

Variable Name: Q33_1
Variable Label: Which of the following do you represent? (You may choose more than one response.) Cooperative Extension
Values: 0 = No
        1 = Yes

Variable Name: Q33_2
Variable Label: Which of the following do you represent? (You may choose more than one response.) Other Organization/Agency
Values: 0 = No
        1 = Yes

Variable Name: Q33_3
Variable Label: Which of the following do you represent? (You may choose more than one response.) Community Volunteer
Values: 0 = No
        1 = Yes

Variable Name: Q33_4
Variable Label: Which of the following do you represent? (You may choose more than one response.) Prefer not to answer
Values: 0 = No
        1 = Yes

Variable Name: Q34
Variable Label: What has your organization done to support your work in public deliberation since you completed the OPPI/OMRA? (Please list.)
Values: Open-ended

Variable Name: Q35
Variable Label: What more could your organization do to support your work in public deliberation? (Please list.)
Values: Open-ended

Variable Name: Q36
Variable Label: How have you encouraged and/or supported the use of the deliberative approach within your organization? (Please list.)
Values: Open-ended

Variable Name: Q37
Variable Label: Do you have an interesting story to share in a follow-up interview with our researcher, Kimberly, about your experience with public deliberation? Your story does not necessarily have to be about a structured deliberative forum. Keep in mind we can learn from every experience, so feel free to share any "daring failure" or "temporary postponement of success."
Values: 1 = Yes
       2 = No

Variable Name: Q38
Variable Label: Our researcher, Kimberly, will be contacting you to schedule a time for you to share your experience. This interview can be conducted at a time that is convenient to you. Please include your name, a telephone number where you can be reached weekdays, and a preferred time of day to contact you. This information will only be used for follow-up contacts and will not be connected to your survey responses.
Values: Not included in data set

Variable Name: Q39
Variable Label: What is your gender?
Values: 1 = Male
       2 = Female
       3 = Prefer not to answer

Variable Name: Q40
Variable Label: What is your age?
Values: 1 = <30
       2 = 30-39
       3 = 40-49
       4 = 50-59
       5 = 60>
       6 = Prefer not to answer

APPENDIX B

Join the Circle

"Pete" settled into his chair amid family pictures displayed around his office. He described how his involvement with public deliberation began through his professional work in mediation as a part of his profession. Based on his previous involvement in the And Justice for All forums held in Oklahoma, he was invited to sit on a panel at his professional association's national conference that was looking for solutions to racial bias.

The city hosting the conference had had some recent racial problems, and on the trip from Oklahoma to that city Pete looked over some materials on what the local leaders had done to address the issue. When he read about the blue ribbon panel that had been formed, Pete realized "I don't think these guys get it. I don't think that they understand that they're not going to be able to impose a solution" [on the neighborhood]. With that thought in mind, Pete found himself sitting on a stage with two other panelists looking down on the audience. As he waited his turn to speak, it occurred to him that he was also in a situation where experts were trying to impose their opinion and their will upon the people, and Pete knew that with the issue of racial prejudice the solution has to come from the bottom up, noting that "the people have got to feel heard, they've got to feel like they're a part of the solution, not that they're being forced to do something."

When his turn came as the final speaker, Pete left the stage, and had the group of approximately 200 people take their chairs and form a circle. He began by asking "how many of y'all are prejudiced?" After a few people were brave enough to raise their hands Pete then asked "how many of y'all think that someone standing here in front of you wearing cowboy boots and using words like 'y'all' reflects on that person's intelligence?" and then raised his pant leg to show off the shine on his boots. With some laughter, several hands went in the air. Having broken the ice and shown that there are many kinds of prejudice, he began his presentation. At one point he asked the audience to compare how their new seating arrangement compared to the previous rows of chairs. The comments he heard were that people felt so much more included, they felt like a part of the conversation, and they felt freer to talk.

The other two panelists didn't come down to join the circle, choosing instead to stay up on stage and watch. Pete noted that they ended up being the ones who were excluded: "they were the ones who were observing the procedure and the audience was the one who was engaged in the process."

While he hopes that through teaching themselves the group taught the experts, Pete said he felt some resentment from his fellow panelists and got the cold shoulder from them. "I think they felt like they had been put down and upstaged, and now that was not my intent." When asked if he ever considered inviting his fellow panelists down, Pete said no, he chose to let the situation develop naturally and instead waited to see if they chose to join the circle themselves, acknowledging that he did not have much respect for the "experts".

After sharing this, Pete reflected back on how some of his other experiences with public deliberation might have led him to that opinion. During a forum on access to health care a mental patient who had wondered off from the local hospital barged in and disrupted the group with questions for about five minutes before leaving. The irony of the situation was not lost on Pete, "We're talking about the need to provide health care to people, we're talking about the need for community mental health programs, we're talking about this kind of stuff and this guy comes in like it's been scripted." Although some might not believe the interruption wasn't planned, Pete said that kind of thing can happen when you do this type of forum.

While Pete doesn't remember that event affecting the group dynamic or the discussion, it did affect him, "it changed and opened my eyes to a perspective of health care that I had really never given a whole lot of thought to." It has given him a desire to "reach out more to the people who truly are affected and less to the people who are supposed to be experts."

Making the Connection

"Steve" entered the office and draped his heavy winter coat on the back of the chair before sitting down. He acknowledged the cold weather and briefly discussed the snow forecast for the next day. Steve became involved with public deliberation through his job. His supervisor was interested in the approach as a way to make community contacts and also as a resource for meetings and sent him to a training workshop.

Steve thought it was an incredible process and saw its potential. After returning to the community he participated in some local forums. During a meeting for Red Ribbon week, the annual community-wide drug prevention education campaign, the desire for a Town Hall was mentioned. Steve saw this as a perfect opportunity for a deliberative forum and contacted his local public deliberation leaders.

Having been involved with deliberative forums that suffered from low attendance, he appreciated the opportunity to see one occur as it was intended. On the evening of the forums, approximately 50-60 participants attended. They represented different areas of the community, including high school students and teachers, law enforcement, and counselors from local agencies. Forum conveners divided the large group into three concurrent deliberative forums.

Speaking of the principles of the deliberative approach, he talked about the opportunity to bring the community together and how it was the best vehicle to find a common ground or common purpose. Steve mentioned the representation of the viewpoints of law enforcement, education, and health care as beneficial in focusing on trade-offs as opposed to polarizing the issue and blaming existing policies.

Steve mentioned that by the end of the evening he was able to understand the frustrations of each group. He thought it was quite insightful in terms of the people involved, there was a chance to hear from prominent police officials, individuals with family members who had experienced serious problems, and other unique perspectives: "there was a bar owner there . . .I had not necessarily heard a lot of good things about him. But if you listened to him you knew that he was really community oriented, community spirited, and had a great concern for a lot of these issues." He gave another example of two high school students recruited to attend who were concerned about the issue of privacy as it applied to any information they might disclose. Although the students were told that in the end privacy could not be completely guaranteed, Steve was surprised to find they felt comfortable enough to speak explicitly in front of police officials and others from their school about their problems and the limited resources they found in the community.

Steve also viewed the success of the forums through his emotional response as a recorder: "As you connect with people, when you're actually forced to listen to what they're saying . . . you connect with them and there is sort of this intuitive spiritual connection between other people that gets made, no matter your point of view, you appreciate that everybody is interested in the same goal. Now how you might want to get there is different, how you perceive the problem might be different, but you're looking for a solution that will help everybody." He found himself invigorated by that connection.

While he realizes the main goal of the deliberative approach is to take action and make a concrete change within the community, Steve said that can't happen all at once and saw the benefits of the small steps that occur, "I think just getting something where people have come specifically to discuss something that is important to them and realize that they have other people that see it different that are on their side and those bonds will come back and benefit the community later on."

ABOUT THE KETTERING FOUNDATION

Kettering Foundation is a nonprofit operating foundation rooted in the American tradition of cooperative research. Kettering's primary research question is, what does it take to make democracy work as it should? Kettering's research is distinctive because it is conducted from the perspective of citizens and focuses on what people can do collectively to address problems affecting their lives, their communities, and their nation. The foundation seeks to identify and address the challenges to making democracy work as it should through interrelated program areas that focus on citizens, communities, and institutions. The foundation collaborates with an extensive network of community groups, professional associations, researchers, scholars, and citizens around the world. Established in 1927 by inventor Charles F. Kettering, the foundation is a 501(c)(3) organization that does not make grants but engages in joint research with others.

Developing Deliberative Practice in Oklahoma: Understanding community politics through public deliberation reflects the views of the authors and not necessarily those of the foundation, its directors, or its officers.

THE OKLAHOMA PARTNERSHIP FOR PUBLIC DELIBERATION

Renee A. Daugherty, PhD, Associate Professor
Extension Specialist-Leadership & Educational Methods
Oklahoma Cooperative Extension Service
233 Human Environmental Sciences
Oklahoma State University
Stillwater, OK 74078-6111

Kimberly A. Williams, MS, Assistant Extension Specialist – Citizen Engagement
Oklahoma Cooperative Extension Service
233 Human Environmental Sciences
Oklahoma State University
Stillwater, OK 74078-6111