ATTACHMENTS

1.0 Minutes of October 2021 Meeting
   Information only - October and November 2021 Executive Committee Meeting Minutes

2.0 USDA NIFA/ECOP Standing Committee Reports
   USDA-NIFA, pp. 8-15
   Budget and Legislative Committee Update, pp. 16-29
   4-H Leadership Committee Update, pp. 30
   Professional Development Committee Update pp. 31-32

3.0 2021-22 ECOP Standing Committee and Partnering Entity Workplans – External links provided.
   Budget and Legislative
   Executive
   Professional Development
   Program Committee
   4-H Leadership Committee
   National 4-H Council
   Extension Foundation

6.0 RRDCs 50th Anniversary Proclamation – External link

Other Reports – No action required:

   2021 Awards Program Video Playlist; Extension is featured on pp. 23-34 of this Online Publication.
   NEROAC Meeting Planning Committee by Gina Eubanks, Louisiana State University – Go to https://cvent.me/ebAXq0
   2021 NEDA Planning Committee, Mark Latimore, Jr., Fort Valley State University, Chair – Go to neda.extension.org
   CARET Update, p. 33
   ESCOP Diversity Catalyst Committee (DCC), pp. 34-49
   Communications and Marketing Committee, p. 50
   National Impacts Database Committee, p. 50
   National Integrated Pest Management (IPM) Coordinating Committee, p. 51
   Health Extension Director Update for November 2021, pp. 52-53

Upcoming Meetings are found on the ECOP Calendar located at www.extension.org/ecop.
Minutes

1.0 Opening Business

Wendy Powers, Chair, called the meeting to order. Attendance is on page 7. A quorum was not present when the meeting was called to order, so approval of October minutes and agenda took place later in the meeting once a quorum was reached.

Brent Hales made a motion to approve the minutes. Barbara Petty seconded. The Chair declared the minutes approved.

Damona Doye made a motion to approve the agenda. John Lawrence seconded. Chair declared the agenda approved with no changes.

2.0 Partner and Committee Updates

a. USDA NIFA, pp. 8-15
   Michael Fitzner - Presented slides, which he will send to Caroline to share with ECOP. Michael shared USDA’s FY 2022 priorities: (1) Addressing climate change via Climate-Smart agriculture and forestry, (2) advancing racial justice, equity and opportunity, (3) creating more and better market opportunities, (4) tackling food and nutrition insecurity, and (5) making USDA a great place to work for everyone. Michael also shared that NIFA has a new system for reporting and will be providing a briefing on the afternoon of December 9, 2021. NIFA is pushing back reporting due dates to accommodate delays with new system. In the new system, results will be automatically compiled with a wizard to save reporting time. Results won’t be due until April 2022. Annual Report deadline is May 2, 2022. The Executive Summary will still be needed. Institutions should make sure they have initiated the items they would like to report on. Michael announced his planned retirement at the end of December 2021.

b. APLU/BAA/FANR
   Caron Gala: Shared that a vote will take place this week to raise the US debt limit. The Senate is pushing for a vote on the Build Back Better plan by Christmas in order to move it forward. Senators Manchin and Sinema disagree that a vote should be held and say it will not pass by Christmas. The plan includes rural development, economic development, and increases for Cooperative Extension in capacity funds for climate related activities. The continuing resolution on the annual appropriations was approved by President Biden and will go until Feb 18.

c. Program Committee – No update

d. Professional Development Committee
   John Lawrence: The first Learning for Leaders will take place on the first Friday in January in the form of a training and orientation for new directors, with panel discussion of experienced directors. A survey will be sent to new directors and 1994 directors, asking what questions they have as new directors. The March Learning for Leaders will cover the role of extension in climate. The committee will coordinate with ECOP to avoid duplications on this topic. Alan Malone has joined the committee in place of Rosalind Dale.
e. Budget and Legislative Committee

Jon Boren - See report on pp. 16-20 for detailed update. During the next meeting on December 21, the committee will develop a unified. Wendy noted that she received good feedback about the session that took place on the first Friday in November.

f. 4-H Leadership Committee

Jon Boren - The committee had an outstanding in-person meeting last week in Atlanta. The committee has two new co-chairs, Laura Stephenson and Lisa Diaz. There are 4-H funding council funds to move forward with hiring an Executive Director. The job description has been developed and there is funding for a 1.5 year position. The position will be posted in the next couple of weeks, and hope to have someone on board late February early March 2022.

g. Health Innovation Task Force

Michelle Rodgers/Roger Rennekamp - The group is working on transitioning the Task Force into a Program Action Team. We will provide recommendations around that with a report for the March ECOP meeting. On February 10, 2022 there will be a webinar for the system around economic development and health to engage at the local level with health partners and extension agents. A resolution was shared on the Senate floor recognizing extension and the Excite program, which increased visibility. We are finalizing a contract for a $300,000 project to explore vaccine hesitancy at land-grant universities, including assessment across the country among administrators, field agents, and faculty. A curriculum is being developed to address vaccine hesitancy.

3.0 Organizational Structure Updates

a. Caroline Henney shared an update on the MOU Exploratory Committee. ECOP endorsed formation of the exploratory committee relationship between ECOP, extension foundation, and 4-H Council. Several meetings have taken place to discuss issues, challenges, and opportunities for collaboration. Each group is drafting goals, responsibilities, and opportunities, and will be compiled. The committee will meet again to discuss the draft language and will present to ECOP when draft is finalized.

b. 2021-2021 ECOP/Extension Foundation Workplan Results

Greg Hadley presented slides and gave an overview of the joint deliverables that were approved by ECOP in April: (1) SNAP Ed advocacy website, (2) first national registry of assets and inputs, and (3) support of program action teams, included $1.4M funding from NIFA to support projects and leadership, $122K from ECOP budget

Wendy Powers: the workplan is attached. Please review it over next week or so.

c. 2022 ECOP/National 4-H Council Workplan

Jennifer Sirangelo provided a “level set” before Andy Ferrin presented the National 4-H Council Workplan. The sale of the 4-H conference center property will be completed this month. The property will be sold to a senior living facility. Plans are in place to preserve the history of site. Historical treasures will be digitized and offered for loan for short term display. A new location in
the Washington, DC area will be in place by Fall 2022. The Council is a 501C nonprofit. The 4-H leadership committee was incorporated as a focus group and conduit to ECOP. [For clarity on this statement, please refer to the National 4-H Partners Memorandum of Understanding.] The Board of Trustees is the governing body and is made up of corporate and philanthropic leaders. The Board has a 3-year strategic plan and annual review of fundraising.

Andy Ferrin provided highlights from the workplan. The FY22 Operating Plan Objectives are to (1) expand access to positive youth development, (2) grow our purpose driven brand, (3) win-win with cooperative extension, (4) achieve long-term financial health, and (5) invest in Council’s people and Culture.

d. Standing Committee Workplans

Wendy Powers: Take a look at the written plans and send comments to Caroline Henney by email; no verbal overview.

4.0 2023-24 Capacity Funding Request and Roadmap

a. ECOP needs to have strong impact data for appropriations requests and conversations with prospective partners. As we broaden conversations, we need a collective narrative. This relies on impact statements. Wendy asked for thoughts from Directors on collecting impact statements through a survey. If ECOP is vague in the request, we can cover all program areas. Wendy asked about any concerns.

Damona Doye: are there specific issues we need to address that are different from what is going into national database?

Jon Boren: perspective from BLC group – getting one or 2 top impacts from across nation would help to populate short advocacy piece. Not a large lift to collect impact statements.

Wendy Powers: I will work with Caron, Caroline Henney and Sandy Ruble on a Qualtrics survey that can be easily populated and will launch after new year.

Rich Bonanno: I have been cautioned by legislature that they don’t understand a unified ask with many different line items; need unified ask as single line item.

b. Establishing ECOP Process

Wendy Powers: The Executive Committee and the EDA Team have identified 4 topics for possible workgroups. Would like the workgroups to be small groups with reasonable workloads. Groups will work on their topic and come to February 2022 ECOP meeting or the spring meeting with a proposal and will have acted on the proposal by the end of the spring meeting. Robin Shepard volunteered to provide support wherever needed. Chris Geith added that Extension Foundation can serve if appropriate. Michelle Rogers volunteered for workgroup 3 or 4, wherever addressing providing funding when asked falls.
Voting Member Assignments:

**Bev Durgan volunteered for any workgroup that needs help.**

(1) What does it mean to become an ECOP priority? Structure, function, entry point to make an ask? What are expectations and who makes decisions on priorities?

**Wendy Powers and John Lawrence volunteered for #1.**

(2) How do we decide how to sunset priorities? Tied to first process? Perhaps one group tackles both 1 and 2

**No specific volunteers were identified for #2**

(3) Requesting support to pursue partnerships, and (4) Requesting funding or support to seek funding. There was support for combining workgroups #3 and #4

**Rich Bonanno volunteered for #4 and Damona Doye volunteered for #3 and #4.**

5.0 Spring Meeting Discussion

Principles:

Provide a meeting environment where everyone is comfortable

Ensure safety through meeting logistics

Creating content worthy of travel time and expense

Meeting logistics

- Ontario, CA in an outdoor location – venue TBD
- Begin at 8 am on day 1; end by 2 pm on day 2; Evening reception with registration?
- Will request proof of vaccination, with booster? at registration or negative COVID test within 72-hour of meeting start
- Day 1 may occur on a Monday if cost is greatly reduced; Everyone travels on the weekend (or spends extra days in the nice weather in advance of the meeting); Reduced cost helps offset additional meeting costs associated with logistical needs
- Convene as a single large group for the meeting entirety; necessary pre-work to be completed by teams in advance of the meeting.
- U-shaped table with a bit extra spacing between chairs; Increases the cost a bit
- Microphones at least every other seat, if not at all chairs; Increased cost
- If anyone wishes to remain masked, we will ask others who are willing to sit on that same side of the table; Encourage everyone to make the request for masking
- Screen and projector, plus internet, if we need to Zoom in a guest (not members)
- Meeting and meals outdoors
- Meals served by gloved, masked employees buffet style; Good spacing between members in line; May increase the cost a bit
- ECOP chair promises to enforce all meeting protocol throughout the meeting for all attendees, regardless of how uncomfortable it might make anyone

Meeting content

- Standing committees will meet in advance of the spring meeting; Written updates provided in advance of the spring meeting; Only action items will be addressed and acted upon during the spring meeting
- No breakouts during the spring meeting; Saves on need to secure additional outdoor rooms and enforce safety protocol
• Extensive pre-work on ‘meaty’ topics in advance of the spring meeting; Work groups bring proposals to the meeting; ECOP discusses proposals and takes action; Time on agenda to discuss, then take a break and return to the topic, if needed, for action
• Topics to be finalized at upcoming ECOP meeting. Considerations might include:
  − Process for identifying new priorities and sun setting others
  − Process for requesting ECOP support (monetary or non-monetary) including but not limited to reasonable project types, and proposal schedules
  − What does national programmatic leadership mean and look like? What conditions are necessary for that success.
  − Systemwide grants acquisition and distribution – principles and practices
  − Getting to know Lewis Burke, and vice versa
  − For each topic, a work group will be formed NLT the February ECOP meeting to discuss the topic, develop a recommendation, and provide to ECOP 1 week before the spring meeting. Meeting time is then used to discuss and refine the recommendation, followed by action.

Contingencies: If COVID conditions deteriorate after UC ANR (or ECOP) has signed a venue agreement to the extent that the meeting is cancelled, ECOP agrees to hold the 2023 spring meeting at the venue if the venue is agreeable to postponing. ECOP is not held responsible if another event comes up that can exercise the contract.

Wendy Powers asked for motion to vote to move forward with planning for in person. Bev Durgan called the question to a vote. Brent Hales seconded. Wendy declared the proposal to begin planning for an in person meeting approved.

6.0 RRDC 50th Anniversary Proclamation

Rachel Wellborn introduced a proposed proclamation to celebrate the fiftieth anniversary of the Rural Development Act of 1972, which established the RRDC. The resolution would acknowledge the work and contributions of RRDC and encourage the US to continue this work. Rachel asked for suggestions for other ways to celebrate.

Wendy Powers: Would this be supported at the state level, regional level, ECOP level or all?

Rachel Wellborn: This is intended for ECOP but would be appreciated if regions and universities wanted to support directly.

Wendy Powers: Western Region has a representative, so could support at regional level

Ron Brown: In the last "resolved" paragraph, could we add Extension to teaching and research?

Rachel Wellborn: Yes, this will be added

John Lawrence made motion to bring the resolution to a vote. Damona Doyle seconded. The motion passed unanimously.

7.0 Executive Session

Wendy asked if any discussion was needed. It was determined that no Executive Session was needed.

8.0 The meeting was adjourned.
**ECOP Voting Members** (Executive Committee in Bold) – Attendance is indicated with ☑ or ●.

☑ Wendy Powers, Chair, University of California
☑ Chris Watkins, Past-chair, Cornell University, Co-chair Joint ESS/CES-NEDA Planning Committee
☑ Beverly Durgan, Chair-elect, University of Minnesota
☐ Mark Latimore, Fort Valley State University
☐ Laura Perry Johnson, University of Georgia
☑ Rich Bonanno, North Carolina State University, BAA/CES/ECOP representative to the Committee on Legislation and Policy
☑ Damona Doye, Oklahoma State University
☑ Brent Hales, Penn State University, Program Committee Chair, CES/ECOP Representative to NUEL Steering Committee
☐ Jason Henderson, Purdue University, ECOP Budget and Legislative Committee Vice-chair
☐ Ken La Valley, University of New Hampshire
☑ John Lawrence, Iowa State University, Professional Development Committee Chair
☑ Ivory Lyles, Oregon State University
☑ Allen Malone, Alabama A&M University
☑ Barbara Petty, University of Idaho
☑ Vonda Richardson, Florida A&M University

**Ex-officio, Non-voting Members**
- Jon Boren, New Mexico State University, ECOP Budget & Legislative Committee Chair, and 4-H Leadership Committee Liaison to ECOP
  - Jo Britt-Rankin, University of Missouri, Board on Human Sciences Liaison to ECOP
- Caroline Crocoll Henney, Executive Director, Cooperative Extension/ECOP National Office
- Andy Ferrin and Jennifer Sirangelo, National 4-H Council Board of Trustees
- Mike Fitzner – USDA-NIFA
- Chris Geith, CEO, and Gregg Hadley, Kansas State University, Chair, Extension Foundation Board of Directors
  - Brian Kowalkowski, College of Menominee Nation, 1994 Land-grant/Tribal Colleges Extension Liaison
- Roger Rennekamp, Health Extension Director, Cooperative Extension/ECOP National Office
- Michelle Rodgers, CES/ECOP Representative to BAA Policy Board of Directors, University of Delaware
- Caron Gala – BAA/FANR/APLU
  - Laura Stephenson, Co-chair of ECOP 4-H Leadership Committee, University of Kentucky
  - VACANT, Experiment Station Committee on Organization and Policy Liaison to ECOP
  - Char Wenham, Council for Agricultural Research, Extension and Teaching, Michigan
  - Al Wysocki, Academic Programs Committee on Organization and Policy, University of Florida

**Executive Director and Administrator Team**
- Ron Brown, Southern Region
- Albert Essel, 1890 Region
- Doreen Hauser-Lindstrom, Western Region
- Caroline Henney, CES/ECOP National Office
  - Ali Mitchell, Northeast Region
  - Sandy Ruble, CES/ECOP National Office
- Robin Shepard, North Central Region

**Guests**
- Rachel Welborn, SRDC
- Kathryn Stein, University of California

Back to Minutes
USDA Priorities FY 2022

• Addressing climate change via climate-smart agriculture & forestry
• Advancing racial justice, equity & opportunity
• Creating more & better market opportunities
• Tackling food & nutrition insecurity
• Making USDA a great place to work for everyone
Addressing Climate Change via Climate Smart Agriculture & Forestry

• Mitigation
• Adaptation
• Equity and environmental justice
• Research and development
Advancing Racial Justice, Equity & Opportunity

• Build trust
• Reduce barriers to access
• Invest in underserved communities
• Actively look inward through an equity lens
• Take action
Creating More & Better Market Opportunities

- Processing and distribution capacity
- Open and competitive markets
- Local and regional food systems
- Organic and emerging opportunities
- Markets abroad
- Safeguard animal & plant health and food safety
Tackling Food & Nutrition Insecurity

• Nutrition security & healthy food procurement
• Child nutrition & health
• Maternal & infant health
• Program modernization
• Program integrity
• Food safety
Making USDA a Great Place to Work for Everyone
Standing Committee Reports

ECOP Budget and Legislative Committee
(including sub-committees for 4-H Funding, Farm Bill, SNAP-Ed)

Submitted by Jon Boren, Chair, New Mexico State University

Background and Updates

- Support the BAA Unified Ask.
- Convene expert teams to develop concept notes, messaging and talking points to support advocacy efforts and education around CES/ECOP priorities in Health (COVID-19, Farm Stress, Nutrition & Food Security); Work Force Development; 4-H & Positive Youth Development; Climate; Urban Ag & Extension; Broadband access and literacy; and Diversity, Equity and Inclusion.
- From these resources and in collaboration with Extension Foundation and the APLU Director of Governmental Affairs, Agriculture and International Development, build a web-based advocacy toolkit for use by ECOP, ECOP BLC, the CES/ECOP National Office and ECOP Liaisons working on budget and legislative issues and resource partnerships.
- Provide ECOP CLP representative input on 1) what in the Farm Bill is of most concern, 2) suggestions to strengthening the stokeholds and their relationships with land-grants, and 3) how to address advocacy for authorizations.
- Established the Farm Bill Nutrition Program Working group with regional representation to establish what the Cooperative Extension System wants regarding the Farm Bill reauthorization of 2023 around SNAP-Ed and why.
- In collaboration with Capacity Funding Working Group develop FY23 and FY24 Smith-Lever budget request for BAA BAC consideration.
- Build an advocacy vision, talking points, and schedule to maximize the impact of Extension advocacy and outreach throughout the budget and regulatory cycle. Provide implementation recommendations to ECOP.
- In collaboration with the CES/ECOP Executive Director, train ECOP BLC and ECOP liaisons on messaging resources to better prepare them for budget, legislative and Farm Bill conversations, Hill visits, and NIFA and partner interactions.

Upcoming Plans

ECOP BLC continue to work with ECOP CLP on development next Farm Bill, Strategic Realignment process of NIFA funding lines, Capacity Funding Working Group, and development of future concept papers and advocacy strategies, tools, and processes/timelines for Extension capacity lines and other federal funding opportunities.
1. **APLU Component Organization:** Cooperative Extension Section

2. **National Institute of Food and Agriculture (NIFA) programs to be reauthorized, combined, or eliminated:**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reauthorized? Combined? Eliminated?</th>
<th>FY 2023 Funding ($M)</th>
<th>Recommended Funding ($M)</th>
<th>Language Change? (Yes/No)</th>
<th>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRI</td>
<td>Reauthorize</td>
<td>Authorized - $700m</td>
<td>$100M</td>
<td>Yes</td>
<td>Recommend that USDA formulas for allocations of capacity funds to each state be designed by census tract data rather than county boundaries to ensure equitable distribution of funds.</td>
</tr>
<tr>
<td>Smith-Lever Act, Sections 3(b) and (c) programs and Cooperative Extension</td>
<td>Reauthorize</td>
<td>Authorized – such sums as necessary FY 21 Appropriations - $315m</td>
<td>$100M</td>
<td>Yes</td>
<td>Increase the authorized level to $100M.</td>
</tr>
<tr>
<td>Smith-Lever Act, Sections 3(d)</td>
<td>Reauthorize</td>
<td>Authorized – $90m FY 21 Appropriations - $70m</td>
<td>$100M</td>
<td>Yes</td>
<td>Increase the authorized level to $100M.</td>
</tr>
<tr>
<td>New Technologies for Ag Extension</td>
<td>Reauthorize</td>
<td>Authorized under the general authority of the Smith Lever Act-no specific authorization</td>
<td>$25M</td>
<td>Yes</td>
<td>Authorize base funding for developing and maintaining a curated, national data commons to ensure equitable evidence-based program and policy development and practice for the Cooperative Extension System.</td>
</tr>
<tr>
<td>Extension Services at 1890 Institutions</td>
<td>Reauthorize</td>
<td>Authorized – such sums as necessary</td>
<td></td>
<td>Yes</td>
<td>Change authorization level from 30% to 40% of Smith-Lever Capacity funding is needed to provide a broad range of science-based educational programs and resources that strengthen the food and agricultural industry, enhance the health of families, and foster stable communities for underserved populations.</td>
</tr>
<tr>
<td>Children, Youth, and Families at Risk</td>
<td>Combine</td>
<td>Authorized – such sums as necessary</td>
<td></td>
<td></td>
<td>Combine with Extension line.</td>
</tr>
<tr>
<td>Program Name</td>
<td>Reauthorized? Combined? Eliminated?</td>
<td>FY 2023 Funding ($M)</td>
<td>Recommended Funding ($M)</td>
<td>Language Change? (Yes/No)</td>
<td>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</td>
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<tr>
<td></td>
<td></td>
<td>FY 21 Appropriations - $8.395m</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crop Protection / Pest Management Program</td>
<td>Combine</td>
<td>Authorized – such sums as necessary FY 21 Appropriations - $20m</td>
<td></td>
<td></td>
<td>Combine with Extension line.</td>
</tr>
<tr>
<td>Specialty Crop Research Initiative</td>
<td>Reauthorize</td>
<td>$80m</td>
<td></td>
<td></td>
<td>Remove the matching requirement.</td>
</tr>
<tr>
<td>Beginning Farmer and Rancher Development Program</td>
<td>Reauthorize</td>
<td>$25m</td>
<td></td>
<td></td>
<td>Remove matching requirement.</td>
</tr>
</tbody>
</table>

3. Current Programs with Title IV

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reauthorized? Combined? Eliminated?</th>
<th>FY 2023 Funding ($M)</th>
<th>FY 2023 and Beyond Funding ($M)*</th>
<th>Recommended Funding ($M)</th>
<th>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNAP-Ed</td>
<td>Reauthorize</td>
<td></td>
<td></td>
<td></td>
<td>Provide language that focuses research dollars to build the capacity to develop evidence based, culturally relevant and sensitive nutrition education curriculum. Allow resulting curriculum/resources to be allowable and implementable for SNAP Ed and EFNEP funding. Include language that directs USDA to send funding directly to the land-grant universities.</td>
</tr>
</tbody>
</table>
4. Is NIFA working as intended? Are legislative enhancements and/or modifications required?
   NIFA is working as intended. No legislative enhancements and/or modifications are required.

5. Is the broader USDA research, education, and extension structure and organization working as intended or are changes needed? N/A
   - AMS Regional Food Systems Partnership – Remove matching requirement.
   - Remove the restriction on the total indirect costs that can be requested – currently capped at 30%
   - Define “Rural”
   - Youth Development funding line from previous Farm Bill authorization. Single greatest opportunity to advance missions (Agriculture, 4-H/Youth, Food/Nutrition/Health, and Rural Development in the next Farm Bill). Need unified message, particularly inclusive of 1862s, 1890s and 1994s, embracing the broad directive of the 1862s and the focused directives of the 1890s and 1994s. 4-H Name and Emblem language.

6. Other matters that the Committee on Legislation and Policy should address in connection with the 2023 Farm Bill? N/A
2023 Farm Bill Recommendations Form  
Return by: August 15, 2021

1. APLU Component Organization: Board on Human Sciences (BoHS)

2. National Institute of Food and Agriculture (NIFA) programs to be reauthorized, combined, or eliminated:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reauthorized?</th>
<th>FY 2023 Funding ($M)</th>
<th>Recommended Funding ($M)</th>
<th>Language Change? (Yes/No)</th>
<th>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRI</td>
<td>Reauthorize</td>
<td>Authorized - $700m</td>
<td>-</td>
<td>Yes</td>
<td>Remove the matching requirement for 1890s. Would like to encourage increased allocations for textiles/fiber; human development, and community vitality research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 21 Appropriations - $435m</td>
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<td></td>
</tr>
<tr>
<td>Smith-Lever Act, Sections 3(b) and (c) programs</td>
<td>Reauthorize</td>
<td>Authorized – such sums as necessary</td>
<td>-</td>
<td>Yes</td>
<td>Change the formula that defines how funds are allocated – to improve equity. Recommend that USDA formulas for allocations of capacity funds to each state be designed by census tract data rather than county boundaries to ensure equitable distribution.</td>
</tr>
<tr>
<td>Cooperative Extension</td>
<td></td>
<td>FY 21 Appropriations - $315m</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension Services at 1890 Institutions</td>
<td>Reauthorize</td>
<td>Authorized – such sums as necessary</td>
<td>-</td>
<td>Yes</td>
<td>Increase percentage relative to Smith-Lever. (Currently: receive no less than 20% of the total Smith-Lever appropriation) Remove the matching requirement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 21 Appropriations - $62m</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1890 Institution Capacity Building Grants</td>
<td>Reauthorize</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>Reauthorized?</td>
<td>FY 2023 Funding ($M)</td>
<td>Recommended Funding ($M)</td>
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</tr>
<tr>
<td>Rural Health &amp; Safety Education Programs</td>
<td>Reauthorize</td>
<td>FY21 Appropriations- $4M</td>
<td></td>
<td>Yes</td>
<td>Advocate to increase level of funding to a minimum of $10M (unless already such sums as necessary)</td>
</tr>
<tr>
<td>Women &amp; Minorities in STEM fields</td>
<td>Reauthorize</td>
<td>FY21 Appropriations- $400K</td>
<td></td>
<td>Yes</td>
<td>Increase appropriation and opportunities in the social sciences for human sciences programs</td>
</tr>
<tr>
<td>Food Safety Outreach</td>
<td>Reauthorize</td>
<td>FY21 Appropriations- $10M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm Stress Assistance Network</td>
<td>Reauthorize</td>
<td>FY21 Appropriations- $10M</td>
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</tr>
<tr>
<td>Expanded Food and Nutrition Education (EFNEP)</td>
<td>Reauthorize</td>
<td>Authorized – $90m FY 21 Appropriations - $70m</td>
<td></td>
<td>Yes</td>
<td>Change the formula that defines how funds are allocated – if funding falls below a certain point, 1890s will not receive funding.</td>
</tr>
<tr>
<td>Children, Youth, and Families at Risk</td>
<td>Combine</td>
<td>Authorized – such sums as necessary FY 21 Appropriations - $8.395m</td>
<td></td>
<td><strong>Combine with Extension line.</strong></td>
<td>In terms of appropriations, would like to see this program grow, potentially double in future years</td>
</tr>
</tbody>
</table>
3. Current Programs with Title IV

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reauthorized? Combined? Eliminated?</th>
<th>FY 2023 Funding ($M)</th>
<th>FY 2023 and Beyond Funding ($M)*</th>
<th>Recommended Funding ($M)</th>
<th>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</th>
</tr>
</thead>
</table>
| SNAP-Ed      | Reauthorize                        | FY21 Appropriations-$431.2M | Yes                              | Increase funding to ensure that funds reserved for technical assistance (currently 2%) does not negatively impact state program delivery.  
Encourage language to indicate technical assistance could be done by public or land-grant institutions. Create a competitive application process for TA centers  
Ensure to funds at the state level for public and land-grant institutions.  
Strengthen language about use of evidence-based curriculum, many of which are developed by public and LGU institutions  
Allow funds to be used to conduct the research necessary to determine effective implementation strategies and to develop the evidence base for curriculum. The cost of research is prohibitive without strategic funding support. This is a request to include language that would focus research dollars to build the capacity to develop evidence based, culturally relevant and sensitive nutrition education curriculum. The resulting curriculum/resources would need to be allowable and implementable for SNAP Ed and EFNEP funding. |

4. Is NIFA working as intended? Are legislative enhancements and/or modifications required?
5. **Is the broader USDA research, education, and extension structure and organization working as intended or are changes needed? N/A**

- Remove the restriction on the total indirect costs that can be requested – currently capped at 30%
- Define “Rural”
- Youth Development funding line from previous Farm Bill authorization. Single greatest opportunity to advance missions (Agriculture, 4-H/Youth, Food/Nutrition/Health, and Rural Development in the next Farm Bill). Need unified message, particularly inclusive of 1862s, 1890s and 1994s, embracing the broad directive of the 1862s and the focused directives of the 1890s and 1994s. 4-H Name and Emblem language.
- Ensure Data Science/Sharing for the Public Good and future research as proposed Farm Bill Program

6. **Other matters that the Committee on Legislation and Policy should address in connection with the 2023 Farm Bill?**

Not focused on the Farm Bill but would like to see the CLP determine how the committee structure can assist BAA and BoHS members to seek funding beyond the Farm Bill and USDA.
1. **APLU Component Organization:** [1890 Land Grant Universities]

2. **National Institute of Food and Agriculture (NIFA) programs to be reauthorized, combined, or eliminated:**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reauthorized?</th>
<th>FY 2023 Funding ($M)</th>
<th>Recommended Funding ($M)</th>
<th>Language Change? (Yes/No)</th>
<th>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evans-Allen (Research and Education Programs)</td>
<td>Reauthorized</td>
<td></td>
<td></td>
<td></td>
<td>Capacity funding is needed to support food and agricultural research at the 1890 Land Grant Universities and Tuskegee University enabling them to address high priority needs, including critical needs of underserved populations, while providing leadership for program direction and growth</td>
</tr>
<tr>
<td>1890 Extension (Extension Activities)</td>
<td>Reauthorized</td>
<td></td>
<td></td>
<td></td>
<td>Capacity funding is needed to provide a broad range of science-based educational programs and resources that strengthen the food and agricultural industry, enhance the health of families and foster stable communities for underserved populations</td>
</tr>
<tr>
<td>1890 Capacity Building Grants Program</td>
<td>Reauthorized</td>
<td></td>
<td></td>
<td></td>
<td>Funding is needed to strengthen research, teaching and Extension capacity to advance fundamental sciences, as well as translational research and development in support of agriculture, and to coordinate opportunities to build on these discoveries at the 1890 Land-Grant Universities. This program enables the 1890 Universities to attract new faculty and enhance their capacity to conduct quality research and carry out needed curriculum development programs to enhance the delivery of Extension and engagement programs.</td>
</tr>
</tbody>
</table>
### 1890 Facilities Improvement Program

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reauthorized?</th>
<th>FY 2023 Funding ($M)</th>
<th>Recommended Funding ($M)</th>
<th>Language Change? (Yes/No)</th>
<th>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890 Facilities Improvement Program</td>
<td>Reauthorized</td>
<td></td>
<td></td>
<td>No</td>
<td>Funding is needed for the acquisition and improvement of agricultural and food sciences facilities and equipment, including libraries, so that the eligible institutions may participate fully in the production of human capital. As documented in the Gordian Study, the 1890 Universities have a demonstrated and immediate need to improve their academic, research and Extension physical facilities. One-hundred and thirty-one years of very limited resources for agricultural and food sciences infrastructure has taken a serious toll. This program enables the 1890 Universities to recruit, retain and train top quality scientists and educational professionals to implement innovative research, Extension and education programs that benefit farmers, youth, families and businesses, especially those in underserved communities.</td>
</tr>
</tbody>
</table>

### 3. Current Programs with Mandatory Funding (Not Subject to Annual Appropriations):

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Reauthorized? Combined? Eliminated?</th>
<th>FY 2023 Funding ($M)</th>
<th>FY 2023 and Beyond Funding ($M)*</th>
<th>Recommended Funding ($M)</th>
<th>Justification for Increased Funding and/or Authorization Language Changes (for lengthy justifications, attach separate sheets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Research &amp; Extension</td>
<td></td>
<td>$50M</td>
<td>$50M/FY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialty Crops Research Initiative</td>
<td>$80M</td>
<td>$85M/FY</td>
<td>Funding is needed to explore alternative cash crops for underrepresented farmers in areas where the demand for traditional crop commodities (Corn, Soybean) is exchanging for a more nutrient dense and health related natural product commodity.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Farming Opps Training &amp; Outreach</td>
<td>$50M</td>
<td>$55M/FY</td>
<td>Funding is needed to provide Next Generation 21st farming value added technologies (Mechanized Integrated systems, Environmental Sensor and Modeling Technologies) to underrepresented farmers in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Ag, Indoor, and other</td>
<td></td>
<td></td>
<td>Funding is needed to support limited resource underrepresented farmers in development of 21st century innovative farming practices for in designated Food Desert areas in the U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging Ag Production R &amp; E</td>
<td>$2M</td>
<td>$3M</td>
<td>Funding is needed to provide competitive scholarship funding for students at the 1890 institutions who intend to pursue a career in the food and agricultural sciences. Having a diverse and inclusive workforce is critical to continued success of U.S. food and agriculture industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships for Students at 1890’s</td>
<td>Reauthorized</td>
<td>$10M</td>
<td>$10M</td>
<td>Funding is needed to provide competitive scholarship funding for students at the 1890 institutions who intend to pursue a career in the food and agricultural sciences. Having a diverse and inclusive workforce is critical to continued success of U.S. food and agriculture industry.</td>
<td></td>
</tr>
<tr>
<td>Foundation for Food and Agriculture</td>
<td></td>
<td>$0M</td>
<td>$0M</td>
<td>Funding is needed to explore alternative cash crops for underrepresented farmers in areas where the demand for traditional crop commodities (Corn, Soybean) is exchanging for a more nutrient dense and health related natural product commodity.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The mandatory funding for three of these programs is not included in the Congressional Budget Office (CBO) baseline beyond FY 2023.

4. Is NIFA working as intended? Are legislative enhancements and/or modifications required?

   NIFA is working as intended. No legislative enhancements and/or modifications are required.

5. Is the broader USDA research, education, and extension structure and organization working as intended or are changes needed? The broader USDA REE structure and organization are working as intended.

6. Other matters that the Committee on Legislation and Policy should address in connection with the 2023 Farm Bill:
   - Regarding the Evans-Allen Program, the 1890 universities request that the authorization level be increased from 30% to 40% of Hatch.
   - Regarding 1890 Extension, the 1890 universities request that the authorization level be increased from 20% to 40% of Smith-Lever.
Communities, especially small and rural ones, need to take advantage of and leverage new techniques for collecting and analyzing data to better serve their residents. Here’s a plan to help them succeed. We propose to energetically deploy a data-driven community engagement process, Community Learning through Data Driven Discovery (CLD3), across the U.S. The outcome will be the creation of data science partnerships between communities, that capitalizes on the expertise of our land-grant and public universities and the U.S. Cooperative Extension System.

The key innovation in CLD3 is, as its name suggests, data informed community-based research where the community participates in asking and answering the questions that drive data gathering and the creation of data insights relevant to program or policy decisions. We have successfully tested the model in several communities in three states - Virginia, Iowa, and Oregon. Two complementary pilot efforts demonstrated that the Cooperative Extension System (CES) is well positioned to build data science capacity in communities, including often overlooked rural places. The two pilot programs are:

- **Towards a National Community Learning Network** – $1M funded by the Bill & Melinda Gates Foundation to pilot the use of data science to unravel complex, community challenges and advance economic mobility across Virginia, Iowa, and Oregon.

- **Three-State Data Science for the Public Good Coordination Innovation Network** – $1M funded by US Department of Agriculture, National Institute of Food and Agriculture, Agriculture and Food Research Institute, Food and Agriculture Cyberinformatics Tools program in the three states.

The pilot demonstrations led to the creation of two notable public goods that can be scaled nationally:

1) equipping Cooperative Extension with the skills and knowledge to effectively enhance their engagement with communities in identifying and applying data-driven insights to community problems through CLD3; and

2) developing a data commons infrastructure to accelerate the advancement of these community-based projects and Cooperative Extension programming.

*See the pilot project site for CLD3 exemplars: https://datascienceforthepublicgood.org/economic-mobility.*

Data science research partnerships with Cooperative Extension contribute to the shaping and placement of data insights into the hands of local decision makers and promotes civic engagement among a diverse group of
Cooperative Extension, universities, and national stakeholders. These partnerships, as demonstrated through the pilot, enable communities to *walk the last data mile*, in a similar way as bringing broadband access to the last mile, linking data and opportunities that promote their economic well-being.

**New Role for Cooperative Extension Service**

Cooperative Extension professionals know how to work with communities and how to involve university researchers in community-based research through engaged scholarship. Communities across the country collect a wide range of data but are experiencing difficulties in accessing their own data along with other relevant open data to gain insights to problems they are experiencing. Several extension programs across the country are experimenting with different models of engagement around *Community Learning through Data Driven Discovery* (CLD3) but these remain disconnected and uncoordinated.

A new authorization for Cooperative Extension System (CES) is needed to provide for this enhanced role and to authorize new funding to support the initiative. The expanded role envisioned is to:

- **Create a CLD3 Community of Practice** – connect CES with local government officials and civil servants through a community learning data-drive discovery process and collaborate with university data science researchers through engaged scholarship.

- **Evolve a National Data Commons** – enhance current CES situation analyses and programming reports through use of local administrative data and social media; and capture and curate processes to support data discovery, sharing, access, analytics, and evaluation for data-drive decision making.

To enable this new role, land-grant universities would work collaboratively to develop, deploy, and curate data science processes and establish communities of practice. CES agents and specialists would convene with communities to leverage university research in response to the identified problems of local and state governments. An additional benefit of this new role would be development of the local and state government workforce with data analytics capacity and experience.

**Key Considerations**

The National Agricultural Research, Extension and Teaching Policy Act of 1977 (NARETPA) established that one of the eight purposes of USDA’s research and educational programs is to:

> “support agricultural research and extension to promote economic opportunity in rural communities and to meet the increasing demand for information and technology transfer throughout the United States agriculture industry.”

As the data revolution has transformed the way that universities, businesses and government work and interact, this purpose is still relevant and an important role for land-grant universities working through Cooperative Extension. What has changed is the ability to harness the data through the CLD3 process and provide evidence-based insights into community infrastructure, (e.g., operations, resilience, sustainability), environmental conditions, (e.g., water quality, air quality, noise), and people, (e.g., economic conditions activities, health). A new purpose is needed.

**New Purpose:** Develop and sustain a national network of Community Learning through Data Driven Discovery partnerships that integrates data science expertise with CES. Support the network with a curated national data commons to ensure equitable evidence-based program and policy development and practice.
Cooperative Extension, working with their land-grant and public university researchers, can address community problems in new ways using CLD3. Additional resources will be needed to bring this data revolution and CLD3 to these communities. These partnerships will empower communities of all sizes to harness, integrate, and leverage insight from their own data flows to and form a new evidence-based foundation for democracy.

**Proposed Funding Model**

**Total annual request: $30 million, recurring**

Base funding for developing and maintaining a curated national data commons to ensure equitable evidence-based program and policy development and practice for the Cooperative Extension System.

Components of Proposed Program

I. **$5 million** – University of Virginia, Social and Decision Analytics Division, Biocomplexity Institute. This funding would be competitively awarded on a five-year basis following the initial five-year period.

II. **$1.9 million** Base funding to each 1862 and 1890 Institution (upon request) $25k maximum per institution to be used for startup Community Learning through Data Driven Discovery partnerships and processes, student support, operations and training

III. **$23.1 million** Competitive funding: Up to $2 million per institution to be used for further developing and sustaining a national network of Community Learning through Data Driven Discovery partnerships that integrates data science expertise with CES, faculty and student support, operations, training, etc.
Background and Updates

Continue to move forward mission efforts

1. Engaging more youth: Activities and impacts included expansion of the 4-H Pathways program through new funding to offer a third Institute which began at the end of October 2021 and significant Pathways efforts in 2022.

2. Governance and Alignment: Continue to align and coordinate national 4-H governance policies, programs, processes, activities, and events for effective delivery across the nation reflective of the vision and mission of the 4-H Program.

3. Marketing: Promote and market the 4-H program, building and sustaining a unified brand. Activities and impacts included implementation of the National Crisis Communications Playbook, and continued to coordinate with National 4-H Council on Cause Marketing,

4. Resources and Fund Development: Generate new resources for the 4-H Program. Fiscal resources were acquired to provide staffing support for the ongoing efforts of the 4-H Leadership Committee to support the 4-H program nationally, coordinated with National 4-H Council on national media exposure for 4-H and fund development though cause marketing partnerships, advocated for expansion of existing Youth Nonprofit 2018 Farm Bill funding, support OJJEP’s Youth Mentoring Grant, and continue working with members of the 4-H Congressional Caucus.

5. Executive Director for ECOP 4-H Leadership Committee: Acquired funding to support an Executive Director for ECOP 4-H Leadership Committee via ECOP, 4-H Council and Robert Woods Johnson Foundation. Moving forward with funds available to develop job description, scope of work, process and timeline for hiring in 2022. Additionally, planning to use funds to contract for expertise to develop a funding sustainability plan to continue the position beyond the initial funding period.

Upcoming Plans

Committee will meet in person for two day retreat, Dec 1 and 2, 2021 in Atlanta to finalize 2022 Plan of Work, Executive Director hiring details, Cascading Communication plan and Partnership efforts.
ECOP Professional Development Committee
Submitted by John Lawrence, Chair, Iowa State University

Background and Updates

The Professional Development Committee meets monthly. Chairperson Wendy Powers joined the October meeting to talk about Learning for Leaders. The committee identified topics for the coming year (see upcoming plans).

The New Director Orientation will be the topic of the January session as the orientation was not held as part of the virtual NEDA conference.

Rosalind Dale has taken on new responsibilities at her university and stepped away from the Committee. Allen Malone, Alabama A&M University is the new representative from the 1890s and started with the November meeting.

The 2022 Plan of Work for the committee has been submitted.

Upcoming Plans

Recommendations for the upcoming Learning for Leaders sessions has been submitted to Powers and Henney.

First Friday of January: New Director Orientation, What I Know Now that I Wish I Knew Then

- Moderated panel of three-four experienced successful directors sharing advice and answering questions.
- The Professional Development committee will survey new and interim directors to solicit their questions.
- Conduct a formal evaluation of the value of new director orientation in general as promised in the Plan of Work.
- First Friday of March: Role of Extension in Addressing Climate Response and Resiliency
  Will coordinate with ECOP Leadership to not compete on this topic.
  Update and interpretation of any extension funding tied to climate science as is proposed in the Build Back Better bill
  Overview from the ECOP Priority Action Team on Climate on vision, direction and action items
- First Friday in May: Post COVID Extension, Strategies for Reconnecting with Stakeholders
  As extension returns to in-person meetings, will our audience? Early indication is that attendance and 4-H enrollment are down from 2019.
  We have reached new audiences through virtual education, but will they continue and will our traditional audience join them?
  What is the role of physical offices in a virtual world?
  What marketing strategies are needed to reach audiences in a hybrid world?
Fourth and final First Friday will be in the fall and the topic is undecided at this time. The committee proposes waiting until early summer to choose a topic and will monitor new legislation that may impact Extension, gleaned comments from First Friday evaluations and consult with ECOP leadership. Topics that we have discussed as a possible fourth session include:

Urban Extension. Either looking a shifting demographics from the 2020 Census and congressional districts or sharing the experience of states that have successfully transitioned to more urban program, what is different and how were they successful.

Delivering Science-based Programming on Politically Charged Issues. The EXCITE program on vaccination education is an example of a topic that extension professionals either don’t support or are concerned about the local backlash if they support vaccination. Climate science is another politically charged topic.
Council for Agricultural Research, Extension, and Teaching (CARET) Report  
Submitted by Charlotte Wenham, Michigan, CARET Liaison to ECOP

Background and Updates

CARET Executive Committee met on November 12, 2021 at its regularly scheduled quarterly meeting.

At that meeting:

1. Chuck Conner, NCTC and chair of NCFAR spoke about the history of Extension/Research advocacy. It is his opinion that early in the 1980's, Extension and Research became feared as an advocacy group rather than revered. In the mean time, the footprint of agriculture has declined and collaborations have broadened. We must now get back to a revered position.

2. Mark Ritacco, NACo spoke of the relationship of government actions to counties, especially the rural counties. He said that NACo supports full funding of the Farm Bill.

3. BAA Update - Hunt Shipman, Cornerstone

Current Continuing Resolution ends Dec. 3, 2021, likely will be renewed. The debt ceiling also expires on that date. The infrastructure bill passed ($1.2 trillion); likely a vote on the Build Back Better Act next week. ($1.7 trillion). The 1862 Land Grants are missing from Farm Bill research, APLU is working on that.

4. Bob Frazee reported on the strategic plan progress, currently developing operating plans. There likely will be a special Exec. Committee meeting in December to vote on the strategic plan.

5. March meeting planning update. The theme is Land Grant University Relevance, Solving Problems and Finding Solutions. COVID uncertainty requires flexibility regarding in-person (which is currently planned) and virtual options.

6. The group voted on three Meritorious Awards

7. Election of officers occurred:
   - Chair - Bob Frazee (NE)
   - V. Chair - Connie Kays (NC)
   - Sec. - Jake Tibbitts (W)
   - Past Chair - Noland Ramsey (S)

Executive Director shared her work plan and the ‘22 Budget.
Agenda Brief: ESCOP Diversity Catalyst Committee (DCC) from ECOP Liaison

Date: November 19, 2021

Presenter: Brian Raison (ECOP representative to DCC)

1. **Committee Membership** (as of November 19, 2021): See [ESCOP Committee Diversity Catalyst Committee (DCC)]

2. **Meetings:**
   - The DCC met via teleconference on August 17, 2021.
   - The DCC met via teleconference on October 19, 2021.
   - The DCC met via teleconference on November 17, 2021.

3. **Accomplishments/Upcoming Plans:**
   - During the Joint COPS meeting, ESCOP approved distribution of the DCC’s Call to Action (attached to this brief). The Call to Action seeks actions taken by Experiment Station Section directors in response to diversity, equity, and inclusion challenges identified by the ESS. The Regional Executive Directors shared the Call to Action with their deans/directors. The DCC chair, Henry Fadamiro, recently sought actions taken by directors during the quarter that followed the issuance of the Call to Action.
   - During the August 17, 2021 teleconference, the DCC discussed with NIFA, the USDA goals. NIFA director, Carrie Castille, and Chief of Staff, Bill Hoffman, shared the USDA goals and sought the input from the DCC using its lens of diversity, equity, inclusion, and accessibility. On August 30, 2021, Chair Fadamiro submitted recommendations and reflections of the DCC to NIFA. The DCC was gratified to have been asked by NIFA to lend a DEI perspective and provide comments on USDA goals.
   - The ESS meeting in September (September 26-October 1, 2021) featured two speakers that provided perspectives on diversity. Mr. Nehrwr Abdul-Wahid presented a training session entitled *Leading Across Differences: Diversity, Inclusion and You*. Mr. Abdul-Wahid delivered several important messages including the need for leaders to name the issue, model behavior, and reinforce the lesson and the need to have crystal-clear clarity around diversity training. Dr. Patrick Sullivan presented a keynote talk that was created from a book he authored (*Intellectual Anarchy: The Art of Disruptive Innovation*.) A key component to disruptive innovation according to Dr. Sullivan is the engagement of transdisciplinary, diverse teams, a theme well-established in *Intellectual Anarchy*.
   - During the awards portion of the ESS Meeting, the two National Experiment Station Diversity and Inclusion Award winners were recognized. That included the individual award that was given to Dr. Shannon Archibeque-Engle (Colorado State University) and group award given to the Organic Farming Team, Horticultural Sciences Department (University of Florida, IFAS).
   - The Diversity Catalyst Committee is completing a plan of work for 2021-2022 and expects to present that to the ESCOP chair in early January.
Three members of the DCC were nominated to serve on Federal commissions and subcommittees including Dr. Shannon Archibeque-Engle, Colorado State University, USDA Equity Commission; Dr. Nina Bennett, University of Arkansas Pine Bluff, USDA Equity Commission Subcommittee on Agriculture; and Dr. Tracy Dougher, Montana State University, USDA Equity Commission Subcommittee on Agriculture.

4. **Action Requested:** Information only.
5. **Attachments:** Call to Action.
Diversity Catalyst Committee (DCC)  
*Call to Action 2021*

Land-grant institutions and the Experiment Station Section have a duty to understand how they have benefitted from racial injustice and to ensure their programs and services do not perpetuate systems of oppression and injustice. We challenge ourselves to not simply strive to become non-racist but commit to an active anti-racist agenda in all aspects of our work.

**Background:**
During the annual 2020 Experiment Station Section meeting, the opening session was dedicated to “inclusive excellence.” From that session, the attached summary report was written. During the opening work session, the Experiment Station Section directors identified four diversity challenge areas and discussed potential actions to address those challenges. These are listed in the report. Prior to and coincident with the ESS meeting, the United States was in the midst of civil unrest boiling over from years of racial injustice and the need for all Americans to acknowledge and address racial inequities. During his leadership term, ESCOP Chair, Moses Kairo declared that the first of the Chair’s Initiatives was: Fully integrate Diversity, Equity and Inclusion as an essential component of all our programs. Last, the Diversity in Research Leadership Task Force, the predecessor to the DCC, recommended strategies to broaden the diversity of leaders holding research administrative positions. Many of the suggestions made by that task force are reiterated here. It is to these ends that the DCC shares the following reflections and recommendations.

**Diversity and Inclusion Challenge Areas:**
The Experiment Station Section Directors identified four diversity and inclusion challenge areas. These included:
- Recruiting and retaining a diverse workforce: developing a pipeline to support inclusive excellence.
- Strengthening partnerships among the 1862/1890/1994 institutions.
- Addressing funding challenges/disparities across the three LGU systems.
- Reaching/working with underserved populations.

**Call to Action:**
The DCC issues a Call to Action to engage all directors. Of the challenge areas listed above, the DCC asks you to identify a challenge that you intend to address in the upcoming year and use the following questions to guide your action steps.
- What actions do you intend to take?
- What is the timeline on your actions and what resources will you deploy?
- What gaps will you address and what obstacles do you anticipate?

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1 The summary report was written by Woody Hughes, Jr., Brian Raison and Rachel Welborn.
• What goals do you expect to reach?
• What will diversity and inclusion look like on your campus or station?
• How does your response to this Call to Action fit into the long-term diversity and inclusion strategies of the station, the college and university?

**DCC Actions:**
The DCC will periodically ask each director what they’ve undertaken. The DCC will work with NIFA to profile exemplary actions of the directors. The DCC will seek directors to share what they’ve done in a series of best practice sessions. The DCC will encourage submission of nominations for Diversity and Inclusion Award winners and celebrate your accomplishments.
Inclusive Excellence: Systematic Approaches to System Change

September 28, 2020 Opening Session to the 2020 ESS/AES/ARD Annual Meeting Summary Report

Session Objectives – Participants will:

- Explore how inclusive excellence can strengthen existing Experiment Station efforts.
- Engage in a series of conversations that will identify obstacles to affect inclusive excellence and strategies to overcome the obstacles.
- Be challenged to implement at least three actionable steps that lead to inclusive excellence at their home institutions.

Survey Highlights

In a survey to ESS members prior to this session, several assets as well as challenges to inclusive excellence were identified. During this session, participants explored potential strategies to leverage assets to address the four top challenges identified. The section that follows documents potential strategies to address these issues:

1. Recruiting and retaining a diverse workforce; developing a pipeline to support inclusive excellence
2. Strengthening partnerships among 1862/1890/1994 institutions
3. Addressing funding challenges/disparities across the three LGU systems
4. Reaching/working with underserved populations

Call to Action

This report serves as a summary of thoughtful input on what ESS could do in order to vastly impact Inclusive Excellence. The charge to the reader is this:

How will this input be translated into CONCRETE ACTION that will have the greatest positive impact in Inclusive Excellence in 5-10 years?

ESS Opening Session Summary Report, September 28, 2020
Strategies for Addressing Top Challenges

Recruiting and Retaining a Diverse Workforce;
Developing a Pipeline to Support Inclusive Excellence

- **Internships**
  - Targeted internships
  - Internships leading to permanent positions at slightly better the entry-level salaries (e.g., incentive)
  - Reserve internships for minority serving inst.
- **Mentorships - strong peer-to-peer mentorship for underrepresented groups**
- **Pipeline development**
  - Industry pipeline program (industry scholarships/internship opportunities)
  - Grow the diverse workforce that you want to see by grooming students from freshman through graduate school for those w/ graduate programs
  - Use capacity funds to recruit diverse graduate students (will end up as faculty hopefully)
  - Postdoctoral programs to bridge to faculty
  - Work with your institutions MANRRS groups as a pipeline for employees [https://www.manrrs.org/](https://www.manrrs.org/)
  - Develop a program from diversity scholarships in undergrad and grad.
- **Training**
  - Training own diversity PhD students
  - Identifying unconscious or systematic biases currently causing attrition within the pipeline
- **Start with youth development**
  - Start early with 4H in creating the foundation for a diverse workforce
  - Change the perspective of high school students about what Agriculture is, most of the best talent is going to a pre-med pathway
  - Campus experiences for 3rd graders from URMs
  - Target students in 7-12 for scholarships in Ag programs to build the pipeline
- **Exchange programs/shared programs/cross training/collaboration**
  - Graduate student swap between 1862s, 1890s, 1994, like a clinical rotation, for a semester research project.
  - Develop summer experiential exchanges for students between the LGU system
  - Student opportunities to exchange across campus
  - Create regional research exchange programs to provide greater experience for grad students and post docs
  - Station scientists from other organizations at our experiment stations
- Cross training of students from diverse institutions - summer internships at diverse locations - all institutions involved
- Dual degrees from more than one institution/program
- Providing learning opportunities to each other’s students within a region.
- Multiyear faculty exchanges across institutions
- Develop bridge research programs with 3 LG types

**Incentivize** - Incentives for minority faculty and students

**Identify successful examples**

**Examine/reshape recruitment and hiring practices**
- Aggressive search locally and internationally
- Reduce the number of non-essential required qualifications in job ads
- Improve recruitment strategies.
- Strengthen hiring practices
- Strong start up packages
- Reactive and proactive work environment- vetting in hiring for sensitivity
- Train all personnel involved in any aspect of hiring training in recruiting and retaining a diverse workforce
- Dedicated funding to assist in hiring diverse faculty.

**Collaboration**
- Shadow AES/ARD Directors and get them to regional/national meetings
- Encourage and build through regular monthly/weekly meetings with Admin
- Build Regional strategic relationships with 1890s and 1994’s to do target hires at faculty or staff
- Joint travel to relevant sites
- Change the climate so that different people with different life experiences can feel at home
Strengthening Partnerships among 1862/1890/1994 Institutions

• **Building relationships**
  - Physically visit other institutions
  - Faculty exchanges across the three LGU family members.
  - More face to face get-togethers with faculty working in related areas and administrators across these institutions
  - Effective partnerships begin with building strong relationships!
  - Regular collaborative sessions
  - Faculty "internships" or mini sabbaticals at institutions of different land grant groups
  - Virtual exchanges
  - University alliance formation among 2-3 other university partners
  - Reach out to one of each institution type different from your own and invite to 1) a meeting, 2) a research proposal.
  - specialty listing
  - Names of 1862/1890/1994s into a hat and matchmake to outcomes and/or speed dating.
  - Partnership building grantsmanship workshops
  - Create shared appointments within and across states that have scientists from both institutions at each of the universities
  - Hold meetings at more affordable locations for larger participation or meet at an 1890 or 1994 institution's campus for major meetings.

• **Target collaboration on issues**
  - Targeted meetings focused on joint challenges or common stakeholders
  - Link common interests at grass roots level, not admin.
  - Organize mixed research teams around a given area and provide funds
  - Targeted special collaborative initiatives
  - Think tanks that will connect researchers/expertise with targeted outcomes
  - Identify common goals.
  - Develop statewide or regional joint research programs to include all types of institutions
  - Collaborative projects

• **Funding/grants**
  - Dedicated competitive funding
  - Seed grants to form or strengthen teams between 1862/1890/1994 institutions and facilitation of these partnerships
  - Fund cooperative projects with faculty at other LGU types
  - Create grants in AFRI, NSF, NIH, etc. that requires partnerships with 90 and 94
  - RFAs that require or at least favor collaborations among LGUs
- Funding that not only rewards diverse granting participants, but also highlights different cultural perspectives in presenting research results
- Expand Hatch Multistate type funding to 1890 and 1994 institutions
- National funding programs requiring programs that include all partners
- Dedicated funding for collaborative projects for mixed research teams
- Require collaborations across institutions for more grant sources.
- Shared grants requiring multiple diverse land grant institutions.
- USDA-funded graduate student and post-doc exchange programs
- Financial Benefit should go primarily to the 1890 and 1994 partners, 1862 faculty should be rewarded internally from the effort and time.
- Dedicated competitive 1890 funding for the 1890 LGUs, and dedicated competitive 1994 funding for the 1994 LGUs that is separate from new and existing dedicated competitive funding for all LGUs

**Expand leadership opportunities**
- Invite 1890’s and 1994’s to lead on projects and not just follow
- Provide funding to 1890s & 1994s to lead the strengthening partnership efforts
- Allow 1890’s to lead programs with 1862s as participants
- 1890/1994 lead interdisciplinary proposals
- Due to external funding having a long history of moving extraordinarily slow at some 1890 LGUs, in some instances, take that into consideration when determining which institution will be responsible for managing external financial resources as it relates to 1890/1994/1862 collaborative partnerships

**Strengthen multi-state opportunities**
- Create a program that allows for more participation from the 1890s and 1994s in Multistate projects
- Take better advantage of multistate opportunities
- Collaborations are personal - invest in more involvement of 1890/1994 in multistate research projects
- Multistate research projects / research teams
- Joint multi-disciplinary research initiatives
- Joint research and extension programming
- Encourage faculty to include project partners from these universities

**Cross institution pipeline development**
- Joint degree programs and grant program collaborations
- Automatic adjunct faculty appointments with institutions within each state
- Building partnerships around recruitment of faculty and staff for 1862, 1890 and 1994
- Share facilities, human and other resources
- Co-advise students
Addressing Funding Challenges/Disparities across the Three LGU Systems

• Join together/ collaborate (3) for significant request for all ag research
  o Joint programs/research projects
  o Collective pipeline directed to UG and MS programs at 1890/1994 institutions leading to PhD program at 1862 so all institutions benefit at their strengths.
  o Collaborate to be unified and make a concerted effort on behalf of all.
  o merge the different institution types to reduce segregation in higher education
  o true long-term partnerships. not one-time funding that encourages last minutes request.

• Collaborative grant development
  o public private partnerships
  o grant and project cooperation across 1890/1862/1994
  o Shared grants across diverse institutions with equal sharing of resources.
  o Designated pools of funding (collaborations)
  o develop funding opportunities targeted specifically to joint submissions from the 3 LGU systems focused on developing solutions to meet global challenges
  o Commit to submitting a proposal with at least one other institution AND commit to allowing the minority-serving institution to be the host of the project.
  o set asides in OREI, SCRI and other competitive funding opportunities
  o Partnerships between institutions strengthen research grant applications!
  o funding opportunities that require meaningful roles/budgets for all 3 LGU
  o national initiative stimulating ag research to the level of NIH; all LGU benefit
  o Collaboratively developed research proposals
  o partner across LGU systems to find grants together and foundation support
  o Joint projects/grant programs that require participants from more than one land-grant category: 1862 + 1890 + 1994
  o develop joint grantsmanship workshops and proposal development activities, preferably with accompanying seed funding committed from the institutions
  o build extra power in grants including commodities for partnerships
  o grant subcontracting
  o meaningful participation of 1890s and 1994s with the1862s, not as add-ons
  o collaborative grants with dedicated funding and long-term partnerships

• United approach to funding/advocacy
  o Joint advocacy for more funding
  o All land-grant Universities advocate for equitable funding at the federal level
  o 1890's and 1994's need to have the fully funded match just as the 1862's do.
  o Do the state-based work to ensure equitable match availability
  o Focus on increasing 1890 and 1994 $ BEFORE 1862 after IDing the goal that works.
  o Joint lobbying to minimize competition amongst institutions
- work with state legislatures and Congress to highlight the benefits of leveraging resources across systems
- Better aligned requests to Congress
- Joint efforts in seeking state matching funding.
- Join forces for advocacy as ONE
- Advocacy for funding increases of underfunded programs
- Willingness of 1862 institutions to equitably share increases in funding (based on need) with 1890 and 1994 institutions
- Expand advocacy efforts
- Expand Capacity Funds - and have student and faculty demographics as part of the formula for allocating dollars
- Local and state representation, federal reps in the corner as well- part of this also means a diverse representation to represent a diverse constituency

• Share resources
  - Share AES research stations which some lack.
  - Willingness to share resources
  - Share resources
  - Pooling internal funding across different institutions
  - Create opportunities for leveraging
Reaching/Working with Underserved Populations

- **Listen and identify needs first; develop true long-term partnerships**
  - Include multiple members of those populations in advisory groups to set priorities.
  - Collaborate on research projects addressing underserved populations to include a needs assessment.
  - Intentional outreach and inclusion in advisory groups.
  - Match making process to identify underserved populations and their needs, then facilitation process to make connections with LGU that have resources and want to assist.
  - Use/revise/enhance/change frameworks to engage underserved populations.
  - Firstly, define and identify the populations.
  - Working with advocacy groups for underserved populations to identify needs.
  - Engage the stakeholders directly in setting the research and outreach agenda.
  - Get out more and find stakeholders and address their concerns.
  - ID some problems and then sign up to do.
  - Listen first and be there for long haul.
  - Show genuine interest.
  - Listen to needs, and create intentional collaborations with clear measures of accountability.
  - Underserved populations aren't always overlooked, but not considered in the plan. Be interesting and try hard. Nobody wants to partner with you if you are boring and not in tune with culture!
  - Listen carefully to what your target population says is important to them.
  - Identify shared issues (e.g., use of public lands).
  - Shared stakeholder communication activities - both to gather input into our programs and delivery of results.
  - Include underserved perspectives in interpretation of research results and sharing those perspectives as a way to enhance conversations and include diverse audiences.
  - Targeted programs in the poorest counties in each state/long-term and intentional.

- **Understand, respect and build on the strengths of each other**
  - Working with underserved populations with limited resources is what 1890’s and 1994’s do well. This is a case where 1890s/1994’s could lead the conversation.
  - Partner with the experts, Extension, especially 1890 Extension.
  - Partner with 1862s, 1890s, and 1994s to deliver instructional and research programs in underserved areas/populations.
  - Increased collaborations.
  - Use Extension partners to reach out across state/region/nation.
  - Build on linkages that have already been established.
- collaboration with institutions that focus on underserved populations
- identify the best communicators - then build the team who has the scientific expertise to solve issues

**Strengthen understanding/training around working with underserved audiences**
- Special training for reaching the underserved
- Build a greater understanding to learn how to become more effective.
- reach out to NGOs and other non-university entities (e.g. advocacy groups) to learn best practices in how they engage underserved populations

**Grow the pipeline of students and faculty from underserved groups**
- Dual and joint graduate degrees across all LGUs
- Provide internships for underserved populations.
- scholarships
- Summer camps/interns/faculty sabbaticals for underserved groups
- recruiting employees/students from the targeted underserved population
- Create shared internships to focus on this area
- Create programs and funding for teachers in target schools to develop familiarity. Match the faculty to the population
- Student exchanges/mentoring across diverse institutions.
- scholarships/ internships - multi-year commitments
- Hire faculty with this as a major job expectation and hold them to this through T&P process. or create an endowed chair with this expectation
- Student internships that target underrepresented groups within the state and region - do this as a regional/joint activity rotating across universities or joint effort
- employing a diverse faculty and staff

**Purposeful inclusion/ prioritization**
- Make it a priority, rather than an afterthought.
- Field days that facilitate bringing in underserved populations
- Increase the focus on urban populations, food islands, linkage of food with health outcomes.
- Community service/open classes and community events, schools
- Better funding for these types of programs
Addendum: Participants provided other rich content to the session through a series of related discussion prompts. These are included below for reference.

Discussion Prompt: How would we (ESS) be better if we truly worked under a banner of Inclusive Excellence?

- Then we will value the opinion of others who train of thought is not of the same cannon (our view), from a traditional way
- ESS would produce more innovative programs and products and of more practical value to a larger number of people in our communities
- We will be able to more freely share our resources and truly bring 1862, 1890, and 1894 institutions together.
- Working under a banner of Inclusive Excellence would yield broader perspectives on existing issues.
- We would be better equipped to approach problems (both internal to the university and external) in more meaningful ways, and ultimately provide solutions that are more robust.
- We need to ask our advisory groups, stakeholder groups, and commodity support groups to better embrace DEI as a relevant system of increasing market share and consumer support.
- Build more trust and confidence among ourselves
- Bring a broader set of experiences that would challenge our assumptions of “the way” to solve or approach issues
- Also a better set of outcomes for our students and adult learners
- Fresh, more efficient processes across the board that don’t follow, "We do it this way because it’s how we’ve always done it."
- It would help to enhance inter-institutional cooperativity
- If we embrace inclusive excellence, we would expand both the diversity of ideas in addressing research questions while also expanding our potential impact.
- Reach more people more effectively
- Inclusion of different viewpoints and experiences can spark innovation.
- All voices would be heard and valued, leading to a better working climate, increased productivity, and innovation.
- Examples of best practices or new programs that work at other institutions that could be modeled at our institutions
- Through IE, we would be able to more effectively engage stakeholders whose
- Research questions and answers that address the needs - limitations of all those who live in our borders to ensure safe, food, feed, and fiber
- If we do wonders with one set of eyes, imagine seeing the world from various other set of eyes.
- Reach a broader audience
- It would change the perspectives we all harbor, to open minds to see problems more broadly.
• Chance to hear perspectives you might not consider, or might have misconstrued, and learn issues that are outside your normal thinking.
• Richer experience for all involved.
• Diverse world experiences bring very different ideas on how to approach a problem — both research challenges and institutional challenges.
• We will be able to more freely share our resources and truly bring 1862, 1890, and 1994 institutions together.
• Broadened perspectives and horizons.
• In a changing world, a diversity of ideas will better help us find solutions to new problems that are not predictable with past understanding.
• Provide more role models and motivation to strive for leadership positions for marginalized people.
• Problems which ESS aims to address and respond to impact a diverse group, answering these challenges will require a diverse team
• Inclusive Excellence would provide for stronger, more meaningful and impactful multi-disciplinary and multi-institutional collaborations: leveraging of resources.
• Empowering and welcoming a diverse community of scholars will improve the quality of everything we do, from teaching to the quality of our research questions and solutions.
• Being inclusive doesn't just make us better, it makes us relevant to more people.

Discussion Prompt: What is ONE THING I could change or do this year that would have the greatest positive impact in Inclusive Excellence in 5-10 years?

• Reach out to other institutions that we have not connected with as yet.
• Work on regional strategies with Alton Thompson and ARD Directors
• I will reach out to 1890s and 1994s to recruit my graduate students.
• Network with people who are not just like me. Build my circle with people outside my box.
• Intentional communication and engagement.
• support shared internships
• Focus on audience when developing materials to report data
• be proactive in reaching out to other groups
• Hire faculty members of color and support them with quality start-up packages.
• Incentivize my faculty to collaborate with 1890 universities on research projects
• Be strategic and intentional about inclusivity
• Recruit faculty from 1890 and 1994
• collaborate with 1890s on internships in agriculture fields
• Try to carve out seed funding for new collaborative efforts between our faculty (1862) with 1890 or 1994 partners
• Try to institutionalize the concept of inclusive excellence with faculty and administration and establish a pilot program to foster interactions between ESS 1862 and 1890s.
• I think my "one new idea" is also the answer for this one: Building an advisory committee that will better connect communicators from 1862, 1890 and 1994 institutions so we can benefit from their input and they can benefit from learning about each other, their audiences and their cultures.
• Establish meaningful relationships with other institutional members of the LGU family.
• Reach out to build trust with 1994 institutions
• Helping others (students, high school teachers, Madea, etc.) to understand all that "Agriculture" is. That is the best way to recruit and will lead to positive change in the years to come. [Madea--the person who is raising those students who should major in agriculture, but because of the view of agriculture, these students are majoring in other areas.]
• Facilitate meaningful conversations among minority and majority students for deeper understanding of challenges and opportunities of DEI
• This has been an amazing thinking and reflecting time. THANK YOU!
• Our 1862 HSI has some of the same challenges that our 1890 and 1994 institutions are facing, so I will seek ways to collaborate at a higher level.

Discussion Prompt: What are 2-3 action steps I could take in the next 30 days to advance toward this ONE THING?

• Identify funding opportunities to enable these interactions and collaborations to become a reality.
• I sure would love to think through how the SRDC could help with these ideas.
• Agriculture can be so much more than its historical image, data sciences, gene editing, innovation and entrepreneurship, we need to embrace those traits
• Plan for seed funding for collaboration with 1890 universities
• Talking to everyone I meet about agriculture:
• Flip the narrative that education is the pathway away from Agriculture.
• Pick up the phone and start networking!
• Establish a regular monthly meeting with my counterparts in 1890 and 1994 universities.
• Target faculty from 1890 and 1994 to participate in AFRI grants
• I love the emphasis on conversation...that's where it starts!
• As was mentioned earlier, I will work with Gary Thompson to plan and implement joint programs, proposals with ARD and the Southern region

Respectfully submitted by:
• Woody Hughes, Jr., Fort Valley State University
• Brian Raison, The Ohio State University
• Rachel Welborn, Southern Rural Development Center
Background and Updates
The CMC presented its intent to request BAA Standing Committee status during the Joint COPS meeting in July, 2021.
A formal request for BAA Standing Committee Status was then sent to Dr. Tom Coon, chair of the BAA Policy Board of Directors, on October 22, 2021. The request included suggested changes to the Rules of Operation of the BAA to establish the CMC as a standing committee.
The chair of the CMC, Karla Trautman, met with the Policy Board of Directors on November 11, 2021 to request a decision of the PBD on this request. The Policy Board of Directors voted unanimously to support moving the request to a vote of the BAA sometime in early 2022.

Upcoming Plans
Since this request will require a change to the Rules of Operation of the BAA, it will require a 2/3 super majority of all voting members to approve the amended rules. Therefore, it will be imperative to turn out the vote.
The electronic ballot will be issued 30 days after the BAA Policy Board of Directors makes public the suggested changes to the Rules of Operation. The vote will occur by electronic ballot sometime in early 2022. In the coming months, the CMC will be focused on messaging and working to “get out the vote”. The CMC feels that Standing Committee status sends a message of commitment to the importance of a consistent and steady cadence of strategic communication focused on the impactful and important work of the LGU system. Standing Committee status is the best approach we have for sustainable success in achieving the goals that are being identified across our system.

National Impacts Database Committee with ESCOP
Submitted by Karla Trautman, South Dakota State University, ECOP Liaison

Background and Updates
During the Joint COPS meetings in July, co-chair Karla Trautman visited with the Administrative Heads, ECOP and ESCOP to present the proposal that the NIDB Committee be made a sub-committee of the CMC. Co-chair Trautman suggested that once the transfer is made that the membership of the NIDB Committee not change for a period of a year to allow the CMC and the NIDB to identify the exact needs of the subcommittee and the associated membership.
Both ECOP and ESCOP approved the move of the NIDB Committee from a joint standing committee of ECOP and ESCOP to a subcommittee of the CMC.

Upcoming Plans
Scott Cummings, manager of the NIDB at Texas A&M, is looking into creating a photo gallery linked to the database.
Training resources have been updated and added to the Resource tab of the webpage. The training resources provide guidance to impact statement submission as well as how to use the database, including search function, which has been updated. Other improvements have been made to the website as well - including the ability to download and print specific impact statements.
The NIDB put out a call for the submission of 2021 impact statements on October 5, 2021. Deadline goal for submission of 2021 statements is December 15, 2021. Institutions were reminded that new tags have been added for COVID-19 and Diversity and Inclusion efforts.
Background and Updates


Virtual Meeting Seventy-five people attended the virtual meeting including speakers and liaisons to USDA and ECOP.

Officers:
- Chair: Jim Farrar, University of California, Western
- Chair-elect: Daren Mueller, Iowa State University, North Central
- Incoming Chair-elect: Alejandro Calixto, Cornell, Northeast
- NIPCC Updates: Jim Farrar

Completed three white papers related to IPM. These have been completed and are posted on the National IPM CC website.
- U.S. Agriculture is Vulnerable to Weeds, Diseases, Insects and Other Pest Threats (one page version)
- The Growing Threat of Pests Resistant to Pesticides and Other Management Tactics (one page version)
- Invasive Pests: A $120 Billion-A-Year Threat to America’s Farms and Lands (one page version)

Farming and Food Narrative Project Update (Michael Rozyne)
- Collaboration of IPM Voice, RedTomato, and Frameworks Institute
- Addressing communication challenge through social science of mental frames
- Several of his points ended up influencing the discussions during the Public IPM Enterprise Strategic Plan (see below)

IR-4 Update (Jerry Baron)
- Moved to NCSU; officially started October 1, 2021; new hires, people are getting settled in
- Funding is limited for new projects

Pesticide Applicators in Time of COVID (Tom Smith and Wayne Buhler)
- Had a PACT meeting in Denver – IPM and PESP
- Looking for ways to collaborate, building relationship through collaborations

Public IPM Enterprise Strategic Plan Concept (Jim Farrar)

Had breakout groups discuss these four questions. These discussions were summarized and will help the Strategic Plan Writing Committee
- What are the unifying features or attributes of the members of the Public IPM Enterprise?
- What is the vision (ideal state) of the Public IPM Enterprise?
- What is the mission (what the group is doing and why) of the Public IPM Enterprise?
- What do we hope the Public IPM Enterprise achieves in the next five years?

Upcoming Plans

Jim Farrar concluded his term and handed chairship to Daren Mueller
Alejandro Calixto, Cornell IPM Coordinator, elected chair-elect
Discussed having meeting in DC and Kansas City every other year. Next year will be in Kansas City, depending on availability in the new building (will check with Vijay after January 2022)
Work continues to establish the Health Program Action Team (TEAM) utilizing the lessons learned from the Health Innovation Task Force and Well Connected Communities Initiative. A transition model is being presented to the Health Innovation Task Force for their input. The transition plan will be included in the Task Force’s final report to ECOP.

“Advancing Health Equity and Well-Being in Urban America” is the working title assigned to a manuscript submitted for a special edition of the Journal of Human Sciences and Extension (JHSE) that will be published in the spring of 2022. Authors are Suzanne Stluka, LaToya O’Neal, Dawn Burton, Erin Yelland, and Roger Rennekamp. The article is organized around the five high-level recommendations of Cooperative Extension’s National Framework for Health Equity and Well-Being and showcases examples of how Extension staff in urban areas of the nation are working in new ways to improve health outcomes of urban residents.

A Letter of Cooperation has been executed whereby USDA-NIFA is providing $300,000 to the Extension Foundation to support implementation of Cooperative Extension’s National Framework for Health Equity and Well-Being. More specifically, funds will be used to conduct an assessment of readiness to implement the framework. The Center for Community Health and Evaluation (CCHE) at Kaiser Permanente will be subcontracted to perform the assessment utilizing key informant interviews, regional listening sessions, and surveys of Extension professionals. CCHE staff will also lead the Evaluation Committee of the Health Program Action Team (PAT).

Beverly Coberly and Roger Rennekamp are working with Colorado State University to contract with a data science fellow to support the Data Science for Health project supported by the RWJF Well Connected Communities Initiative and Extension Foundation. This spin-off project is designed to support the use of data disaggregated by race, geography, ethnicity, and other variables to identify and address health inequities and aligns with RWJF’s investments in data science which includes a $10M investment in HBCUs to support environmental justice. Roger initiated conversations with RWJF to explore ways to collaborate on this work.

Twenty-five Extension professionals without formal training in public health are currently being recruited to participate in a special opportunity to complete the Fundamentals of Public Health graduate certificate offered by Cornell University. The 16-week certificate include five modules that require roughly five hours per week of a student’s time to complete. Graduates will also be encouraged to take the exam which qualifies them for the Certified in Public Health (CPH) designation offered by the National Board of Public Health Examiners. This capacity-building effort will advance the professional standing of Extension professionals serving in various community coalitions.

Seven additional LGUs were selected to participate in the Well Connected Communities Initiative supported by the Robert Wood Johnson Foundation. In this wave of funding, institutions were selected that are already modeling new ways of working in communities that improve health outcomes for populations experiencing health inequities. Each institution receives $25,000 to perform a case study which showcases their work. A short video is also encouraged. Sixteen of the seventeen LGUs already participating in the WCC Initiative will return as subgrantees in this wave.
Roger continues to engage with a team designing the advanced level training for LGU teams that have participated as members of the three initial cohorts of the 4-H Pathways Academy. The advanced session will focus on sharing strategies and tools for advancing the Pathways initiative. Participants will strategize action steps for addressing issues introduced through “mini” case studies. The advanced session will be offered in early 2022.