



Engaging a Community Advisory Board

in the 2025 Service Area Assessment

Project Lead:

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This document serves as
supplementary material to the
2025 Service Area Assessment
Detailed Report.

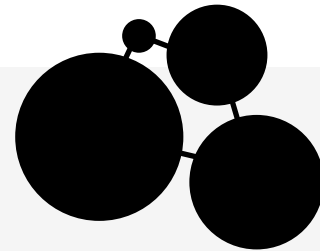
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Purpose

As part of the 2025 Service Area Assessment (SAA) led by Second Harvest Food Bank of Orange County, the Food Bank formed a Community Advisory Board (CAB) to support and engage in our research approach. Specifically, CAB members supported Aim 2 of the SAA where we **examined the perceptions and experiences with charitable food and services** among community members and staff at SHFBOC partner food distribution sites using an **explanatory sequential mixed methods** research design. For this reserach design, we collected quantitative data first from community members (through surveys) followed by qualitative data from both commmunity members and our partner network (through focus groups).

This supplementary material describes our process forming the CAB, our members, their contributions to the SAA, and the topics and activities they took part in. We touch on strategies used to increase engagement and close feedback loops. Lastly, we highlight our evaluation approach, findings, and overall learnings for future CABs.



Why form a CAB?

In order to be rooted in community voices (one of the principles of our SAA), it was essential to integrate different perspectives in our research process. Relying solely on internal knowledge and assumptions on how to recruit, collect, analyze, and disseminate for research would be limited without the collective insight from those with lived experiences and/or with cultural, community, or technical expertise. Forming a CAB was an opportunity for the Food Bank to strengthen existing partnerships and build new collaborations with stakeholders who are similarly driven to improve food and nutrition insecurity in Orange County. Community-based participatory research (CBPR) literature suggests that CABs are mutually beneficial; through trust-building and meaningful engagement, CAB members not only strengthen the leading institution's research (from design to dissemination), members are able to gain new knowledge and skills and expand their network. For more references on CABs or CBPR literature, refer to Appendix E.

Members

In total, 13 individuals participated in the CAB. CAB members consisted of food bank staff, representatives of the Food Bank’s pantry network, academic partners, and a community advocate. Each member provided unique insight such as technical research expertise, perspectives about food pantry operations and community needs, and lived experiences with food insecurity.

FIGURE 1. COMPOSITION OF SAA COMMUNITY ADVISORY BOARD



SELECTION PROCESS

In developing the CAB, the SAA Project Lead connected with academic partners from local universities who had previous research collaborations with the Food Bank and invited another with community nutrition expertise to participate. We invited select food bank staff who had experience collecting rich information from partners and community members to participate in CAB activities and onboarded two research interns to support data collection. A staff member invited a community advocate with lived experience with food insecurity to engage in CAB efforts. Members of the partner network who expressed interest in joining the CAB were asked to fill out an interest form; the SAA Project Lead, in collaboration with other Food Bank leaders, finalized partner network CAB members to ensure that they represented different food pantries and programs.

MEMBER DETAILS

Partner Network

JULIA BAUTISTA
Community and Life Coordinator
Mercado El Sol

ROBIN RUSH
Founding CEO
Recovery Road, Inc

LAUREN CARICH
Director, Resident Services
Western Community Housing

MARLENE SANTIAGO
ARCHES Case Manager
Boys and Girls Club of Garden
Grove

JAIME MARQUEZ
Director of Operations
Delhi Center

Community Advocate

MIA DILALLA
Community Champion at SHFBOC

Academic Partners

DR. DENISE PAYÁN, PHD, MPP
Associate Professor of Health, Society and Behavior
Joe C. Wen School of Population & Public Health - University of California, Irvine

DR. JOHN CARROLL, PHD, MA
Associate Professor & Director of GIS Research Center
Department of Geography & the Environment - California State University, Fullerton

DR. VIRGINIA GRAY, PHD, MS, RD
Professor & Chair
Department of Family and Consumer Sciences - California State University, Long
Beach

Food Bank Staff

MALIA CARY
*Director of Government Affairs and
Community Relations*

MANUEL MARROQUIN
Research Intern

JAZLYN ORTUÑO-NUÑEZ
*Program Supervisor: Youth Hunger
Programs*

**STEPHANIE PEREZ
MARTINEZ**
Research Intern

Engagement

GENERAL EXPECTATIONS

CAB members were asked to participate in 6 monthly meetings guided by the SAA Project Lead and received a \$50 compensation for every meeting attended. Through meetings, CAB members advised research design and methods, reviewed data collection tools, participated in data collection, analysis, and interpretation of data, and provided input on dissemination. We detailed expectations and responsibilities, compensation for non-Food Bank members, tentative meeting months and topics in an Agreement form (Appendix A) that was shared with CAB members prior to the first meeting. Supporting CAB activities outside of meeting hours was optional; for example, some CAB members supported pilot testing and data collection efforts.

MEETING STRUCTURE

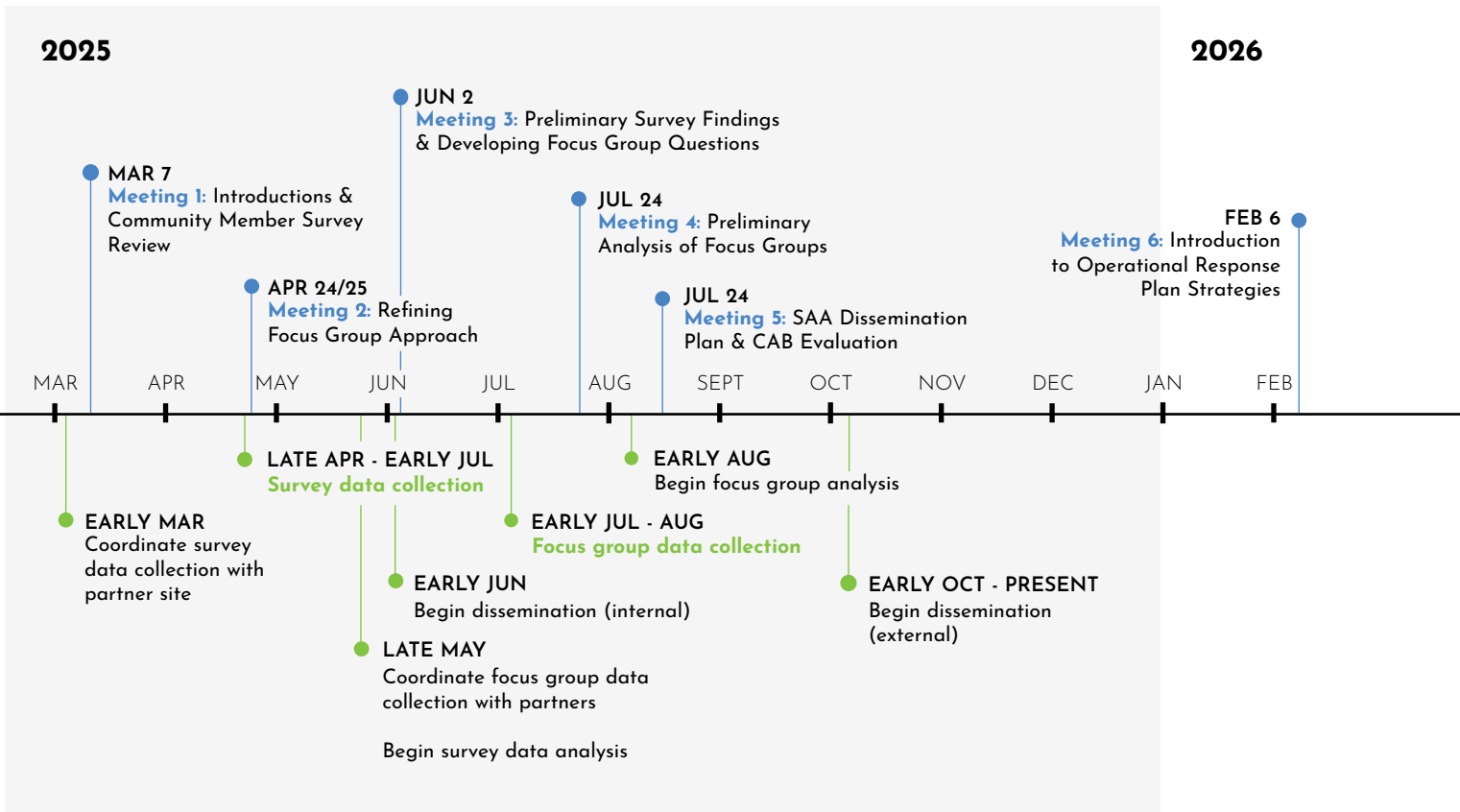
All meetings were held for 1 hour, except for the first meeting (1.5 hours) to account for introductions and a range of topics. Most meetings took place virtually, except for the 5th meeting to gather for the completion of the assessment and complete the evaluation. The SAA Project Lead emailed CAB members before each meeting outlining discussion topics and activities. At the conclusion of most meetings, members completed an online poll to schedule the following meeting. On average, each meeting had 11 out of 13 members in attendance.

MEETING TOPICS AND ACTIVITIES

As shown in Figure 2, we designed meeting topics and activities to reflect the research timeline to ensure the research was currently informed by CAB feedback. For example, in the first meeting, survey questions were reviewed by CAB members prior to pilot testing and data collection.

The SAA Project Lead used Powerpoint to facilitate all meetings and uploaded handouts to a shared folder for CAB members to refer to and take notes during activities. Most activities included discussion questions that were designed to facilitate conversation between CAB members in breakout groups, and the SAA Project Lead would enter breakout groups briefly to listen and provide support as needed. Before meetings concluded, groups were asked to summarize what was shared during breakout discussions. The SAA Project Lead relied on group notes and discussions to inform changes in the research.

FIGURE 2. SAA RESEARCH TIMELINE & CAB MEETINGS



On the next page, Table 1 summarizes discussion topics and activities for each meeting and how feedback gathered from CAB members informed the SAA. In addition, we highlight examples of how we communicated the use of input to CAB members and closed feedback loops.

For additional details on meeting activities and discussions, please refer to Appendix B. For examples of documents that we shared with CAB members to inform how their input was used, refer to Appendix C.

Closing the Feedback Loop

Table 1. CAB Meeting Summaries and Use of Input

#	Mode	Meeting Summary	Use of CAB Input
1	Virtual	We held member introductions and provided an overview of the Service Area Assessment. We co-created member expectations and in groups, reviewed the SAA community member survey measures, questions, survey flow, layout, and length.	<ul style="list-style-type: none"> Developed a list of member expectations for the CAB agreement Updated survey introduction, questions, and format Updated survey administration procedures
2	Virtual	We shared progress updates on survey pilot test and data collection with community members. The main activity was to co-design our focus group approach and procedures.	<ul style="list-style-type: none"> Updated focus group approach and procedures based on feedback
3	Virtual	We shared progress updates on survey data collection with community members and changes to our focus group approach and procedures. In the activity, we reviewed how to develop focus group questions and shared preliminary survey findings. Groups were asked to write focus group questions using a digital whiteboard.	<ul style="list-style-type: none"> Topic ideas and focus group questions were integrated in the final focus group scripts for both community members and the partner network
4	Virtual	We continued to share updates on data collection for both surveys and focus groups. We reviewed our analysis approach for focus group data and for the activity, CAB members analyzed different focus group excerpts.	<ul style="list-style-type: none"> Preliminary insights from focus group excerpts were reviewed and cross-referenced, alongside co-moderator notes, during data analysis
5	In-Person	This meeting was held at the Food Bank over lunch to review the dissemination plan and offer input on other ways to disseminate SAA findings to key stakeholders. CAB members took part in a survey evaluation on their experiences. CAB members were given the opportunity to take a tour of the distribution center.	<ul style="list-style-type: none"> Update dissemination plan to ensure it's tailored to different audiences
6	Virtual	For the final CAB meeting, we shared updates on the SAA dissemination plan and introduced the Food Bank's year-long operational response plan. CAB members provided feedback on the plan's strategies and ideas on how to externally disseminate findings specific to the Food Bank's response.	<ul style="list-style-type: none"> Input on strategies were revisited during the final response plan internal meeting. Shared dissemination ideas to food bank staff involved with dissemination of response plan

SAA Project Lead shared a document on what changes were made to the survey as a result of CAB feedback (Appendix C1).

In meeting 3, the SAA Project Lead summarized how input from the activity in Meeting 2 was used. A document was also shared highlighting updates (Appendix C2).

As reports were finalized, SAA Project Lead shared a preview of the Overview and Key Findings report with the CAB.

SAA Project Lead shared final reports and supplementary materials with CAB members.

Evaluation

To inform future CABs, CAB members were asked to fill out a short, anonymous Qualtrics survey and participate in a brief discussion with the Director of Strategic Initiatives about their participation in the CAB.

In the short survey, CAB members were asked to reflect on their experience participating in the advisory board by:

1. rating their **satisfaction on meeting cadence, details, and project leadership**
2. indicating their **agreement on a list of statements regarding responsibilities, engagement, and contributions, among others**

At the conclusion of the survey, CAB members were given an opportunity to elaborate on any of their responses to the questions. We present the short survey in Appendix D1.

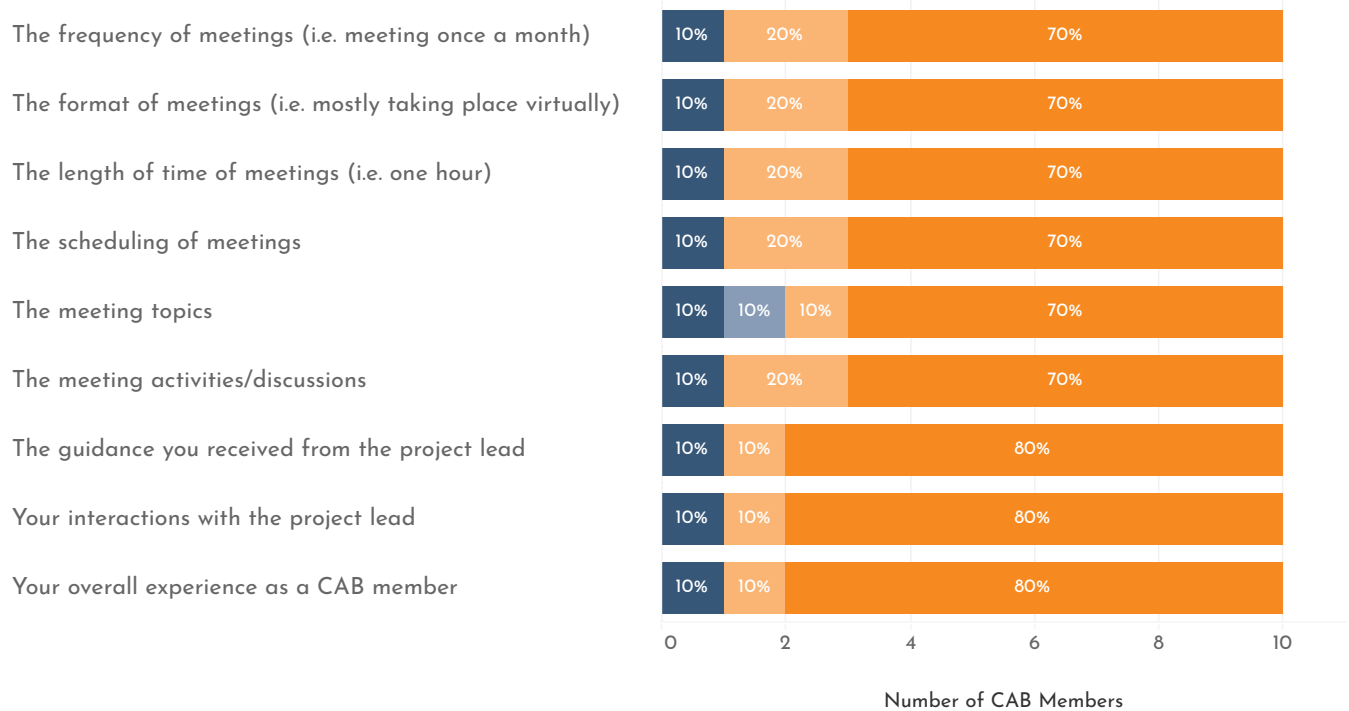
This discussion with the Director of Strategic Initiatives took place at the 5th, in-person meeting at SHFBOC to wrap up the SAA. The script is presented in Appendix D2.

RESULTS

A total of 10 CAB members completed the short survey and participated in the brief discussion. Overall, most were satisfied or very satisfied with their experience taking part in the CAB. A majority were satisfied with the frequency, format, and length of meetings. Most were also satisfied with how meetings were scheduled, the topics, and activities that took place. Almost all CAB members were satisfied or very satisfied with the project’s leadership. Only one CAB member noted they were very dissatisfied with all characteristics; however, their input in the remaining survey questions were mainly positive (see *). Figure 3 explains these results.

Figure 3. Satisfaction with Meeting Characteristics

Please reflect on your experience as a CAB member. How satisfied are you with:

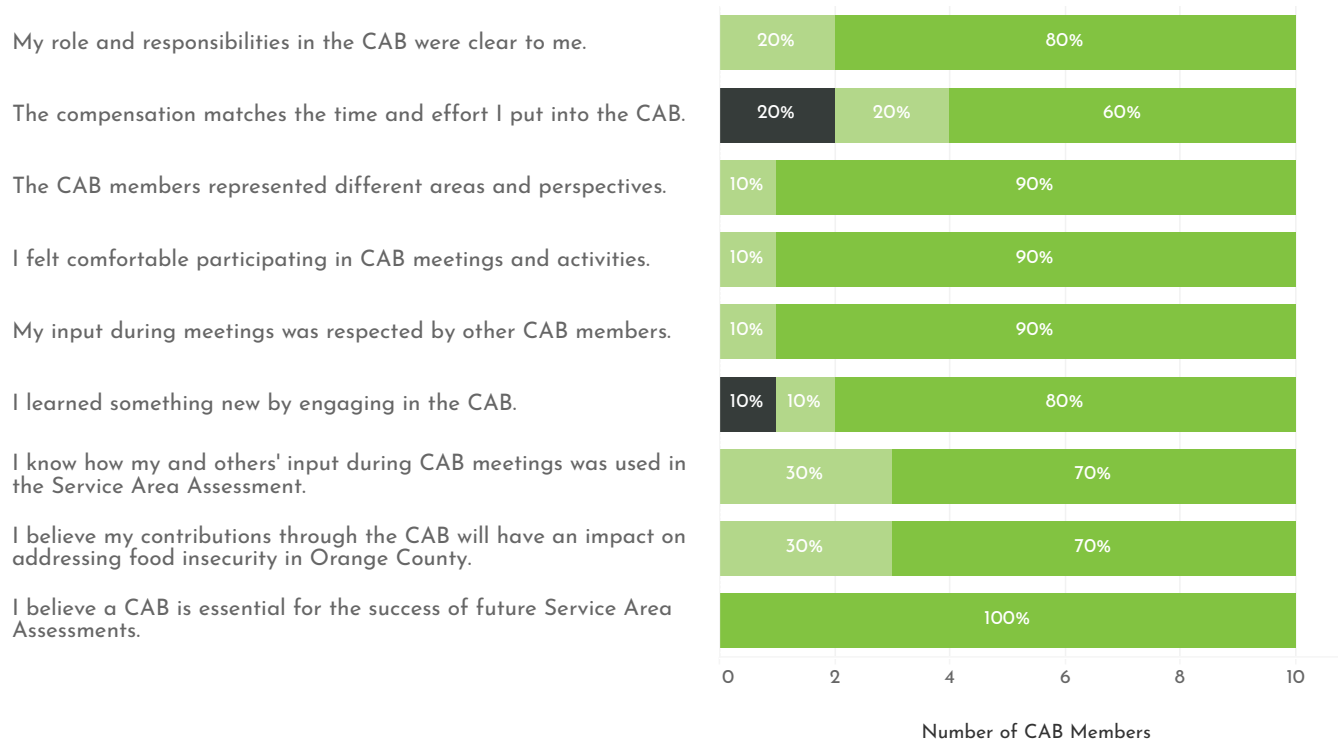


KEY
■ Very satisfied
■ Satisfied
■ Neither satisfied nor dissatisfied
■ Very dissatisfied

Furthermore, all respondents agreed or strongly agreed with most statements; not only was their role and responsibilities clear, but they felt comfortable engaging in meetings and felt their input was respected. In addition, all agreed or strongly agreed that they were aware of how their input was used and believe that their contributions through the CAB will address food insecurity. All believe that the CAB was diverse in representation and strongly agreed that a CAB is essential for future SAA's. Only 1 CAB member provided a neutral response regarding learning something new through the CAB and 2 neither agreed nor disagreed that the compensation was appropriate. Figure 4 highlights these findings.

Figure 4. Agreement with CAB Engagement

Please indicate how much you agree with the following statements:



KEY
■ Strongly agree
■ Agree
■ Neither agree nor disagree

When asked to elaborate on their responses, CAB members shared mainly positive comments about their experience with leadership and the value of learning from different perspectives. CAB members also offered suggestions related to scheduling and virtual activities. The follow-up discussion reiterated some of these comments and suggestions (Table 4). We will use findings from the short survey and follow-up discussion to inform future CAB meeting structures and engagement strategies.

Table 3. Survey Comments & Suggestions from CAB Members

COMMENTS	SUGGESTIONS
<p>“ This CAB was thoughtfully planned and led.</p> <p>“ It was valuable to learn from different people in this group as topics were discussed and data collection forms were reviewed.</p> <p>“ It was amazing to collaborate with [SAA Project Lead], she was very helpful in explaining all the process. Also, the interaction in every session was very interesting. Thank you*</p>	<p>“ I think the meetings should be a set time each month. Like the first Friday of the month from 10-11am. Then people can plan their schedules around the meeting. I feel when given options you had a hard time finding a meeting time that everyone could attend. Besides that my experience was great.</p> <p>“ Virtual meetings could be switched between in person. Working in groups on the activities virtually were a bit tricky due to level of interaction amongst group members. I think some in person meetings would be great and facilitate deeper conversations in group activities/ discussions.</p> <p>“ Having guidance from a CAB with broad representation is essential to building the best possible assessment. This was especially important for this initial SAA.</p>

Table 4. Insights from Follow-Up Discussion

WHAT WORKED WELL	WHAT NEEDS IMPROVEMENT
<ul style="list-style-type: none">• Virtual meetings• Conversations in breakout sessions• Diverse and range of expertise• Goals were well-defined• Use of time; not a lot of pre-meeting tasks or homework• Different levels of engagement for each CAB member• Site visits for data collection	<ul style="list-style-type: none">• Set recurring monthly meetings• Include link to folders and documents in calendar invite• Use Zoom instead of Teams• Provide “previously on” update



Learnings for Future CABs

Since this is the first Community Advisory Board to support SHFBOC's research efforts, we identified learnings from our experience and evaluation that future CABs may consider.

One reason why this CAB was effective is because the purpose and general responsibilities were clearly defined and communicated. At the formation stage, we shared an agreement with prospective members which outlined key details, and any updates or changes, including shared expectations, were communicated back to members. In addition, some CAB members noted that meetings were facilitated thoughtfully. To account for busy schedules and to sustain engagement, we held monthly meetings virtually and ensured that work outside of meetings were minimal or optional. Knowing this, the Project Lead carefully designed meetings with discussions and breakout activities that spanned the full meeting period and included different opportunities for members to share feedback. According to the evaluation, our intentional approach to engage was evident. Also, this CAB had diverse representation of academics, food pantry partners, and food bank staff and champion which led to fruitful discussions during meetings. In the evaluation, all members agreed that their contributions were respected, incorporated, and impactful.

Overall feedback was positive, and CAB members mainly provided suggestions to improve meeting logistics. This includes scheduling recurrent monthly meetings ahead of time to avoid schedule conflicts, hosting some meetings in-person (such as at the food bank or at a member's organization) to increase engagement, using a different virtual meeting platform, and attaching a link to project files at a location that is easily accessible to all members.

Based on reflection and academic literature, additional opportunities exist to strengthen future CABs. Though we had diverse representation in this CAB, future advisory boards could benefit from involving Food Bank senior leadership, board members, and additional community members with lived experiences of food insecurity and who have received charitable food assistance. Having these specific stakeholders collaborate with one another could lead to the bi-directional exchange of new ideas and shared decision-making. Discussions could be carefully curated to foster open and respectful communication that account for power imbalances within the group and where expertise, especially from community members, are not just heard but valued.

Furthermore, rather than taking on an advisory or collaborator role, CAB members could increase their level of involvement and ownership and act as an equal partner in research. According to the NORC Community-Engaged Research Framework, equal partners are more immersed in the research process. Rather than reviewing and providing feedback, as done in this initial CAB, members could further engage and participate in data collection,

analysis, and dissemination. For example, CAB members could receive training to administer surveys and facilitate focus groups and co-present findings to different audiences. Additional investment from CAB members would require extra compensation and could lead to increased trust, research participation, and effective translation of findings to actions that address community priorities. The Food Bank can continue to enhance CAB experiences by providing participatory research and co-learning opportunities where all stakeholders can build their capacity to leverage data and research.

Lastly, the Food Bank can consider how to sustain partnerships and CAB efforts after a project is completed. Though the CAB achieved its purpose, we did not discuss potential funding mechanisms and opportunities to deepen collaboration once the assessment is complete. Having conversations early on in the CAB process about sustainability is essential to maintain trust and connection between members and long-term change.



In Summary...

A CAB played an essential role in SHFBOC's initial Service Area Assessment. Their invaluable input refined our research efforts and ensured that our process (not just our outcomes) were driven by community perspectives. From our experience, an effective CAB has:

- well-defined expectations and goals
- open and clear communication between members
- meetings and activities that are thoughtfully planned and facilitated, and
- engagement from members with different backgrounds and expertise

We can also strengthen CABs further by:

- improving meeting logistics (such as scheduling)
- expanding representation of members to include other stakeholders
- engaging members as equal partners in data collection, analysis, and dissemination, and
- sustaining partnerships beyond the project timeline

Appendix

Appendix A. CAB Agreement with Member Expectations

Appendix B. Meeting Activities

- B1. Activity 1.1 - Create member expectations
- B2. Activity 1.2 - Review community member survey
- B3. Activity 2.1 - Co-design focus group approach
- B4. Activity 3.1 - Develop focus group questions
- B5. Activity 4.1 - Analyze focus group data
- B6. Activity 6.1 - Align SAA findings and ORP strategies

Appendix C. Examples of Closing Feedback Loops

- C1. Changes to Survey Questions
- C2. Changes to Focus Group Procedure

Appendix D. Evaluation Materials

- D1. Survey
- D2. Discussion Questions

Appendix E. Resources

Appendix A.

CAB Agreement with Member Expectations

Community Advisory Board Agreement Service Area Assessment



Purpose: The purpose of the Community Advisory Board is to guide and inform the Service Area Assessment (SAA) led by Second Harvest Food Bank of Orange County (SHFBOC). The SAA aims to assess neighbor needs and service gaps to inform the food bank's operational and strategic decisions. We will complete this assessment by engaging key stakeholders and partners in the research process and leveraging their technical expertise, cultural and community insight.

Study Overview: This assessment has two aims. First, through a literature review and brief qualitative study, we will describe the lived experiences of populations and communities in Orange County (OC) who are disproportionately impacted by food insecurity and limited food access. Next, we will conduct an explanatory sequential mixed methods study to examine perceptions and experiences with charitable food and services among neighbors who receive food from SHFBOC partner distribution sites and partner staff. The second aim will focus on collecting survey data from neighbors and following up with both neighbors and partners via focus groups to identify service strengths and gaps.

General Responsibilities:

- Participate in virtual, monthly meetings to discuss study progress, specifically Aim 2
- Advise research design & methods, including participant recruitment
- Review and test data collection tools (e.g. surveys, focus group guides)
- Participate in the collection, analysis, and interpretation of data
- Review and provide feedback on dissemination materials

SAA Members: Representatives can include existing or new academic partners, community partners who distribute SHFBOC's food, and related non-profit or government agencies who serve Orange County communities.

Compensation: A \$50.00 stipend, payable to you or your organization, will be provided to compensate you for your time at each meeting attended (6 meetings total, maximum \$300.00). If interested, some members may collaborate on a more intensive level, such as in data collection, analysis, and interpretation of data. Food bank staff will only be compensated if meetings are held outside of business hours.

Meetings: Hourly meetings every month beginning early March. All meetings will be held virtually, except for one in-person meeting in the summer to conclude the assessment. These meeting dates and topics of discussion are subject to change depending on the progress of the assessment.

Date	Topics of Discussion
Early March (1.5 hours)	Member Introductions Service Area Assessment Overview Discuss CAB Agreement Review recruitment strategy & survey tool
April	Assessment updates Focus group discussion
May or June	Assessment updates Focus group discussion
July	Assessment updates
August (In-Person)	Discuss assessment findings and dissemination strategies Evaluation of CAB participation
TBD	Follow-up on how findings were incorporated in SHFB-OC's Operational Response Plan

Contact: Questions, comments, and concerns about the assessment or your participation in the Community Advisory Board can be directed to Reah Chiong, the project lead, at reah@feedoc.org.

Appendix A.

CAB Agreement with Member Expectations (cont'd)

Community Advisory Board Agreement

Service Area Assessment



Member Expectations: All CAB members are expected to:

- Prioritize the interest of OC communities impacted by food and nutrition insecurity
- Communicate openly and honestly with other members
- Be respectful of members and the communities they serve
- Be open to learning and growing through conversations, especially in disagreements
- Remain curious and ask questions
- Employ a growth mindset during the research process
- Respect the confidentiality of sensitive information shared by community members, partners, and fellow CAB members during data collection and CAB discussions
- Complete assigned tasks and contribute to the review of materials and feedback processes in a timely manner

Appendix B1.

Activity 1.1 - Create member expectations

Activity: Create Member Expectations

Service Area Assessment – Community Advisory Board



Instructions: In regards to communication, accountability, and other important characteristics of collaboration, how would you finish the following statement:

“CAB members are expected to...”

Spend a couple of minutes & reflect on teams you've worked with in the past that were *positive and effective*. What about teams that were *challenging*?

What lessons can we take from these experiences and apply to the CAB?

We will summarize everyone's notes and update our CAB agreement to include a list of expectations which will guide how we work together moving forward.

Notes:

Appendix B2.

Activity 1.2 - Review community member survey

Activity: Review Client Survey

Service Area Assessment – Community Advisory Board



GROUP 1 - Team Members:

- Name
- Name
- Name
- Name

Instructions: Assign a member in your group to take notes at the end of this document. Review client survey (either the draft document in the shared folder or the [Qualtrics link](#)) as a breakout group for the next 30 minutes.

Discuss:

- Survey measures and questions
- Survey flow, layout, and length
- Consider what questions are repetitive and what questions are missing
- Other thoughts

For your discussion, here are a list of survey measures, number of questions per measure, and a brief description of what it captures. You can find references and user guides to most survey measures in the shared folder.


Survey Measures	Number of Questions	What it captures
Demographics	14	Demographic characteristics of clients such as race, income, participation in government assistance programs
Food Security	10	Provide a score on food security status (very low, low, marginal, high)
Food Stability	3/6	Assesses the temporal state of a household's food insecurity – chronic, seasonal, intra-monthly, and intermittent food insecurity.
Nutrition Security	4	Assess a household's perceived ability to acquire healthful foods without resource limitations or worry.
Healthfulness Choice, Brief	1	Assess the degree of control a household perceives they have in acquiring foods that meet their healthfulness needs.
Dietary Choice, Brief	1	Assess the degree of control a household perceives they have in acquiring foods that meet their food preferences.
Household Resilience, Brief	6	Assess factors associated with a household's ability to react to and handle household-level financial shocks that might otherwise lead to food insecurity (e.g., job loss, unexpected bill, expensive home damage not covered by insurance, etc.) (CHNI)

Appendix B2.

Activity 1.2 - Review community member survey (cont.)

Activity #2: Review Client Survey

Service Area Assessment – Community Advisory Board



Perceived Limited Availability	8	Assesses perceived availability of fruits and vegetables, healthful food, and liked foods at food stores and at food pantries.
Utilization Barriers, Brief	2	Assesses households' barriers to being able to use food that they have access to in order to produce healthful meals.
Neighbor Experience	7	Assess neighbor experience at food distribution site
Additional Questions related to Experience	20	New questions that we developed assessing frequency of receiving food at site, satisfaction food and service, and if and how it meets client needs and preferences
NET Promoter Scale	1	Assess likelihood of recommending site to others
TOTAL	72	

References:

- Demographic questions: 2023 American Community Survey, 2023 Behavioral Risk Factor Surveillance System Survey.
- Food Security questions: United States Department of Agriculture, Economic Research Service
- Food Stability, Nutrition Security, Healthfulness Choice, Dietary Choice, Household Resilience, Perceived Limited Availability, Utilization Barriers: Center for Nutrition and Health Impact
- Neighbor Experience, NET Promoter Scale: Feeding America

Remember: The goal of this survey is to assess who our clients are and their perceptions and experiences receiving food and services at our partner sites. We will follow up with focus groups to explain our findings, so we do not have to capture everything through this survey.

Notes:

Appendix B3.

Activity 2.1 - Co-design focus group approach

Activity: Co-design focus group approach

Service Area Assessment – Community Advisory Board



Instructions: Read a draft of our focus group plan and answer the questions on the right as a team. Your feedback will be helpful in refining our focus group approach prior to question development and data collection.

Draft:

The aim of the focus groups with *neighbors* and *partners* is to explain survey findings, identify service strengths, and strategize ways to improve service gaps.

Client survey findings will inform focus groups with both neighbors and partners, conducted separately.

Sampling

For this phase, we will rely on both a *purposive and convenience sampling* approach.

We will invite partners from distribution sites where survey data was collected alongside other partners in our service area to participate in 1-hour focus groups.

We will also reach out to neighbors who participated in the survey to participate in separate 1-hour focus groups.

Food bank staff and CAB members may also refer partners and neighbors to the research team who they believe will provide valuable insight.

Data Collection: Focus Groups

Focus groups will be held virtually with neighbors and partners. Neighbors and partners interested in participating in the focus group will be asked to provide informed consent at the start of the focus group. Focus groups will be conducted in English. Depending on capacity, budget, and need, additional focus groups may be conducted in other languages.

At the conclusion of the focus group, participants will receive a \$50 gift card via email.

*Definitions for terms italicized are on the next page.

Definitions:

- **Neighbors:** community members who receive SHFBOC food from partners (aka: clients, patrons)

- **Partners:** individuals who receive and distribute SHFBOC food to their communities
- **Purposive sampling:** a sampling strategy to recruit individuals intentionally who will provide valuable insight about a specific topic
- **Convenience sampling:** a sampling strategy to recruit individuals who meet an eligibility criteria but are easier to access

Group Questions:

1. What questions, comments, or concerns do you have about this approach? Discuss as a team.

- [Type them here](#)

2. What are your thoughts on conducting the focus groups with partners and neighbors separately?

- [Type them here](#)

3. Discuss the pros and cons of conducting focus groups virtually. Is this a feasible approach for our partners? Our clients? If not, strategize additional approaches to conduct focus groups with this population.

- [Type them here](#)

4. What additional considerations does the research team need to make and include in this plan? This could be about logistics, question development, facilitation, etc.

- [Type them here](#)

Appendix B4.

Activity 3.1 - Develop focus group questions

Activity: Develop focus group questions

Service Area Assessment – Community Advisory Board



Instructions:

Part 1. Read the report outlining our preliminary findings from the client survey. Since we are still wrapping up survey data collection and in the initial stages of data cleaning and analysis, this report may change. We are sharing this report as a mini example of what information we have gathered thus far and to generate conversation among your peers.

You may read the report individually, collectively, or assign sections to specific members. As you review for the first 10 minutes of the activity, please take notes of:

- *General curiosities*
- *Information you find interesting or surprising, including contradictions with what is presented or with other data/observations you have about your respective communities*
- *Additional questions you may have about the survey measures or respondents*

[\[Insert notes here\]](#)

Part 2. Now that you have read this report and discussed with your groups, let's begin with drafting transition or key questions.

Remember: The purpose of the focus group is to explain survey findings about the perceptions and experiences of clients receiving charitable food from our partners, and includes:

- **Identify service strengths and gaps**
- **Strategize ways to improve service gaps**

Open the digital whiteboard shared to you and your group via email. Use this space to brain dump, jot, and organize your groups thoughts as you form questions/ideas. Remember, questions should be open-ended, non-dichotomous, and avoid why.

In this activity, consider the following:

- How can we use the data that is presented in the preliminary report to facilitate a discussion around service strengths and gaps among partners? Among community members?
- Knowing that you only have an hour to discuss, what do you really want to know in these focus groups that will help the food bank meet the needs of Orange County communities?

Reah will then take all your information and consolidate it into a draft focus group question guide which she will share with the CAB.

Appendix B5.

Activity 4.1 - Analyze focus group data

Activity: Analyze focus group data

Service Area Assessment – Community Advisory Board



Instructions:

You will read two excerpts from the SAA focus groups: 1) with community members and 2) with partners.

Individually, read the community member focus group excerpt and write down ideas that relate to the focus group question or topic. Repeat with the partner focus group excerpt. Then compare the ideas and note similarities and differences between both perspectives.

As a group, come together to discuss your individual findings related to the **highlighted topic**. If time permits, are there additional findings that may relate to other topics? A full list of topics and focus group questions are listed here.

[Write group notes below:](#)

Appendix B5.

Activity 6.1 - Align SAA findings & ORP strategies

Activity: Align SAA findings & ORP strategies

Service Area Assessment – Community Advisory Board



Instructions:

1. Review the [Executive Summary](#) and [Overview & Key Findings](#) of the SAA for 10 minutes.
2. In the remainder of the time, discuss with your group members and take note of your **biggest takeaways from the SAA.**
 - [Type them here](#)
3. As a group, **decide 2-3 takeaways from the SAA that is most important to you and your group.**
 - [Type them here](#)
4. Do the **strategies listed below that we developed internally and with additional community feedback address your main takeaways from the SAA?** Which takeaways & discuss how so.

Strategies	Yes/No	Other notes:
Expand distribution in areas with high food security		
Expand distribution in evenings		
Expand distribution on Saturdays		
Increase summer distributions that serve youth and families		
Update map to include eligibility criteria and distribution pictures		
Prioritize and implement strategies from Capacity Support Assessment with partners		
Set goals and guidelines in sourcing that align with community-desired foods		

Appendix B5.

Activity 6.1 - Align SAA findings & ORP strategies (cont.)

Activity: Align SAA findings & ORP strategies

Service Area Assessment – Community Advisory Board



5. Are there some **takeaways** from the SAA that you think we should address when creating strategies for the **big-ORP (our 3-year plan)**?

Consider:

- *Takeaways that we may not have addressed in the mini-ORP*
- *Opportunities for us to build and expand on mini-ORP strategies*

Type them here

6. Lastly, consider how we **disseminate final ORP strategies**.

How will community members want this information to be shared with them?

Type them here

How will the Partner Network want this information to be shared with them?

Type them here

What about other stakeholders such as elected officials, donors, etc.?

Type them here

Appendix C1.

Examples of Closing Feedback Loops - Changes to Survey Questions

Service Area Assessment

Community Advisory Board

Aim 2. Community Member Survey Changes

Below are the changes to the client survey based on feedback acquired from CAB members:

Changes	Draft Version	Updated Version
Edits to specific questions and answer choices	Do you or anyone in your household currently enrolled in any of the following government assistance programs? a. CalFresh / SNAP b. CalAid / TANF c. WIC d. Medi-Cal (Medicaid) e. Unemployment	Do you or anyone in your household currently enrolled in any of the following government assistance programs? a. CalFresh / SNAP / EBT b. Cal WORKS / TANF c. WIC d. Medi-Cal (Medicaid) e. Unemployment f. Free or reduced school lunch
	Additional services provided by this site. a. Very dissatisfied b. Dissatisfied c. Neither d. Satisfied e. Very satisfied	Additional services and resources provided by this site. This may include basic needs, housing/rental assistance, CalFresh/SNAP application assistance, and/or health-related services. a. Very dissatisfied b. Dissatisfied c. Neither d. Satisfied e. Very satisfied
	How many adults in your household received income last month that was used for household expenses? (Count any income such as from a job, assistance program, retirement program, or any other income that came to the household) ___ adults in your household received income last month	How many adults in your household received income last month that was used for household expenses? (Count any income such as from a job, assistance program such as SSI or disability , retirement program, or any other income that came to the household) ___ adults in your household received income last month
Add new questions related to: • # of older adults		How many older adults greater than 65 years of age live in your household? ___ number of older adults How did you hear about this site? Check all that apply

Appendix C1.

Examples of Closing Feedback Loops - Changes to Survey Questions (cont.)

<ul style="list-style-type: none"> • How they heard about pantry site • Satisfaction with taste of food • Whether or not clients enjoy being exposed to new foods • Foods clients look for at food pantry sites 		<ul style="list-style-type: none"> a. Word of mouth b. Search engine (Google, etc.) c. Social media (Facebook, Instagram, etc.) d. Referral (211, etc.) e. Other: _____
		<p>The taste of the food.</p> <ul style="list-style-type: none"> • Very dissatisfied • Dissatisfied • Neither • Satisfied • Very satisfied
		<p>I enjoy that this site exposes me to new food I have not tried before.</p> <ul style="list-style-type: none"> • Strongly disagree • Disagree • Neither agree nor disagree • Agree • Strongly agree
		<p>What food items do you typically look for at food pantry sites like this? Select all that apply.</p> <ul style="list-style-type: none"> a. Fruits - fresh b. Fruits – frozen or canned c. Vegetables – fresh d. Vegetables – frozen or canned e. Whole grains (brown rice, whole wheat pasta, etc.) f. Refined grains (white rice, flour tortillas, etc.) g. Dairy (milk, yogurt, cheese, etc.) h. Dairy alternatives (soy milk, oat milk, etc.) i. Animal protein – red meat (beef, pork, lamb) j. Animal protein – poultry & fish k. Animal protein - eggs l. Plant-based protein (beans, nuts seeds, tofu, etc.) m. Ready-to-eat meals (boxed lunches, microwaveable, etc.) n. Food with low-sodium/salt o. Food with low fat p. Food with low added sugar

Appendix C1.

Examples of Closing Feedback Loops - Changes to Survey Questions (cont.)

		<p>q. Halal foods</p> <p>r. Kosher foods</p> <p>s. Spices</p> <p>t. Staples (flour, sugar, salt, etc.)</p> <p>u. Nothing specific/ Any food</p>
Added statements to the introduction	<i>No statement related to personal identifiable information.</i>	Survey questions will not be used to identify you.
Split Food Security and Food Stability questions for the paper-based survey		
<p>Reorganized survey sections which prioritizes food pantry-related questions.</p> <p>Removed Food Availability & Utilization section to minimize confusion and prioritize questions that SHFBOC can address operationally and strategically.</p> <p>All groups had positive responses to General Experience questions, so they were moved to the beginning of the section/survey.</p>	<p>Sections:</p> <p>I. Demographics</p> <p>II. Food and Nutrition Security</p> <p style="padding-left: 20px;">a. Food Security & Food Security Stability</p> <p style="padding-left: 20px;">b. Nutrition Security</p> <p style="padding-left: 20px;">c. Healthfulness Choice</p> <p style="padding-left: 20px;">d. Dietary Choice</p> <p>III. Household Resilience</p> <p style="padding-left: 20px;">a. Absorptive Capacity</p> <p style="padding-left: 20px;">b. Adaptive Capacity</p> <p style="padding-left: 20px;">c. Transformative Capacity</p> <p>IV. Food Availability & Utilization</p> <p style="padding-left: 20px;">a. Perceived Limited Availability</p> <p style="padding-left: 20px;">b. Utilization Barriers</p> <p>V. Perceptions and Experiences at Food Pantry</p> <p style="padding-left: 20px;">a. Neighbor Experience</p> <p style="padding-left: 20px;">b. General Experience</p> <p style="padding-left: 20px;">c. Net Promoter Scale</p>	<p>Sections:</p> <p>I. Perceptions and Experiences at Food Pantry</p> <p style="padding-left: 20px;">a. General Experience</p> <p style="padding-left: 20px;">b. Net Promoter Scale</p> <p style="padding-left: 20px;">c. Neighbor Experience (questions related to this site are moved first, followed by questions related to general food pantry sites)</p> <p>II. Food and Nutrition Security</p> <p style="padding-left: 20px;">a. Food Security & Food Security Stability</p> <p style="padding-left: 20px;">b. Nutrition Security</p> <p style="padding-left: 20px;">c. Healthfulness Choice</p> <p style="padding-left: 20px;">d. Dietary Choice</p> <p>III. Household Resilience</p> <p style="padding-left: 20px;">a. Absorptive Capacity</p> <p style="padding-left: 20px;">b. Adaptive Capacity</p> <p style="padding-left: 20px;">c. Transformative Capacity</p> <p>IV. Demographics</p>

Additional considerations we will make related to survey administration:

- Work with partners to identify the best way to administer survey at the food distribution site
 - Having SHFBOC administer the survey on site
 - Train pantry site staff to administer the paper/online survey
 - SHFBOC will be present to distribute gift cards at the conclusion of survey
- We will reformat the paper version of the client survey so that it is easier to read and follow.

Appendix C1.

Examples of Closing Feedback Loops - Changes to Survey Questions (cont.)

- For example, demographic question on race will have each subgroup listed under the main group. From my perspective, it is important to have a disaggregate the main groups since this may play a role in cultural food preferences and where respondents shop for food.
- Will look similar to [this](#)

Appendix C1.

Examples of Closing Feedback Loops - Changes to Survey Questions (cont.)

All Notes:

Group 1:

- Placing certain questions at the beginning in case individuals are not able to finish the whole survey
- Move section 3 to the bottom depending on priorities of the organization
- Section 4 & 5 appear to be more important and of relevance and could be pushed up, to beginning
- Wording of section 4 questions (double negative; may be hard to understand, leading to validity concerns)
- Irrelevance of question #35 on food availability and utilization section
- Section 5 – really great questions, very vital section that should be bumped up, maybe after food security
- How will second harvest address barriers post survey data
- Sub Section IV.3: General Experience - simpler/ easier/ quicker questions for individuals to respond to
- Question 29 – might create uncomfortableness due to disclosing income/ answering honestly
- Demographics section – could be changed/shortened, however relevant to how specific the organization wants to know on ethnicity and race

Group 2:

- Move demographics questions to the end.
- Add a question about how many seniors are in the household.
- Question 10 – CalAid isn't a program? I think you mean CalWORKS
- Question 10 – For SNAP/CalFresh, maybe also include EBT (some folks know it as EBT cause that's the card they get)
- Question 10 – do we want to include school meals also?
- Questions 23 – 25 seem repetitive. should be combined.
- Confused about the subcategories for questions 23-28 – they seem to have the same questions but the categories don't correspond to the questions?
- Question 29 – Do you want to include SSI/disability?
- Question 30 – typo – should say “past 12 months WAS”

Group 3:

- Importance of being responsive & eliciting information about dietary preferences, needs, and limitations
- Satisfaction
- Importance of the incentive/giftcard
- Survey mode -

Appendix C1.

Examples of Closing Feedback Loops - Changes to Survey Questions (cont.)

- Site experience – some concerns expressed about strangers observing & administering the survey (maybe more so with ICE raids, immigration enforcement climate); may be preferred to have org staff/volunteers administer
- Recommendation:
 - Recommendation to look at the UCI client survey Dr. Payan will be sharing
 - Mentioning in the survey that the questions will not be used to identify the individual
 - To have the demographics section at the end of the survey.
 - Asking people about their Food Pantry experience first then Food insecurity
 - Questions could be asked sooner: 53 – 60 sooner along with food pantry questions
 - Having more questions about the Pantry (Section V. Should be asked first)
 - Would help with easing participant in asking more questions.
 - Additional questions #61, #62, #65, recommended to be kept

Appendix C2.

Examples of Closing Feedback Loops - Changes to Focus Group Procedure

Service Area Assessment

Community Advisory Board

Aim 2.2: Focus Group Procedure Changes

Below are the major changes to the focus group procedure based on feedback* acquired from CAB members:

- Clarify language describing target population and ensure it's consistent across the procedure
- Host focus groups in-person
- Distribute physical gift cards at the conclusion of the focus group
- Provide details about and expectations for focus group participation
- Partner focus groups
 - Take place at the food bank
 - Host focus groups by program type or target population (older adult programs, schools, etc.)
 - # of focus groups will vary by partner availability (estimation: 2-3 focus groups)
- Community member focus groups
 - Take place at a neutral location (e.g. public library)
 - Host in English and Spanish
 - Recruit first through partners and then through survey respondents who expressed interests
- Moderators will receive focus group training

*Complete notes from the CAB meeting are located in the last page of this document.

Focus Group Procedure (Updated 05/30)

The aim of the focus groups is to explain survey findings, identify service strengths, and strategize ways to improve service gaps. The focus groups will be conducted with partners who distribute food from SHFBOC and community members who receive food at our partner food distribution sites. Findings from the client survey and Community Advisory Board discussions will inform the topics and questions to be discussed in the focus groups.

Sampling

For this phase, we will rely on both a *purposive and convenience sampling* approach.

Focus Groups with Partners

We will invite partners who expressed interest in participating, including those representing food distribution sites where survey data was collected to participate in 1-hour focus groups.

Focus Groups with Community Members

Select partners will be asked to refer community members in their area who are interested, who could provide valuable insight, and able to participate in the 1-hour focus group. We will also reach out to community members who expressed interest in the survey.

Data Collection: Focus Groups

Focus groups will be scheduled in advance, held in-person, either at the food bank or at a neutral location (e.g. public library), and moderated by trained research team members. Focus groups between partners and community members will be held separately and with a sample size of 20 participants, respectively. Focus groups among partners will be conducted in English and focus groups among community members will be conducted in English and Spanish to account for diverse perspectives. The amount of focus groups held will depend on participant availability at the scheduled days and times. For focus groups held with partners, our goal is to host focus groups by program type or population served (older adult, youth, traditional partners). For both

Appendix C2.

Examples of Closing Feedback Loops - Changes to Focus Group Procedure

partners and community members, our sample size goal is 6-10 participants per focus group. Prior to the focus group, the research team will share details with participants about the topics of discussion, pertinent information such as date, time, and location, as well as general expectations. Participants will be asked to provide informed consent to participate and have the focus groups audio-recorded for analysis purposes. At the conclusion of the focus groups, participants will receive a \$50 gift card.

Appendix C2.

Examples of Closing Feedback Loops - Changes to Focus Group Procedure

Notes from CAB Member Meeting in April:

Questions	Group 1	Group 2	Group 3
1. What questions, comments, or concerns do you have about this approach? Discuss as a team.	<ul style="list-style-type: none"> Consider calling “neighbors” instead “community members.” Align with language of “client survey.” Will FGs differentiate between programs? For example, older adults TEFAP participants have a different experience than Park It Market participants. Consider targeting recruitment by program. 	<ul style="list-style-type: none"> How many focus groups? How many people in each group? Are the virtual gift cards the best option for every participant? 	<ul style="list-style-type: none"> Clarify the way to describe neighbors to distinguish between people who live by the pantry and those who participate in the survey. Mentioning who the groups will be Making sure that participants have access to being able to take the survey and to meet virtually for focus group A Disclaimer that mentions what is expected for them to share. Identifying other areas of focus for the groups such as experience with food insecurity, experience with food costs, and overall experience with distribution types
2. What are your thoughts on conducting the focus groups with partners and neighbors separately?	<ul style="list-style-type: none"> We certainly agree that these distinct groups should meet separately. 	<ul style="list-style-type: none"> Like keeping them separate because it allows neighbors to be more candid in their responses, especially about the level of service, etc. Good to do them separately because partners and neighbors will have different areas of importance to talk about (food safety for a partner, for example) 	<ul style="list-style-type: none"> Will help to distinguish between supply type questions (partners) compared to neighbors who will have better understanding of food usage/access. Will allow for neighbors to not feel pressured to give a “right” response, when doing both separately
3. Discuss the pros and cons of conducting focus groups virtually. Is this a feasible approach for our partners? Our clients? If not, strategize additional approaches to conduct focus groups with this population.	<ul style="list-style-type: none"> Virtual meetings present challenges to older adults. A partner site may have to convene participants. 	<ul style="list-style-type: none"> Will there be any age bias in virtual environments? Concern about accessibility at the partner site to be able to participate virtually Concern about interaction dynamics in virtual focus group vs in-person. (silences and interruptions) 	<p>Pros</p> <ul style="list-style-type: none"> Helps with Childcare barriers Helps spread out locations from which partners can take survey Cost-effective More flexibility in transportation <p>Cons</p> <ul style="list-style-type: none"> Technology access Risk of excluding participants who are less tech savvy or lack internet access Participants having a location to take survey Gift card via email may not be as attractive to those who would prefer a physical one
4. What additional considerations does the research team need to make and include in this plan? <i>This could be about logistics, question development, facilitation, etc.</i>	<ul style="list-style-type: none"> Ensure moderator is skilled in managing group feedback. Spanish speakers: consider including a group for this audience. Will everyone have an email address for gift cards? 	<ul style="list-style-type: none"> Will focus groups be in different languages since the surveys were conducted in different languages. Might affect the comfort level of participants. 	<ul style="list-style-type: none"> Having an option to do both an in person and virtual focus group session to help with preventing a selection bias Mentioning how long the focus group session could take (from time to arriving to closing and distributing gift cards) Maybe certain distribution sites can host hybrid/supported virtual sessions. Maybe conduct a tech check, check in beforehand at sites to access which locations would be best to conduct virtually or in person

Appendix D1. Evaluation Materials - Survey

Thank you very much for engaging in the Service Area Assessment's research process!

Please answer this 3-minute questionnaire regarding your experience participating in the Community Advisory Board. Your anonymous response will help us improve how we engage with partners and community members in future assessments.

We appreciate your honest feedback!

Please reflect on your experience as a CAB member. How satisfied are you with:

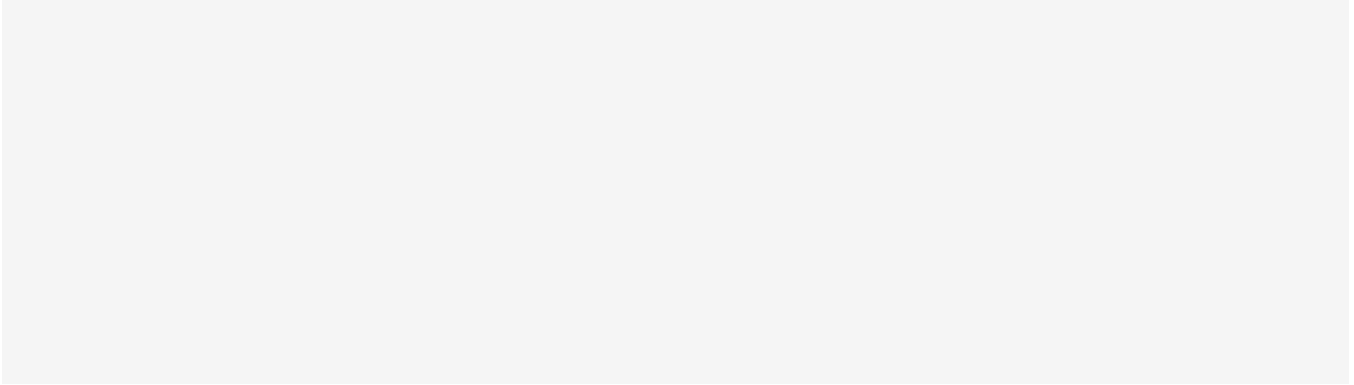
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
The frequency of meetings (i.e. meeting once a month)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format of meetings (i.e. mostly taking place virtually)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The length of time of meetings (i.e. one hour)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The scheduling of meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meeting activities/discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The guidance you received from the project lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your interactions with the project lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall experience as a CAB member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My role and responsibilities in the CAB were clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The compensation matches the time and effort I put into the CAB.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CAB members represented different areas and perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt comfortable participating in CAB meetings and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My input during meetings was respected by other CAB members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something new by engaging in the CAB.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how my and others' input during CAB meetings was used in the Service Area Assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my contributions through the CAB will have an impact on addressing food insecurity in Orange County.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe a CAB is essential for the success of future Service Area Assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D1.
Evaluation Materials - Survey (cont.)

If you would like to elaborate on any of your responses above, please type them below.



Appendix D2. Evaluation Materials - Discussion Questions

Directions: Please use the following script for the evaluation.

Hello everyone!

Thank you for filling out the survey. We have a couple of questions that we'd like to ask you. This discussion should take less than 10 minutes and your verbal feedback, along with your survey responses, will help inform future Community Advisory Boards. I will take general notes and share that with Reah, the Project Lead, and will make sure no names are attached with the feedback.

1. What aspects of the CAB worked well?

2. What aspects of the CAB need improvement?

3. Is there anything else you'd like to share with us regarding your experience in the CAB?

Appendix E.

Resources

Toolkits & Guidebooks:

Arnos, D., Kroll, E., Jaromin, E., Daly, H. S., & Falkenburger, E. (2024). *Tools and Resources for Project-Based Community Advisory Boards: Community Voice and Power Sharing Guidebook*. Urban Institute. <https://www.urban.org/research/publication/tools-and-resources-project-based-community-advisory-boards>

Shakesprere, J., Mizota, M., Martinez, R., Daly, H.S., & Falkenburger, E. (2024). *Fostering Partnerships and Community Engagement*. Community Voice and Power Sharing Guidebook. Urban Institute. <https://www.urban.org/research/publication/fostering-partnerships-community-engagement>

Kubicek, K. & Robles, M. (2016). *Resource for Integrating Community Voices into a Research Study: Community Advisory Board Toolkit*. Southern California Clinical and Translational Science Institute. https://sc-ctsi.org/uploads/resources/CommunityAdvisoryBoard_Toolkit.pdf

Ubri, P., Sanghera, A., Avripas, S., Chavez, A., & Ferrell, K. (2025). *Toolkit for Putting the Community-Engaged Research Framework into Practice*. NORC at the University of Chicago. <https://www.norc.org/content/dam/norc-org/pdf2025/CEnR-Toolkit-December-2025.pdf>

Center for Community Health and Development, University of Kansas. (n.d.) *Creating and Maintaining Coalitions and Partnerships*. Community Tool Box. <https://ctb.ku.edu/en/creating-and-maintaining-coalitions-and-partnerships>

Division of Prevention Science, University of California, San Francisco (n.d.) *Community Engaged Research Toolbox*. <https://prevention.ucsf.edu/resources/community-engaged-research-toolbox>

Equity Research and Innovation Center, Yale School of Medicine (n.d.) *What is Community Engaged Research (CER)?* <https://medicine.yale.edu/internal-medicine/genmed/eric/cbprguidebook/whatiscer/>

Reports & Briefs:

Spencer, A., Williams, D., Sullivan, D., Mills, J., & Castro, M. (2024). *Community Advisory Boards: A Close Look at One Strategy for Engaging MassHealth Members in Program and Policy Decisions*. Center for Health Care Strategies and Equitable Spaces. <https://www.chcs.org/resource/community-advisory-boards-a-close-look-at-one-strategy-for-engaging-masshealth-members-in-program-and-policy-decisions/>

Equitable Cities (2025). *Establishing and Maintaining a Community Advisory Board*. <https://>

equitablecities.com/wp-content/uploads/2025/02/Establishing-and-Maintaining-a-CAB.pdf

Vance, F., Giffels, K., & Awate, E. (2024). Leading a Highly Engaged Community Advisory Board. American Institutes for Research. <https://www.air.org/resource/brief/leading-highly-engaged-community-advisory-board>

Scholarly Articles:

Israel, B. A., Schulz, A. J., Becker, A. B., Reyes, C. L., Parker, E. A., & Reyes, A. G. (2026). Community-Based Participatory Research: Evolution and Significant Developments. *Annual Review of Public Health*, 47(1), 135-157.

Vangeepuram, N., Fei, K., Goytia, C., Madden, D., Corbie-Smith, G., & Horowitz, C. R. (2023). Community-based participatory research: insights, challenges, and successes from the perspectives of frontline recruiters and investigators. *Journal of Participatory Research Methods*, 4(2).

Jagosh, J., Macaulay, A. C., Pluye, P., Salsberg, J. O. N., Bush, P. L., Henderson, J. I. M., ... & Greenhalgh, T. (2012). Uncovering the benefits of participatory research: implications of a realist review for health research and practice. *The Milbank Quarterly*, 90(2), 311-346.

Newman, S. D., Andrews, J. O., Magwood, G. S., Jenkins, C., Cox, M. J., & Williamson, D. C. (2011). Community advisory boards in community-based participatory research: a synthesis of best processes. *Preventing chronic disease*, 8(3), A70.

Cargo, M., & Mercer, S. L. (2008). The value and challenges of participatory research: strengthening its practice. *Annu. Rev. Public Health*, 29(1), 325-350.