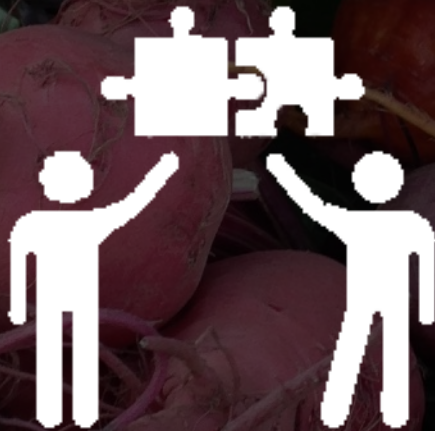


**NEW MEXICO  
REGIONAL FOOD  
SYSTEM  
PARTNERSHIP**

**COMMUNITY BASED  
RESEARCH TOOLKIT**



**BY CHRISTINA KEIBLER, XXX, XXX**

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# CHAPTER 1: INTRODUCTION

“Scaling Up New Mexico’s Value Chain Coordination (NM-VCC) Network,” project seeks to strengthen collaborations between New Mexico’s Value Chain Coordination Entities (VCCs) for long-term economic viability of the state’s agriculture producers. The three-year project is supported by a USDA Regional Food Supply Program Grant, and project goals include increasing access for small and mid-size producers to new market opportunities, and providing increased consumer access to healthy local food, especially for lower-income residents.

As a federally funded grant, the RFSP project must evaluate and report on the success of project objectives. The three objectives from the project grant include:

- **Objective 1:** To increase consistent market opportunities and sales for small and midsize growers by at least \$1.8M (52% total increase) by 2023.
- **Objective 2:** To increase consumer demand for locally-grown food, including by lower-income populations as indicated by at least a \$200,000 increase (20%+ total increase over 3 years) of SNAP/Double Up Food Bucks spending by 2023 (up from \$968,643 in 2019).
- **Objective 3:** To improve the stability and operational capacity of at least 75% of the Value Chain Coordination Enterprise Transactional Partners and 90% of the Support Partners through the development of shared resources, tools, and knowledge by 2023.

*(While all partners will have the chance to provide input about the project evaluation, see Appendix A for a step-by-step guide for adding research interests to the RFSP project.)*

The project relies upon a research team to facilitate the project evaluation, which includes an experienced cultural anthropologist and the University of New Mexico Evaluation Lab. Project partners will assist with the research by providing input about research tools and assisting with data collection and analysis when possible as part of a collective impact initiative.

## USING THIS TOOLKIT

This toolkit is intended to serve project partners by providing an introduction to applied research that will enhance input about the RFSP project evaluation, and independent partner initiatives. This toolkit may also serve partners by providing a base for conducting small to mid-sized community-based research projects within their own organizations and communities, with mentorship and guidance from an experienced researcher.

- Chapter 1: This chapter provides an introduction and toolkit overview
- Chapter 2: Provides an overview of research
- Chapter 3: Gives a step-by-step guide to conducting research
- Chapter 4: Focuses on engaging community in research
- Chapter 5: Provides tips for maximizing research success
- Chapter 6: Discusses how to publish and share your research results
- Chapter 7: Provides guidance for adding evaluation questions to the RFSP project for independent research
- Appendix A: Provides forms, examples, and templates for research
- Appendix B: Lists resources for additional reading

The forms in Appendix A will allow partners to approach a research question in a methodical, organized fashion that will help you and your colleagues gain insights for evaluations and create actionable movement for program improvement. Project planning and organization will have the great impact on project success, and these are things you will be able to do for your project more than almost anyone else because you have a vested interest in conducting the most useful research project .

Keep in mind that there are entire books written about each individual aspect of this toolkit, and research professionals can take years to learn and implement research tools. This is not meant to discourage partners from conducting independent research, but it is recommended to review the resources provided in Appendix B: Additional Reading along with working with a project mentor. So, while this toolkit will not turn someone into *a researcher* it will send someone on the road to becoming a *research*

*manager* who will be able to successfully shepherd small- to mid-scale research projects with the help of community members, stakeholders, partners, and research mentors.

# CHAPTER 2: RESEARCH OVERVIEW

Conducting research at a small scale can help organizations and non-profits gain useful insights about their programs. Because of the nature of such programmatic research, it is helpful to involve community members and stakeholders, who may improve the research initiative and assist with various research tasks. This toolkit focuses on applied research at the community level as the best option for organizations seeking to delve into the world of program evaluation and data-based improvements.

## WHAT IS APPLIED RESEARCH?

Applied research and intervention seek to solve real-world, practical problems by providing information that can inform social policy and its development, assess the impacts of policy decisions, and evaluate programs. The focus for applied research can be on the individual or on communities, which provides the opportunity to look more deeply into community perceptions as part of the program-design and/or evaluation process, or enhancing community organization operation. While there are many types of applied research, they are all shaped by a specific practical question requiring information, and the resources available to make the research happen.

Here are examples of direct applications from applied research projects:

- **Program evaluation:** After programs are up and running, periodic evaluation through applied research allows for program assessment at regular intervals for reporting and tracking purposes, and actionable direction for program improvement. (*Program evaluation is the focus of this toolkit.*)
- **Program design:** Before a program is implemented, applied research can inform the design by discovering the intricacies of real-world community needs that might otherwise be overlooked.
- **Empowering community organizations:** Applied research can enhance the voice of local community members so members feel heard, and as a result are more engaged with the organization and its mission.
- **Social impact assessment:** Applied research provides insight into the intended and unintended social impacts of planned interventions such as policies or

programs. Social impact assessment (SIA) is focused on ecological, sociocultural, economic, and equitable sustainability.

- **Technology development:** Real-world observations and participation allow applied researchers to assist engineers and programmers in the development or improvement of technologies so they serve people more efficiently and intuitively.

Data collection that is valid and reliable is the cornerstone for success for any research initiative. See Table A below for an overview of reliability and validity, making note that as long as your data and results are valid, they will likely also be reliable. Both reliability and validity are needed for research and evaluation that will provide useful and fuel ideation and change:

<b>TABLE A Reliability and Validity</b>		
<b>Question</b>	<b>Reliability</b>	<b>Validity</b>
<b>What is it?</b>	How consistently the data collected and analyzed can be reproduced when the research is conducted multiple times.	How accurately the research measures data applicable to the research question at hand.
<b>How can it be tested?</b>	Check the consistency of results through time, and/or across different researchers.	Check to see how well results stack up against established theories and similar studies.
<b>How do they differ?</b>	Reliable data may not be valid data; results may be reproducible but may not be applicable.	Valid measurements are generally also reliable measurements. If data and results are tested and are deemed accurate, they will also be reliable/reproducible.

## **DO YOU NEED AN IRB OR NNHRB?**

IRB stands for Institutional Review Board, and it oversees behavioral and biological studies on humans. Review boards assess the competency of the researchers and the ethics and methods of a study to assure best practices are being carried out.

If you are receiving federal money for a project or staff from a publicly funded institution (like a university), you will need to go through the IRB process with an



official IRB office. This does not necessarily mean that you will need an IRB; you may be able to go through an “exempt” review for your project. If you are not receiving federal money for a project and you are not using staff from publicly funded institution for mentorship or similar, you do not need to go through the IRB process.

The University of New Mexico hosts an Office of the International Review Board that regularly partners with non-profits and non-academic organizations who wish to pursue behavioral/community research projects. The first step for any research project funded with federal dollars is to contact the IRB office for a consult to determine if an IRB is needed. If one is needed, the IRB office will guide the IRB process. Visit <https://irb.unm.edu> for more information and training videos on the IRB process.

NNHRRB stands for Navajo Nation Human Research Review Board. The NNHRRB (sometimes seen as NHRRB) is an independent Tribal Institutional Review Board that regulates, monitors, and controls all research within the boundaries of the Navajo Nation, and functions as the IRB for the Navajo Area Indian Health Service. Applications for research need to be submitted at least two months prior to presenting the proposed research to the board. (*See Appendix B for more information.*)

## **DATA OWNERSHIP & ACCESS**

Any time an organization receives federal money for a project or program, federal regulations confirm that the institution (non-profits, organizations, etc.) in receipt of the federal funds must maintain open access to the data, even though the ownership of the data remains with the institution. Public Law 105-277 (commonly called the Shelby Amendment) states that the Freedom of Information Act can be used by members of the public to access research data (not just results) about federally-funded projects from the institutions.

This is why a Data Management Plan (DMP) is required as part of the application process for all federally funded projects. The DMP outlines what you will do with data you collect during and after the research project is complete and includes some key elements, as defined in Table B.:

<b>TABLE B Data Management Plan Inclusions</b>	
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>List who is responsible for all aspects of data management, and their roles</li> </ul>
<b>Types of data</b>	<ul style="list-style-type: none"> <li>This includes possible data formats expected during the research and a basic description of the data to be collected</li> </ul>
<b>Review of metadata</b>	<ul style="list-style-type: none"> <li>Metadata is a data set that describes data, but does not include the data itself. Metadata is an overview of how data will be described and documented. Not all research projects will include metadata in their project</li> </ul>
<b>Data Storage</b>	<ul style="list-style-type: none"> <li>Detail where and how your data will be stored and protected</li> </ul>
<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>How will respondent identities be protected? Include identity protection while collecting data, and during data storage</li> </ul>
<b>Access &amp; Sharing</b>	<ul style="list-style-type: none"> <li>Review how can other researchers discover and access your data</li> </ul>
<b>Archiving</b>	<ul style="list-style-type: none"> <li>List the plans for long-term data storage and access</li> </ul>

To see an example of a Data Management Plan, view an edited version of the DMP that was written for the RFSP project in Appendix A.

## **PROTECTING RESPONDENTS’ IDENTITIES**

Anyone conducting research has an obligation is to protect the identities of the people who have agreed to provide the data and information that makes research initiatives possible.

During qualitative research in particular (interviews, community involvement, etc.), respondents allow researchers into their homes and families and share detailed and intimate information. Because of this, protecting the identities of respondents can be a tricky endeavor. This is especially true in small communities where a quick read of a respondent overview can lead to an exact identification, even if the respondent’s name isn’t used. This process of being able to identify someone based upon inadvertent clues is called “deductive disclosure,” and there have been instances where research was conducted and names changed per protocol, only to have community members deduce the identities of others in the community in the research results. The information provided created a strain on the communities where this occurred, and community

members felt betrayed and humiliated by the research and damaged the community's trust in researchers overall.

To avoid such impacts on small communities, the following protocols can be used to make sure “ethically important moments” that may occur during research are protected and respected:

- 1) Have respondents read an informed consent agreement, which serve to provide project information to prospective respondents, among other purposes. (*See Chapter 3 for more information about informed consent.*)
- 2) When reporting on data or research results, do not use real names, locations, ages, or any other characteristic that would allow for deductive disclosure. Instead, focus on the respondents' stories and impactful information as it relates to the study under investigation, and avoid aspects of their identity.
- 3) In small communities, it is wise to change even the smallest details of information to protect respondents, or not include specific respondent information at all when sharing results with others. As long as the results that are presented are reliable and valid, it is not necessary to include personally identifying information when it may put a respondent in a compromising situation.
- 4) Keep the audience of your research report(s) in mind, and adjust the level of details included accordingly. If results will be read within the community, every effort must be made to deter deductive disclosure. If the audience will be policy makers or other professionals, more life details may be permissible since readers won't be familiar with the specific community that was being researched.

## **INFORMED CONSENT AGREEMENTS**

Informed consent agreements give respondents the information to determine whether or not they want to participate in a research project. Signed informed consent agreements are required for any research that is funded using federal monies, but depending upon the research these may be waived. Informed consent agreements should be kept on file for seven years after the project is complete. (*Two templates for informed consent agreements are provided in Appendix A.*)

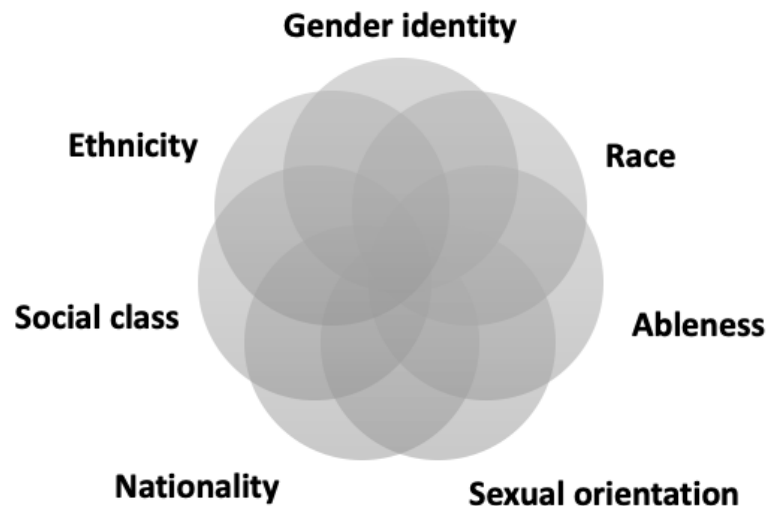
- **What the study is about:** Provide a clear, concise explanation of the purposes of the research
- **What we will ask you to do:** Explain in simple, culturally appropriate language what will happen to the respondent or what they will be asked to do in the study, including the time commitment required for full participation.
- **Benefits to society:** Describe how the research will benefit the greater community and other people.
- **Risks and discomforts:** In simple, non-scientific language, describe any reasonably foreseeable risks (legal, economic, emotional, and physical risks) for the respondent taking part in the study. If there are no anticipated risks, state that.
- **Benefits to respondent:** Describe the benefits of participation in the research. Include direct and indirect benefits. If there are no anticipated benefits, state that. (*Note that receiving compensation for participating in research is not considered a benefit of the research.*)
- **Compensation for participation:** Let respondents know if/how they will be compensated for their involvement with the study.
- **Respondent's rights:** Spell out clearly that the respondent has a *right to confidentiality*, and a *right to withdraw* from the research at any time without penalty.
- **Photographs/Audio/Video Recording:** If recordings of respondent interviews will be used, explain why these are needed and what will be done with them in the immediate and remote future.

For surveys that demonstrate minimal risk to the respondent (i.e., the survey will be anonymous and no personally identifying information will be collected), information about the survey and associated relevant consent information can be provided in an introductory screen on an online survey, or at the top of a paper survey (*see "Survey Example" in Appendix B*).

## **DIVERSITY, EQUITY, AND INCLUSION IN RESEARCH**

The cornerstone of obtaining reliable and valid results for your research project involves making sure project respondents reflect all voices relevant to the research with diversity, equity, and inclusion (DEI). To this end, it is important for all steps of the research plan and implementation to be viewed through a DEI lens.

Questions to think about include:



- Are accurate community demographics reflected in planning, decision-making, leadership, and research participation?
- Have all efforts been made to ensure that diverse peoples feel welcome in the research, and are able to equitably contribute to implementation?
- Have the systems in place for research been opened to include those who have been excluded in the past so they become empowered agents and partners?

## **ETHICS IN RESEARCH**

The social sciences (sociology, psychology, cultural anthropology) have evolved strong codes of ethics that researchers must abide by to conduct research on people. The Belmont Report was published in 1979 by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research and serves as a guide for ethics in research. The Belmont Report (*see Appendix B: Additional Reading*) outlines the following:

- 1) **Respect for Persons:** Recognizes that respondents are autonomous and should be treated as such, and respondents with diminished autonomy are entitled to protection.

- 2) **Beneficence:** Persons are treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being.
- 3) **Justice:** Asks that research burdens and benefits are equitably distributed among groups, and not be an inequitable weight on minority groups.

Research is expected to conform to these three principles, and the base for this is informed consent, which was discussed in Chapter 2.

# CHAPTER 3: MOVING FORWARD WITH RESEARCH

At this juncture it is understood that applied research seeks to solve real-world problems, such as improving or changing a program or learning the needs of community members. Before research can begin, the evaluation team needs to select the research approach, research tools, identifying a research mentor, then setting the plan for the project and working with those who are the focus of study (called respondents).

## THE RESEARCH PROCESS

Many people underestimate how long it takes to conduct reliable and valid research, but the chart below will help you understand the research process and organize the time and resources available to you to conduct your own research project. Take a moment to familiarize yourself with the name of each step, and keep the process in mind as each step is reviewed in this chapter.



Before moving on to the first step of selecting a research category, decisions need to be made about who will manage the research project and who has decision-making power. While the research manager frequently ends up being the person with the most interest in the research and who may have already selected a research category (*see below in the next section*), it is possible for someone else to be identified as the person who will oversee the nuts-and-bolts process. After the research manager is identified, it's time to select the research category and approach.

## **SELECT A RESEARCH CATEGORY**

The first step in any applied research evaluation is to identify a specific, clear focus that you want to understand so you can reach informed, objective decisions about whatever is being evaluated. Such focus will lay the foundation for a successful evaluation and will direct what data to collect, how to analyze the data, and how to report on the results. Generally speaking, your research focus will fall into one of four categories:

- **Gain general insights:** Learn what works and what doesn't, identify unforeseen threats to a program, discover untapped service sectors, and more. This requires open-ended investigation to allow for new discoveries that more focused research questions miss.
- **Improve practice:** Assess a program's past performance by asking program users, community members, employees, and partners what they think. This will identify unmet needs that lead to program change and improvement.
- **Assess impacts:** Measure how well a program is meeting set objectives and targets. This is especially useful when a program is grant-funded and regular reporting against the stated grant objectives and targets to grant makers is needed.
- **Build capacity:** Take a look at program demand and predict future needs with a focus on how to fill them. Applied research can also be used to identify gaps in service and provide insight into how to fill the gaps in the present and future.

It is not advisable for an evaluation to address more than one of the above categories; a research project with multiple foci would be too unwieldy to plan in a meaningful way



and results would be difficult to translate into actionable insights. It is advised to choose just one of the above if you want to produce reliable and valid research results.

## **SELECT A RESEARCH APPROACH**

After the research category is identified, the next step is to select a research approach to determine how involved community members will be. This determination will guide the research process.

Applied research encompasses a variety of approaches, but this toolkit focuses on three research approaches that involve community: **Community Targeted Research (CTR)**, **Community Based Research (CBR)** and **Community Based Participatory Research (CBPR)**. Research initiatives that involve community remove the top-down, researcher-to-respondent approach typical of academia and allow for research that is more egalitarian, where community members play an important role in the research alongside the researcher, and where smaller organizations can more easily conduct their own research initiatives.

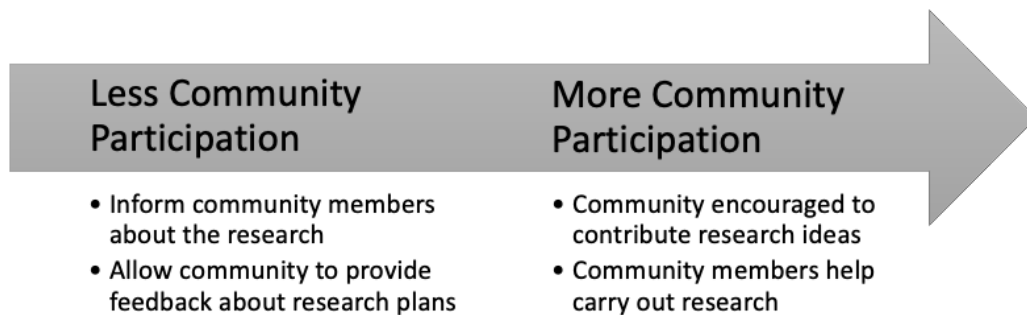
“Community” includes a variety of populations. The most obvious are community members that exist in neighborhoods, towns, cities, counties, and other places (called “location-based communities”). But when it comes to research, communities also exist in office buildings as employees of the same company, in schools as teachers, in associations as members, as customers of a CSA, and other populations that exist in the same location or have a characteristic in common. Part of the research project is deciding what community of people you will be researching, then deciding how involved you want them to be in the research process:

- **Community Targeted Research (CTR):** Community members do not have a voice in selecting the research topic. They have involvement recruiting respondents, and other tasks as assigned by the researcher(s).
- **Community Based Research (CBR):** Research occurs in cooperation with the community, where community members participate in some aspects of the research such as selecting the research topic(s), but the research team manages the process.
- **Community Based Participatory Research (CBPR):** A fully collaborative research approach involving all stakeholders throughout the research process

equally, from planning to sharing results. The emphasis is on joining fully with the community as full and equal partners in all stages of the research.

To help you decide which research approach to use, ask yourself the following questions and think about which approach best aligns with your answers:

- Who are you and what is your skill set?
- Are you in a position of leadership or do others make the decisions?
- Do you possess unique professional expertise related to research or other aspects of community outreach?
- What do you want to achieve with a participatory research project?
- What do you feel are the main benefits of participatory research to you?
- Who do you want to have final say over the decisions regarding the research/evaluation project?
- How ready are you and potential partners to manage a community-based research project?



*Levels of community participation in a research or evaluation project run along a continuum, and you can choose the level of involvement at each stage of research.*

*Read Chapter 4 to learn more detailed information about community research.*

## **IDENTIFY THE RESEARCH QUESTIONS**

It is normal for a research project's specific research questions to fall into two broad categories, *process evaluation questions* (how the program functions and operates) and *outcome evaluation questions* (the impacts of the program). Many federal grants require

that select research questions focus on processes and outcomes, so it’s a good idea to get into the habit of viewing all research from this perspective as the framework is useful no matter the research category. Examples of process evaluation and outcome evaluation questions are below in Table B:

<b>TABLE B</b>				
<b>Sample Research Questions</b>				
	<b>Gain General Insights</b>	<b>Improve Practice</b>	<b>Assess Impacts</b>	<b>Build Capacity</b>
Process questions	“Was the program implemented as intended?”	“What steps does the program take to meet local needs?”	“In what ways were program impacts measured?”	“How does our organization make use of employee skillsets?”
Outcome questions	“In what ways was the program successful?”	“Are community members satisfied that the program met local needs?”	“Has the program met the goals identified in the plan?”	“What projects made full use of organizational skillsets?”

It is worth taking the time to thoroughly explore and identify the research questions before moving on to planning, and involve community members at the level chosen with the research approach (CTR, CBR, or CBPR). While it can be difficult to limit areas of investigation when the natural inclination is learn “it all,” this is not possible even with the most experienced of research partners, nor is it advisable. Research efforts are most successful when they are clear, organized, and limited enough in scope to investigate thoroughly given the always-limited resources of time and people.

## **IDENTIFY THE RESPONDENTS**

Respondents are people who agree to contribute information (data) to you so you can answer your research question(s). Research insights will only be as good as the people you recruit to be your respondents in the research. It is important to think thoughtfully and specifically about who you want to hear from, and leave room to hear from people you may have overlooked or didn’t even know existed.

Below are common respondent characteristics that can help a research team, including community members, include a range of respondents in a research project. (*Deciding how many respondents you need and how to recruit them is covered below under “Develop the Research Plan.”*)

**Age:** Most of the research small organizations and nonprofits will conduct will be focused on people aged 18 years or older. If at any time you want to get research insights from anyone under 18, it is best to work directly with a university because of the protections afforded children. Beyond that, it is a good idea for respondents to represent ages that accurately reflect the population under study; do not forget to include representatives at the

**Gender:** The days of respondents falling under the strictly dichotomous “male” and “female” monicker are gone. Acknowledging and accounting for a diversity of gender identifications should be part of your research protocol. Keep in mind, however, that respondents may not feel comfortable sharing their self-described gender with researchers, so great care must be taken to if making research results correlated with gender identification. But making an effort to ensure that all voices are heard in a research project is the goal.

**Location:** Research that seeks to gain insight from people living in specific neighborhood communities can easily identify their location of study as the neighborhood at hand. Research that focuses on, for example, statewide program use will need to take care to ensure that respondents are included from a range of locations. Examples of location types include rural/urban/suburban, and north/central/south latitudinal designation and west/central/east longitudinal designation (or a combination of the two). But location should also take into consideration other designations such as those with/without internet access, people who are close to/far from grocery stores, and other location-based considerations.

**Income:** Including research respondents that come from a range of income brackets may ensure that voices from a range of financial circumstances are heard in your research. But it’s important to understand that income and poverty are not necessarily related, depending upon a person’s individual circumstances.

**Culture:** For research purposes, cultures include any group with a unified set of customs and behaviors. This includes location-focused neighborhood communities, and smaller groups such as employees at a workplace, volunteers at a food bank, interest groups on social media, and more. In community-based studies, being able to have a sense of the different cultures involved and making sure research tools and protocols are appropriate for and can be adapted to the cultures at hand will allow for more relevant and insightful research results.

After you have identified your respondents, you can create a screener that will help you in your recruiting efforts, and a spreadsheet to track who you have signed up. (*View a sample screener and tracking sheet in Appendix A: Forms.*)

## **ASSESS RESEARCH CAPACITY**

Conducting research that is reliable and valid takes time, resources, and planning. It can be difficult for individual organizations to corral all of the resources necessary in-house, but that shouldn't prevent organizations from facilitating organizationally relevant research projects using resources available in-house, and finding additional resources out-of-house within communities.

**People:** Where lack of time may seem like a perpetual enemy, people that are community partners in research projects can be your support system. Below are examples of roles that people can take in a research or evaluation project. While this is not a finely demarcated or exhaustive list (others= roles may include administrators, publication leads, and more), the following three are the main buckets of involvement.

**Research managers** can be employees of a non-profit/organization, community partners, community members, external contractors, and more. Their work includes:

- Work with stakeholders and/or community members to identify the research question(s) and finalize research tools
- Manage the data collection and safeguard collected data
- Make sure data collectors are trained
- Partner with a research mentor
- Guide the sharing of research results

**Data collectors** are those tasked with getting the data. They can be organizational employees, community members, and/or other community partners. Data collectors can perform the following tasks:

- Work directly with respondents
- Get informed agreements signed (if applicable)
- Facilitate surveys, interviews, focus groups, and other data collection tools

- Input data online for written questionnaires/surveys
- Summarize interviews

**Research mentors** will have formal human research training and real-world experience. They will make sure the planning, implementation, and analysis of the research is reliable and valid. They will:

- Review the research question(s) and research plan
- Assist in the creation of research tools
- Provide guidance about whether an IRB is needed, and assist in the IRB process
- Guide the data analysis process

**Time:** Within the confines of a busy community organization or non-profit, a mid-sized research project can take six months or more to conduct, depending upon the research tools chosen for the project (a project using only surveys will take significantly less time than one involving interviews, focus groups, or community immersion).

*An overview of how to build research capacity is provided in Chapter 4.*

## **SELECT THE RESEARCH TOOLS**

Research tools, or research instruments, fall under three main categories: **quantitative** (measurable data), **qualitative** (open-ended data), and **administrative** (project management). Table B provides a list of select research tools under each category that a community research project can utilize for evaluation and discovery; the selection of research tools will depend upon the research capacity available. The project mentor for your research may recommend other research tools that fit the project and research capacity available.

<b>TABLE B</b>			
<b>Research Tool Overview</b>			
<b>Research Tool</b>	<b>Purpose</b>	<b>Pros</b>	<b>Cons</b>
<b>Quantitative Tools (measurable)</b>			

**TABLE B**  
**Research Tool Overview**

<b>Research Tool</b>	<b>Purpose</b>	<b>Pros</b>	<b>Cons</b>
<ul style="list-style-type: none"> <li>• <b>Surveys, written</b></li> </ul>	<ul style="list-style-type: none"> <li>• Get information from a specific group of people about a particular topic</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatable through time</li> <li>• Quick and easy</li> <li>• Access respondents who lack internet access or a device</li> </ul>	<ul style="list-style-type: none"> <li>• Best for short, specific inquiries</li> <li>• Doesn't get at the "why" behind behaviors</li> <li>• Need to manually input data for analysis</li> <li>• Need people to administer survey</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Surveys, online</b></li> </ul>	<ul style="list-style-type: none"> <li>• Get information from a specific group of people about a particular topic</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatable through time</li> <li>• Quick and easy</li> <li>• One researcher can reach many respondents</li> <li>• No manual data input required</li> </ul>	<ul style="list-style-type: none"> <li>• Best for short, specific inquiries</li> <li>• Doesn't get at the "why" behind behaviors</li> <li>• Technological barriers limit who can take the survey</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Administrative records</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gain basic data such as sales records, inventories, and other secondary data</li> </ul>	<ul style="list-style-type: none"> <li>• May be easy to obtain, depending upon the source</li> <li>• Does not require signed consent agreement</li> <li>• Generally very reliable data</li> </ul>	<ul style="list-style-type: none"> <li>• Requires supporting research tools to give data context and deeper meaning</li> </ul>
<b>Qualitative Tools (open-ended)</b>			
<ul style="list-style-type: none"> <li>• <b>Interviews</b></li> </ul>	<ul style="list-style-type: none"> <li>• Talking with research respondents one-on-one to learn their opinions, thoughts, and habits</li> </ul>	<ul style="list-style-type: none"> <li>• Can get at the "why" questions</li> <li>• Provides meaningful context to results</li> <li>• Good for learning deeper insights</li> <li>• Good for idea-generation</li> </ul>	<ul style="list-style-type: none"> <li>• More time-consuming than other research tools</li> <li>• Experienced researcher needed to analyze the data</li> <li>• Can be dangerous</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Focus groups</b></li> </ul>	<ul style="list-style-type: none"> <li>• Respondents are gathered into a group to discuss a particular topic, idea, or offering</li> </ul>	<ul style="list-style-type: none"> <li>• Useful when time is limited</li> <li>• Easy to measure community reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Some respondents not as forthcoming in groups</li> <li>• Not as in-depth as other research methods</li> </ul>

<b>TABLE B Research Tool Overview</b>			
<b>Research Tool</b>	<b>Purpose</b>	<b>Pros</b>	<b>Cons</b>
• <b>Intercepts</b>	• 2-3 minute verbal surveys to respondents at public locations	<ul style="list-style-type: none"> <li>• Useful when time is limited</li> <li>• Good for getting quick opinions</li> <li>• Can focus on specific communities</li> </ul>	<ul style="list-style-type: none"> <li>• Requires dedicated data collectors</li> <li>• Must be paired with other research methods.</li> </ul>
• <b>Community publications</b>	• Review community newsletters, public bulletin boards, social media pages, etc.	<ul style="list-style-type: none"> <li>• Easy to access</li> <li>• Useful when community access is limited</li> <li>• Provides information within specific contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Can be time consuming</li> <li>• Should be checked regularly</li> <li>• Data must be standardized for analysis</li> </ul>
<b>Administrative Tools (project management)</b>			
• <b>Field guides</b>	• Consolidate all research tools (interview and focus group guides, surveys, etc.) into shareable documents	<ul style="list-style-type: none"> <li>• Keeps research on track and consistent</li> <li>• Enhances stakeholder and community communication</li> </ul>	• There are no disadvantages to creating field guides
• <b>Recruitment screener</b>	• Qualifies respondents for qualitative research	• Avoids research bias	• They can be challenging to write

## **DEVELOP THE RESEARCH PLAN**

Now that the “what” and “who” of the research plan is complete, it becomes much easier to develop the step-by-step process for collecting data from respondents and completing the research or evaluation. Community members can be invaluable sources of ideas, suggestions, and work support during the planning stages.

**A useful research plan includes the following:**

- 1) **A clear outline:** The research goal is stated succinctly, along with the research questions.
- 2) **Project responsibilities:** Identify all aspects of the research and have an idea of who will complete which tasks, or mark open roles and have a plan on how to fill them.



3) **Respondent overview:** Provide a clear outline of who will and who will not be respondents for the research project. Write a recruiting screener to help solidify who the research will include as respondents. (See Appendix A for a sample screener.)

4) **Project timeline:** Deciding how long a research project will take depends completely upon time, personnel, and the data collection tools chosen for the project. But there are some industry standards that can be used as a guide:

- **Recruit (3 weeks):** The length of time it will take to find the people that you want to take part in your study.
- **Online survey (1 week):** Research shows that 80% of people who hear about a survey via email, social media invitation, or other announcement complete the survey within seven days. Your response goals and outreach methods may require multiple rounds of notifying people about the survey.
- **Written survey (2 - 3 weeks):** Handing out and collecting written surveys is more labor intensive than implementing an online survey, completion rates are slower, and the surveys need to be manually entered into an online platform like SurveyMonkey for analysis, but the ability to reach those without internet access makes written surveys worth the time.
- **Interviews (2 weeks):** A good researcher can conduct two interviews each day, provided the respondents are within a reasonable distance from one another.
- **Intercepts (1 week):** Depending upon the desired sample size, intercepts can be completed quickly, provided the location for the intercepts is populated enough.

5) **Survey size for data collection:** Your research mentor will be able to determine how many respondents will be needed to answer the research or evaluation questions you have. But below are general standards for respondent numbers:

- **Surveys (n=100+):** The minimum number of surveys needed is 100 responses for marginal statistical significance, while the maximum required for a written or online survey is 10% of your community population. If you have less than 100 surveys completed, the information can still be used for general insights and a source for fine-tuning additional or future research questions, but the data will not be considered statistically significant, so you will not be able to present

results as such (*If a survey provides results that are statistically significant, it means the results are due to a specific cause that is beyond occurring just by chance.*)

- **Focus groups (n=16-30):** The ideal number of participants to include in a focus group is eight to 10 people (five is a minimum and 12 is a maximum). Smaller research studies typically run two to three focus groups, so a research study will need between 16 and 30 people to participate in focus groups if focus groups are a chosen data collection tool.
- **Interviews (n=5-20):** For small to medium-sized studies, expect to conduct one-on-one, open-ended interviews with between five and 20 participants.
- **Intercepts (time-limited):** Select how long you will be collecting intercepts at a given location, and stop when the time has passed.

6) **Respondent remuneration:** It is customary to thank respondents for their time and contribution to the research or evaluation project. Usually the thank you is in the form of monetary compensation, but other ways to thank respondents include gifting cell phones, check cards, and more. Whatever you choose to gift respondents, it is important to thank them in culturally appropriate ways. It is also important to make sure the compensation is not so high as to attract respondents who are more interested in the compensation than in contributing to the research and providing useful data.

## **PILOT THE RESEARCH PLAN**

Testing out a research plan with a small pilot study is recommended for larger, multi-year evaluation projects or for projects in which the plan is not fully developed and in need of more information to complete.

**Testing a research or evaluation plan includes:**

- Assessing survey length and complexity
- Fine-tuning interview and focus group questions
- Providing practice for data collectors
- Discovering holes in the research plan
- Ensuring that all voices are being accessed for a diverse, equal, and inclusive research project.

Ideally a research pilot will mimic all planned aspects of the research initiative, but just on a smaller scale and timeline. Piloting is worth the time and effort

If your research project is small (such as including only surveys), a “dry run” with trusted partners may be all that is necessary to pilot the research.

## **EVALUATE THE RESEARCH PLAN**

After piloting the research, take several hours in a room with community members and partners and discuss what went right, what could be improved, and identify any needed changes to the research questions, community partners, or research tools. Here are a few sample questions to help evaluate a research plan:

- Were survey questions culturally appropriate?
- Did respondents seem confused by questions, or provide contradictory answers?
- Was enough time allowed for respondents to complete the research data collection tasks?
- Did the focus group flow in a logical fashion?
- Did respondents seem comfortable throughout data collection, or did areas of confusion or discomfort exist?
- How was team communication during data collection?

## **IMPLEMENT THE RESEARCH**

After much thought and planning, data collection can begin. In many respects, collecting the data takes the least amount of time than almost any other task. When proper time and attention has gone into the the planning stage, data collection is a matter of sticking to the plan and approaching it in a step-by-step fashion.

The “Research Planning Form” in Appendix A, provides a platform to guide the research process and keep tasks organized. You can adjust the form to serve your specific needs for any given project, but it is helpful to refer back to, share with stakeholders, and help keep you on track.

## **ANALYZE THE DATA**



3. Review the codes and make sure they are relevant and useful and accurately identify recurring themes, language, beliefs, etc. as presented in the data.
4. Using the codes, have team members go through each piece of data and mark them with the codes.
5. As a team, start “cutting apart” the data under each code, so all information and quotes pertaining to a code, such as “gather,” are in one place.
6. Look at all of the information under each code, see what patterns or common themes emerge, and document what conclusions seem to be true. Also note additional questions that pop up.

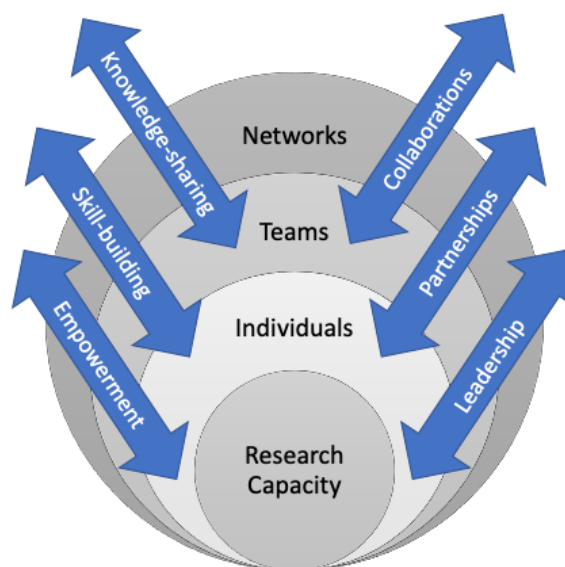
Note that the role of qualitative data is not to determine how frequently a behavior occurs — that is the role of quantitative data, which is why quantitative data collection comes after qualitative data analysis. Qualitative data is an excellent discovery tool that allows researchers to learn the breadth of behaviors, including outliers, and gets at the “why” of those behaviors.

## **REPORT ON RESULTS**

If research results aren’t shared, it was a waste of time conducting the research. As a service to the community, research results should be reported outside of academic journals, and in a culturally appropriate manner. Read Chapter 6 for more information on publishing research results.

# CHAPTER 4: COMMUNITY RESEARCH

Conducting research that has a focus on community collaborators as equitable partners with project leaders and academic mentors encourages capacity building within socio-culturally diverse groups. Such work provides positive linkages and social capital within communities and across professional boundaries, which develop longterm community goodwill and empowerment. Community based research is a path towards de-colonizing research practices and increasing research relevance.



*Including community members as research partners has positive impacts across the community environment.*

To do this work, select community members should be trained on focus group moderation, respondent recruiting, conducting interviews, collecting informed consent agreements, and other tasks as the needs of the research project require, and as the organizations facilitating the research feel are best for a research project at hand.

## IDENTIFYING COMMUNITY PARTNERS

Who in your community will you collaborate with as research partners? There are three ways to approach this: 1) consciously select community partners, 2) random call for community partners, 3) a hybrid of the two.

**Consciously selecting community partners** for your research initiative can be a great way to maximize or form collaborations that will last well after the research project is complete. It is also a great opportunity to increase research capacity if you select community members who potentially have access to, for example, a research mentor, who are skilled at rallying community participation, or who are trusted community elders. Examples of consciously selected community partners include respected cultural elders, elected officials, local business owners, community farmers' market managers, community group members, program participants, teachers, and more.

Hand-chosen community partners may also be people with experience working with community, and will likely require less training.



A **random call for community partners** is what it sounds like: posting a general announcement for community research partners within the community in which you are wanting to build research capacity (specific locations, program users, business owners, etc.) and see who comes forward. Theoretically, this is a great way to get as many unrelated eyes on research initiatives that seek to include community members. Managing random community members takes more training and coordination, but the potential payoffs include having voices involved in the planning who might otherwise be overlooked, discovering expertise you didn't realize was available, and increasing enthusiasm and trust for the project in the community.

A **hybrid approach** with a combination of consciously selected community partners and random call community partners allows the ability to customize levels of involvement for all research partners. Some selected community partners will only want to be involved with one or two stages of the project, while some random community members may be very interested in taking part in all stages of the research. A hybrid approach provides options and more research capacity.

How many community partners you need or want is up to you, with the reminder that the research approach you choose from the three below will guide some of that decision making. Also keep in mind that the more people involved with a research project, the more time it takes to manage, but the payoffs may outweigh the extra time requirements.

- **Community Targeted Research (CTR):** Community members do not have a voice in selecting the research topic. They have involvement recruiting respondents, and other tasks as assigned by the researcher(s).
- **Community Based Research (CBR):** Research occurs in cooperation with the community, where community members participate in some aspects of the

research such as selecting the research topic(s), but the research team manages the research process.

- **Community Based Participatory Research (CBPR):** A fully collaborative research approach involving all stakeholders throughout the research process equally, from planning to sharing results. The emphasis is on joining fully with the community as full and equal partners in all stages of the research.

Community participation in research projects is not an “all or nothing” proposition. There are levels of involvement that you and community members can choose from, and in practice you will likely gravitate towards a mix of participation depending upon your needs with a specific project, and the interest level or skills of individual community members.

At the bottom of this framework is informing community members about a research project, and at the top is the community being fully empowered and running independent research initiatives. As long as the focus is on empowering citizens and not just placating or tokenism, there is nothing wrong with either only informing community members about a research initiative or building their skills enough to start conducting research on their own, but research that is reliable and valid (*review this concept in Chapter 2*) that also includes valuable community input will occur somewhere in the middle.



*The above adapted “Ladder of Citizen Participation” was established in 1969 by Sherry Arnstein (see Appendix B: Additional Reading).*



# **BUILDING COMMUNITY RESEARCH CAPACITY**

As an organization or non-profit, working to build research capacity has many benefits to community members and the organization wishing to conduct more independent research and evaluation projects. By spending time to build research capacity at the outset, sustainable abilities and skills are created so organizations can perform independent research. Below is an overview of building community capacity:

**Build skills and confidence:** Train community members in research skills, which in turn will increase self-confidence and enthusiasm for research projects and the activities of the organization/non-profit. Ongoing training, mentoring, supervision, and skill-building are necessary to empower community members. It is also important to give them opportunities to use the skills acquired as is appropriate for their skill level, continued skill development, background, and profession.

**Ensure that research projects are relevant:** Have community members take part in generating research questions to ensure that the questions being asked of the research are relevant to them and the community at large. The ultimate research results will ultimately be more useful to organizations and policy-makers.

**Develop partnerships and linkages:** Establishing relationships among diverse community members (program users, policy-makers, trained researchers, academic mentors, local citizens, etc.) encourages information and knowledge exchange. These relationships live long after a research project is complete, and ensure sustainable research partners in the future.

**Share research results:** For the most impactful research and continued cooperation from community partners in future research, share research results in a variety of publications, including social media, infographics, fact-sheets, news briefs, culturally appropriate publications, and more. Such sharing is necessary for the research to have the most impact, and shows community partners that your research serves their needs, and you are a deserved community partner.

**Build in sustainability:** Training community members to participate in research projects provides the opportunity to create longterm research partners who can be ready to participate in projects as-needed. It is important to mentor and supply continuing education to community members on a regular basis and allow them to

*The above six dimensions of research capacity building were adapted from Jo Cooke's 2005 framework (see Appendix B: Additional Reading).*

practice their skills whenever possible. In this way the relationship is mutually beneficial.

**Solidify research infrastructure:** To support continuing research, infrastructure should be built to provide a solid base for community involvement. This base includes academic mentors, management staff, providing enough time and resources for research, and even hiring a researcher for your organization.

None of the above is uniquely difficult to accomplish, but it does require patience, time, detailed planning, and a mind that is open to giving equal partnership to community members. It is helpful to have one person within an organization be focused on building community research capacity, and this person will likely be the same person who will serve as the manager for future research projects.

## **TRAINING COMMUNITY RESEARCH PARTNERS**

Training is necessary when partnering with community members in research and evaluation projects. It is recommended to have training modules organized and have educating partners at the ready before actively seeking out community partnerships to avoid having too much “down time” while you develop a training program; such a delay may damper community enthusiasm.

<b>TABLE C COMMUNITY TRAINING MODULES</b>	
<b>Module</b>	<b>Focus</b>
<b>Introduction to research</b>	What it is/is not, what you hope to accomplish, tips for success, things to avoid
<b>Research Ethics</b>	Informed consent, respondent confidentiality, right-to-withdraw, data protection, results sharing, The Belmont Report, DEI
<b>Community Participation</b>	Review the progressively skilled role(s) the community members may have in the project and why they're important

TABLE C COMMUNITY TRAINING MODULES	
Module	Focus
<b>Data Collection Methods</b>	Provide community members with an active training base so they can perform data collection.

The first three modules — introduction to research and research ethics — could be accomplished through online training or workshops, while the training module on data collection methods will need to be accomplished with workshops, practice, and feedback. A training process for community research partners is illustrated below.



Community partners who are trained to help conduct research is empowering to marginalized community members and provides skills that can be used outside of the research partnership. But below are pitfalls to avoid, and things to keep in mind as you pursue community capacity building:

- Waiting to connect with partners until right before an “ask” arises.
- Failing to communicate clearly with community members in advance about your research plans or intent.

- Failing to provide an equitable share in planning and decision-making, and instead including community as a token.
- Neglecting to align project objectives with community expectations
- Not devoting enough time making sure training and participation are culturally appropriate

# CHAPTER 5: INCREASING RESEARCH SUCCESS

To get the most out of your research projects and maximize resources, there are some tasks that will help ensure the success of any research projects or program evaluations you undertake.

## GETTING A PROJECT MENTOR

In a similar way that growing lettuce and a few tomatoes on the back patio does not make someone a farmer, this toolkit will not make someone an experienced researcher. As with any skillset, expertise comes with hands in the dirt, devoted time to learning, and, more importantly, years of experience. Because of this, it's important to reach out and find a research mentor who can provide input about your research plan, set realistic expectations, identify methods that might cause a snag, and other insights.

You may have someone who as a stakeholder or partner who might be able to serve as a project mentor; all that is needed is to reach out and ask those around you. If you do not have an experienced researcher nearby, there are places you can contact to find a willing participant. Sources for research assistance:

- **Local universities:** Public universities, because they receive state and federal funding, have an unspoken obligation to help communities. Contacting professors or researchers at local universities and colleges who have research interests that align with your project is the best way to get a qualified project mentor, which might be a professor, researcher, or even an experienced graduate student. Just make sure their roles as mentor, and not project manager, is made clear to them, unless you wish them to take on a management role.
- **Foundations or non-profits:** Partners may have qualified researchers on staff who might be able and willing to serve as a project mentor. If you think you might be interested in conducting your own research projects, it is recommended to start reaching out to partnering organizations to assess their capacity to assist and potentially serve as a project mentor.

## REMOVING PERSONAL ATTACHMENT

The hardest part of conducting research is to remove what you feel to be true from the research itself. Approach your research project as if you are seeing the topic under scrutiny for the first time, like a baby in awe of all the new information that is being learned. Being a good researcher requires a level of empathy (*the ability to understand the feelings of another*) that most people don't possess. For the best research, it is necessary to set aside your personal beliefs to give room for you to understand the beliefs of your respondents. It is possible to understand someone's beliefs about life, themselves, or a program, and retain your own beliefs.

This is perhaps what separates great research without judgement, it is just information, and not seen as being good or bad. It just is. In this way, even the things that we feel or believe to be negative can provide new insights for positive action. The #1 best way to ensure that your evaluation won't help you is to look at it through your own personal value lens.

## **SOLIDIFYING EVALUATORY CRITERIA**

The key to project evaluations that provide real, actionable insight is to identify what is being evaluated rather than holding an attachment to a specific outcome. It is tempting to "cherry pick" data if what is wanted is to show that a program is a success. In fact, data should be collected without a concern for what it will reveal. It should be collected in a systematic, impartial way, and results should be focused on what the truth is, which may be different than what we believe to be true. There is nothing wrong with this, and can lead to great gains in discovery and program improvements that will be beneficial to the community served.

## **ASKING THE VALUABLE QUESTIONS**

The most valuable questions you can ask a respondent in a research project are the ones that respondents will answer accurately. While most respondents do not intentionally fabricate answers in research projects, it is not uncommon for respondents to answer in a way they feel will make the researcher happy. This is the main reason for making sure your questions are stated in a neutral way, and lack your own personal bias; you want to know what the respondent thinks without them worrying about you or how you feel.

Tips on writing good survey and interview questions are provided below, with a focus on smaller research projects.

## **WRITING SURVEY QUESTIONS**

Writing good surveys and questionnaires is more difficult than people tend to assume. There are protocols that are followed to ensure that the most accurate data is collected. Surveys should take no more than 15 minutes to complete (data quality declines at the 20-minute mark), so make the most of the precious time you have.

There are five broad categories of survey questions to choose from, and a survey should include a mix of question types:

- **Open-ended questions:** As the name implies these are text-based questions, where respondents are asked to write a short answer or paragraph. Open-ended questions should occur last in your survey, and are best used to allow the respondent to reflect upon how they've answered in previous questions, and provide potentially new ideas or thoughts to the mix. Open-ended questions are qualitative data collection, while the rest are quantitative.
- **Multiple choice/checklist questions:** Respondents choose from a variety of answer options of your choosing, and can either choose one or multiple selections (a checklist) from the list. Including an "other" option allows respondents to write or type in a new option.
- **Ordinal scale questions:** Respondents are asked to rate a variable using non-mathematical options ("very satisfied," "satisfied," "agree," "strongly disagree," "true," "mostly false," etc.).
- **Interval scale questions:** As the most popular survey question type, respondents select on a numerical scale (such as 1 - 10) their rating of a variable under question. The scale always starts at 1.
- **Ratio scale questions:** Measures variables numerically, with selections presented as equal intervals. Ratio scales can include zero. Examples include number of cars owned or number of visits to a farmers' market in the past month (0-1, 2-3, 4-5).

For research to provide reliable and valid results that lead to actionable insights, the survey or questionnaire must follow these guidelines:

- **Use direct language that is culturally appropriate for the community in question.** In some research projects, it may be advisable to write multiple surveys, using the same questions but altering them for different communities.
- **Be specific in your questions.** Questions that are too vague won't provide meaningful data that will lead to reliable and valid results. For example, asking people, "Were you satisfied with our program?" forces respondents to choose a "yes" or "no" but that won't provide you with information that will allow you to make improvements or assess outcomes. Such vague questions are better left unasked.
- **Make sure each question is asking only one thing at a time.** If you have an "and" in your question, that is a sign to review your question and make sure you aren't actually asking the respondent two things at once. For example, the question "Are you satisfied with the program's duration and service?" will provide answers that do not necessarily reflect what people think about the program duration or the program service. Maybe they liked one over the other. Such questions are called "double-barreled" questions.
- **Keep your own beliefs out of survey questions.** Personal beliefs can appear in research questions with leading questions or biased language, but results from such questions won't provide data that provides useful, guiding results. Examples of leading or biased questions include, "How amazing was your experience with the program?" (*makes the decision that the experience is amazing without letting the respondent say so independently*), or "Should concerned community members warn officials about the detrimental policy?" (*puts community members who aren't concerned about the new policy on the defensive, and influences answers with biased language*).
- **Use more scale question types (ordinal, interval, or ratio) for the most exact data collection.** Scale-type questions provide more exact information that can be analyzed for statistical significance if enough respondents fill out the survey.

## WRITING INTERVIEW QUESTIONS



In many ways, writing good interview questions is similar to writing good survey questions, including avoiding leading questions, making questions culturally appropriate, and making sure questions align with research objectives. One major difference is that interview questions should be open-ended to allow for a more flexible interview that allows respondents to share information that otherwise would be lost.

What tends to be more important with interviews, however, is *how* the interview is conducted over the specific questions that are asked. To conduct a good interview, keep the following tips in mind:

- Start interviews with “ice breaker” questions to put the respondent at ease with the interviewer.
- Make eye contact and use body language to show your interest.
- Paraphrase a respondent’s answers to make sure you understand them.
- Never interrupt a respondent while they are talking.
- Avoid the impulse to “fill” a pause; allow the respondent to fill it.
- Do not look at any devices while interviewing a respondent.
- Avoid “interrogating” the respondent with questions, and instead focus on having a conversation with them about the research at hand.
- Watch for body language cues that may indicate a respondent’s emotions about a topic.
- Acknowledge emotions yet let the respondent choose the level of sharing.
- Probe a respondent after they answer a question, so see if they can talk deeper about what
- Ask respondents if there is anything that wasn’t asked that should have been.

Before any interviews are conducted, an interview field guide should be written to help focus the interview on the specific information desired. Interview field guide questions are typically grouped by topic area, which directs the flow of the interview. It is important to note that interview field guides are *not questionnaires*; they are guides to help the interviewer organize their thoughts and make sure no concepts are missed.

Just because a question is on the field guide does not mean it has to be asked, and it’s guaranteed that an interview will jump around the field guide; if a respondent decides

to take the conversation down a meandering path, by all means follow the path dictated by the interviewee. First and foremost the interview should be a conversation, which is why interviewers should commit to memory the field guide as much as possible though it's fine to refer back to it once or twice during the interview.

*See Appendix A for a sample interview field guide.*

## **RUNNING FOCUS GROUPS**

Traditional focus groups require a specific research skillset, and they can be challenging to run well. The focus group leader must juggle the demands of getting all of the desired research questions answered while controlling group dynamics so everyone has time to be heard while making the whole conversation seem safe and relaxed. Luckily there are ways to manage focus groups that allow inexperienced facilitators to collect the valuable data. Training community members in focus group moderation has led to increased trust among diverse community members and research partners. (*Training community members was covered in Chapter 4.*)

To make the most out of focus groups, consider the following:

- Make sure the goals and questions of the focus group are well-defined and agreed to by stakeholders and partners.
- Have a strong moderator who can control group dynamics during open discussions.
- In lieu of an experienced moderator, have the focus group revolve around tasks and activities instead of 100% discussion.
- Have individual focus groups include homogenous groups of people (similar ages, same neighborhood, etc.) will make it easier to analyze the data because there are fewer variables to take into account, and make people feel more comfortable sharing. Include DEI by making sure there is variability and inclusion across groups.

# CHAPTER 6: SHARING RESULTS

Sharing research results is the culmination of a long journey traveled with coworkers, community members, partners, and stakeholders. The product you create to share the results may be the most important step in any research or evaluation initiative. Without sharing the results, no one will know what you and your partners accomplished, or how it impacts lives.

## WHY SHARING RESULTS MATTERS

There are many reasons to share research results in a wide variety of formats:

- It allows others to see your work and perhaps build upon it. Research is for a collective good, and if others can take research results further, all the better.
- A community's sense of collaboration increases when research results are shared in culturally appropriate ways.
- Community members and research participants deserve easy access to the research in which they participated.
- It may encourage policy makers or others to support your cause.

## IDENTIFY YOUR AUDIENCE(S)

Sadly, most research is written by academics with other academics in mind, and research results end up languishing behind inaccessible journal articles. While this researcher-to-researcher communication has its place, research can and should also be shared with and written for communities. When thinking about publishing for communities, keep the following in mind:

- Decide who, exactly, you want to reach with any particular reporting tool. Be specific about the distinct audiences you want to know about your research and results.
- Get clear about what you want each audience to know; results of interest to one audience may not be of interest to another. While you want all audiences to have access to all research results, it is worth being able to identify information

that may be of more interest to one audience over another, and customize the reporting tools to each.

- If the time and resources are available, create distinct reporting tools for the individual audiences identified. Having multiple outlets for the research that speak directly to unique audiences will increase the impact of the results.

## WRITE IT UP

After you've decided on the audiences for your report-out, write products that are accessible to each audience identified. Ideas for report formats include:

- Program or policy briefs
- Infographics ([piktochart.com](http://piktochart.com) offers great tools for creating infographics)
- Pamphlets and brochures
- Flyers
- Press releases
- Presentations
- Progress reports



Ideally, the write-up will be a collaborative endeavor, including community members and stakeholders.

No matter who the audience, be sure your write-up includes the following:

- An overview of the project, including funders
- Review who conducted the research and how
- A summary of research methods
- A concise overview of the outcome

## GET THE WORD OUT

If no one knows about your research, conducting it was a waste of time. Social media and email lists have opened up many avenues for sharing information with people. Here are a few examples of ways to share your information:

- Share in social media (consider a boosted post or an ad)
- Share with partners and stakeholders and ask them to reach out to their networks
- Write press releases; you never know when it might be picked up by a local newspaper
- Ask community members to share with their neighbors
- Present at conferences and community groups

## **MANDATORY INCLUSIONS FOR THE RFSP PROJECT**

Because the funding for the RFSP project comes from a federal grant, it is mandatory to include the following text any time results are shared that includes data collected as part of the project. **All RFSP research partners must include the following in any publications or presentations about the project:**

"This work is supported by [Program Name] [grant no. XXXX-XXXXX-XXXXX/project accession no. XXXXXXXX] from the USDA National Institute of Food and Agriculture. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the view of the U.S. Department of Agriculture."

Whenever practical, NIFA also expects that grantees use **NIFA's official identifier** in publications, posters, websites and presentations resulting from their award.

# APPENDIX A: FORMS

## RESEARCH PLANNING FORM

Use this form to guide a step-by-step approach to conducting your own research projects.

### 1) Select Research Category

\_\_\_ **Gain general insights:** An open-ended investigation for new discoveries that more focused research misses.

\_\_\_ **Improve practice:** Identify unmet needs for program change and improvement.

\_\_\_ **Assess impacts:** Measure how well a program is meeting set objectives and targets.

\_\_\_ **Build capacity:** Identify gaps in service and provide insight into how to fill them.

### 2) Select Research Approach

\_\_\_ **Community Targeted Research (CTR):** Community members do not have a voice in selecting the research topic. They have involvement recruiting respondents, and other tasks as assigned by the researcher(s)

\_\_\_ **Community Based Research (CBR):** Research occurs in cooperation with the community, where community members participate in some aspects of the research such as selecting the research topic(s), but the research team manages the process.

\_\_\_ **Community Based Participatory Research (CBPR):** A fully collaborative research approach involving all stakeholders throughout the research process equally, from planning to sharing results. The emphasis is on joining fully with the community as full and equal partners in all stages of the research.

### 3) Identify Research Questions

Process questions: \_\_\_\_\_

Outcome questions: \_\_\_\_\_

#### 4) Identify Respondents

Age(s): \_\_\_\_\_

Gender(s): \_\_\_\_\_

Location(s): \_\_\_\_\_

Income range(s): \_\_\_\_\_

Cultural identity: \_\_\_\_\_

Other: \_\_\_\_\_

#### 5) Assess Research Capacity

- Research manager(s): \_\_\_\_\_
- Project partner(s) \_\_\_\_\_
- Data collector(s): \_\_\_\_\_
- Research mentor(s): \_\_\_\_\_

#### 6) Select Research Tools

\_\_\_ Survey written

\_\_\_ Survey, online

\_\_\_ Administrative records

\_\_\_ Interviews

\_\_\_ Focus groups

\_\_\_ Intercepts

\_\_\_ Community publications

\_\_\_ Field guides

\_\_\_ Recruitment screener

#### 7) Develop Research Plan

**Project timeline** *(write dates or write on a calendar)*

- Planning: \_\_\_\_\_
- Recruit (min. 3 weeks): \_\_\_\_\_
- Online survey (1 week): \_\_\_\_\_
- Written survey (2 - 3 weeks): \_\_\_\_\_
- Interviews (min. 2 weeks): \_\_\_\_\_
- Intercepts (~ 1 week): \_\_\_\_\_

**Number of Respondents:**

- Surveys (n=100+): \_\_\_\_\_
- Focus groups (n=16-30): \_\_\_\_\_
- Interviews (n=5-20): \_\_\_\_\_
- Intercepts (time-limited): \_\_\_\_\_

**Respondent remuneration:**

**8) Pilot Research Plan** (Document your plan briefly, including dates, if you plan to run a pilot)

**9) Evaluate Research Plan** (Document who will be involved with evaluating the pilot, if run)

**11) Analyze Data** (Document who will be involved with analysis, and where and when it will take place)

**12) Report on Results** (Brainstorm reporting audiences and products)



# ADDING RESEARCH INTERESTS TO THE RFSP PROJECT

There may be times when you feel that the inclusive nature of the evaluation for the RFSP project isn't allowing you to gain insight into a topic of interest to you. During these times, you can add a supplemental research question to the project using the following process:

1) Review the three research objectives from the project grant:

**Objective 1:** To increase consistent market opportunities and sales for small and midsize growers by at least \$1.8M (52% total increase) by 2023.

**Objective 2:** To increase consumer demand for locally-grown food, including by lower-income populations as indicated by at least a \$200,000 increase (20%+ total increase over 3 years) of SNAP/Double Up Food Bucks spending by 2023 (up from \$968,643 in 2019).

**Objective 3:** To improve the stability and operational capacity of at least 75% of the Value Chain Coordination Enterprise Transactional Partners and 90% of the Support Partners through the development of shared resources, tools, and knowledge by 2023.

2) Identify evaluation questions you have about the RFSP project that you feel are not included in the above (as a reminder, all partners will have input in the evaluation tools).

3) Write out the proposed additional evaluation question(s).

4) Use this toolkit to decide who you feel might be able to conduct the research, what you feel a good research approach would be, and how long it is anticipated to take. Thinking this through with a coworker or community partner is recommended.

5) Write up your proposed research question and include why you feel it's important to investigate, and a discussion of how you see the research for it taking place.

6) Your proposal will be presented by you to other RFSP project partners. After they've had a chance to review the proposal they will be given space to ask clarifying questions, which you will answer and address in your proposal, as appropriate to the Collective Impact Process.

7) After project partners consent to the new evaluation objective, you will be named the research manager for that research and Christina Keibler (RFSP Evaluation Hub Facilitator) will serve as the project mentor.

# SIGNED INFORMED CONSENT # 1

We are asking you to participate in a research study titled "Title of Study". We will describe this study to you and answer any of your questions. **If you agree to participate in this study, please put your initials next to each selection below, and sign and date the agreement.** This agreement will be retained for seven years, in a locked and protected location.

\_\_\_\_\_ **Project leads:** This project is being lead by (name of researcher(s) and contact information, name of organization).

\_\_\_\_\_ **About this study:** The purpose of this research is to (describe the research in a few sentences)

\_\_\_\_\_ **What we will ask you to do:** During this study you will be asked to (explain what the respondent will be asked to do in the study, and the time commitment).

\_\_\_\_\_ **Compensation for participation:** As a "thank you" for participating in this research, you will receive (describe the compensation).

\_\_\_\_\_ **Benefits to society:** This research is intended to (briefly describe how the research will benefit the greater community).

\_\_\_\_\_ **Possible risks:** The possible risks and discomforts that may occur due to study involvement include (list any reasonably foreseeable legal, economic, emotional, and physical risks, if any exist).

\_\_\_\_\_ **Benefits to you:** The possible benefits you may experience by taking part in this research include (describe direct and indirect benefits of participating in the research).

\_\_\_\_\_ **Audio/Video Recording:** To make sure your information is captured fully, we'd like to record our discussion.

I do not want to have this interview recorded.

I am willing to have this interview recorded.

\_\_\_\_\_ **Photographs:** To document what you share with us, we'd like to take photographs during our discussion.

I do not want to have photographs taken.

I am willing to have photographs taken.

\_\_\_\_\_ **Image use:** To share research results with others, we'd like to use your image whole or in part in media forms now known (film, slides, digital audio) or developed in the future. This includes the right to edit or duplicate images/recordings. You will not have the right to inspect or approve the finished product of printed/published material that uses the images/recordings and you will not be financial compensated for their use.

I do not want to have my images/recordings used in outreach.

I am willing to have my images/recordings used in outreach.

\_\_\_\_\_ **Confidentiality:** Your identity and personally identifying information will be kept confidential, and your data will be protected in password-protected servers for seven years; after seven years your information and data will be deleted.

\_\_\_\_\_ **Voluntary:** I understand that my participation in this research is voluntary, and I may refuse to participate at any time, and skip any questions that I do not wish to answer with no penalty to me.

I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

\_\_\_\_\_  
Researcher's Signature                      Researcher's Name (printed)                      Date

\_\_\_\_\_  
Respondent's Signature                      Respondent's Name (printed)                      Date

## SIGNED INFORMED CONSENT #2

I volunteer to participate in a research project conducted by [*name of the research manager*] from [*name of organization*]. I understand that the project is designed to [*research summary*]. I will be one of approximately [#] people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty.

2. I understand that some will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by people from or associated with [*name of organization*]. The interview will last between one to two hours. Notes will be written during the interview.

4. Photographs

4. I understand that the interviewer will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

\_\_\_\_\_ Signature \_\_\_\_\_ Printed Name

For further information, please contact:

[*Name of Principle Researcher*] [*Email/phone*]

# EXAMPLE SCREENER FOR INTERVIEW & FOCUS GROUP RECRUITING

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ Email \_\_\_\_\_

Thank you very much for assisting us with this research project. This study has been designed to help (*insert name of sponsoring organization*) better understand your experience with (*insert name of project/ program*). We will be asking study participants to (*insert high-level overview of what respondents will do*). You may be videotaped/recorded/have photos taken, and you may be asked to sign a consent form if you are chosen for this project.

**1. How often do you eat vegetables? (*Want an equal mix*)**

- Daily
- Weekly
- Every other week
- Monthly
- Less than once per month (*dismiss*)

**2. Do you own an Instant Pot?**

- No (*dismiss*)
- Yes

**2a. If yes, how long have you owned an Instant Pot?**

- Less than 3 months (*dismiss*)
- Between 3 months and 1 year
- More than 1 year

**2b. If yes, how many times each week do you cook dinner with your Instant Pot?**

- If < 1 then dismiss

**3. Do you have reliable Internet access at home? (*Want an equal mix*)**

- Yes
- No

**4. How many children under the age of 18 live in your household?**

- If < 1 then dismiss

**5. Which of the following best describes your living situation?**

- Live alone (*dismiss*)
- Live with housemates (*dismiss*)
- Live with parents
- Live with spouse/partner
- Live with extended family
- Without a permanent living situation

**6. Into which of the following age categories do you fall? (*Want a mix*)**

- Younger than 18 years old (*dismiss*)
- 18 to 24 years old
- 25 to 30 years old
- 30 to 39 years old

- 40 to 49 years old
- 50 to 59 years old
- 60 years or older

**7. Are you currently employed? (*Want a mix*)**

- Yes
- No

**8. What is your gender? (*Want a mix*)**

- Female
- Male
- Transgender
- Pangender
- Gender neutral
- Non-binary
- Prefer not to say

**9. What was your total household income last year? (*Want a mix*)**

- Less than \$25,000
- \$25,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$149,999 (*dismiss*)
- \$150,000 or more (*dismiss*)
- Don't know/Choose not to answer

**10. Can you tell me a story about a recent experience that you had while grocery shopping?**

[Record response, verbatim if possible. This question is to identify respondents who are willing to share information without too much prompting during an interview or focus group. If the respondent does not provide a two- to three-sentence response without prompting, terminate the respondent]

**11. Are you interested in participating in the study?**

- Yes (*continue*)
- No (*dismiss*)

---

**Thank you and next steps**

Thank you for your time. We're looking forward to learning about your experiences. We will follow up with a confirmation email and we will be contacting selected participants soon. We're sorry that we only have a limited number of spaces allowed for this research. Interviews/focus groups will take place the week of (*insert time*). Please contact us at any time with concerns or questions.

## **SURVEY EXAMPLE: PROGRAM SATISFACTION**

The purpose of this research project is [insert general purpose]. This is a research project being conducted by [insert organization name]. Your participation in this research study is voluntary and no personally identifying information will be collected. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

1) Considering your experience with the program, how likely would you be to recommend it to a friend or colleague?

*(Answer options: Very unsatisfied, Unsatisfied, Neutral, Satisfied, Very Satisfied)*

2) Please rate your level of satisfaction for the following points:

*(Answer options: Very unsatisfied, Unsatisfied, Neutral, Satisfied, Very Satisfied)*

- Program organization/arrangement
- Facility environment
- Administrative processes
- Pricing of the program

3) On a scale of 1 to 7, how would you rate the following staff? (With 1 being the lowest rating and 7 being the highest rating.)

*(Answer options: 1, 2, 3, 4, 5,6, 7)*

- Payments department staff
- Registration staff
- Volunteers
- Cleanliness staff

4) How did you hear about our program? (Check all that apply)

- Printed Brochure
- Email promotion
- Website
- Social media
- Flyer
- Newspaper
- Family or friend
- Other (please specify)

5) How satisfactory was the printed material used during the program?

*(Answer options: Very unsatisfactory, Not satisfactory, Neutral, satisfactory, Very satisfactory)*

6) On a scale of 1 to 5, how challenging was the program to use? (With 1 being very challenging and 5 being not a problem)

*(Answer options: 1, 2, 3, 4, 5)*

7) Please list three things that benefitted you the most from the program:

8) Please list three things that you felt were unnecessary in the program:

9) Please state your level of agreement for the following?

*(Answer options: Strongly disagree, Disagree, Neutral, Agree, Strongly agree)*

- The skill level of other participants was similar to yours
- The instructors were very knowledgeable about the topic they were teaching
- Including interactive session in the program was a good choice
- The course material was easy to understand
- The registration process for the program was very smooth

10) Do you have any suggestions/comments that will help us make the program better?



# INTERVIEW FIELD GUIDE EXAMPLE

This sample interview field guide was originally written for a research project focused on New York City’s boroughs, and the people being interviewed using this field guide were considered “community experts” in each borough.

## GETTING TO KNOW YOU (breaking the ice)

- Tell us a little bit about yourself. How about your personal experience in NYC and this borough? In what parts of the city have you lived and worked?
- Tell us a little bit about your professional experience in this area. How long have you been an expert on this borough?
- What do you find to be the most interesting part of being an expert in the borough? What are some of the challenges of the work?
- What does your job entail? What kinds of tasks do you perform regularly?
- Do you consider yourself to be an expert in any of the other boroughs, or the NYC area as a whole?

## THE BOROUGH: GENERAL

- How would you describe the borough to someone who has never been here before?
- In what ways are the people here similar? In what ways are they different?
- What do you feel are some of the reasons why people live here? What are some of the reasons why people move away from here?
- What kinds of shopping do people frequent here? How are the grocery stores? Clothing? Hardware? How about “big box” stores like Target or Home Depot?
- How does “word get around” here? In what ways are messages about what is going on delivered to borough residents?
- Are you able to determine any sort of specific borough identity? How has this identity changed through time? Do you see this changing in the future?

## **CULTURE AND NEIGHBORHOODS**

- How would you describe the diversity here?
- Are there any generalities you can make about the borough now, in terms of food, architecture, music preferences, etc.?
- Do you have a sense of the types of things that are currently important to borough residents as it relates to day-to-day life?
- Are there any particular local policy issues that are important to residents?
- Tell us about the different generations in this borough. Are there any noticeable patterns or interactions between younger and old generations?
- Can you describe what you know about housing in the borough? Are the homes older or new construction? Do people renovate their homes frequently? How about commercial space?
- While many who don't live in the area think of this borough as a neighborhood, is it really? Or is it made up of neighborhoods in itself? Can you describe these subareas?
- How would you redraw the boundaries of this borough to more accurately reflect the culture as you see it? (BRING MAPS)?

## **TRENDS**

- How has the population of the borough changed since you've been an expert?
- What kinds of interesting cultural or population trends have you identified in the borough since you've been an expert?
- How is the local culture reflected in the borough? How do people express their lives in festivals, appearance, communication, language, food, etc?
- What was a "hot" trend in the past that is not as popular now?

## **MOVING AROUND**

- How does transportation work in the borough? In what ways do people get around? When do people use one mode versus another?
- What are the main routes/roads of travel in the borough? What street(s) or routes does everyone eventually need to take?
- Have there been changes in how people get around the borough in the past 10 years? How so?
- In what ways does transportation in the borough affect migration into and out of the borough (both living in and commuting)?
- Do you think most people here are natives of the borough? Where do people come from that live here?
- If people move out of the borough, where do they go?
- How strong are family and friend connections here?

## COMPARISONS

- In what ways do you find this borough different than the others?
- How do you see this area as being culturally similar to other boroughs?
- Do you see this area having the same cultural characteristics today as it did in the past?
- In what ways do you see the present culture in the borough being different than in the recent past?
- How do residents of this borough interact with residents of another?
- Do people here see all New Yorkers as basically the same? Or do they sometimes start sentences with things like, “People from this borough are....”

# DATA MANAGEMENT PLAN

*(Adapted from the RFSP project Data Management Plan to reflect a basic DMP)*

**Drafted by: Christina Keibler | NMFMA Engagement Director | Evaluation Hub  
Mary Costello | Graduate Student UNM Evaluation Lab | Evaluation Hub**

The Scaling Up New Mexico's Value Chain Coordination Network Data Management Plan (DMP) includes management of, and access to, data collected and yearly reports written to evaluate project progress, processes, and outcomes. A final report will be written upon project completion in 2023 to provide an overview of the entire project, in accordance with grant requirements.

Funds for the evaluation are included in the project budget to evaluate project objectives. Project partners will also be compensated for their work.

## **Project objectives:**

Data collection, analysis, and reporting resources must first be dedicated to evaluating, over the next three years, the following three objectives to meet grant requirements:

- Objective 1: Increase consistent market opportunities and sales for small and midsize growers by at least \$1.8M (52% total increase) by 2023.
- Objective 2: Increase consumer demand for locally grown food, including by lower-income populations as indicated by at least a \$200,000 increase (20%+ total increase over 3 years) of SNAP/Double Up Food Bucks spending by 2023 (up from \$968,643 in 2019).
- Objective 3: Improve the stability and operational capacity of at least 75% of the Value Chain Coordination Enterprise Transactional Partners and 90% of the Support Partners through the development of shared resources, tools, and knowledge by 2023.

## **Roles and responsibilities:**

- The project Evaluation Hub will be responsible for drafting evaluation tools and artifacts (surveys, interview guides, etc.), which will be consented to by Work Team Evaluation Representatives.
- The UNM Evaluation Lab will be responsible for data analysis, reporting, and providing a graduate student to assist with data collection.
- Evaluation Facilitator Christina Keibler will be responsible for facilitating data collection by project partners and the UNM Evaluation Lab, and providing a bridge between partner-generated data and the UNM Evaluation Lab for analysis/reporting.
- Project Work Teams will assign one Evaluation Representative to provide a working bridge/consenting voice between Work Teams and the Evaluation Hub.

## **Data protection:**

The UNM Evaluation Lab requires that personally identifying information be removed from all data before they receive it for analysis and reporting. Data sent to the UNM Evaluation Lab by the project evaluation facilitator will be sent as an email attachment via a password-protected spreadsheet. On an artifact-by-artifact basis (surveys, interview guides, etc.), Work Teams will decide whether specific data collection tools will be anonymized or include personally identifying information for use by/between project partners.

**Data storage and preservation:**

Data will be stored on the password-protected NMFMA website, the secure UNM Evaluation Lab server, and on partner websites as partners download data from the NMFMA website and store on their own servers. Meeting recordings will be stored on the NMFMA YouTube channel. This will prevent data loss and provide a buffer against degradation or damage in any one location. Data files will be retained by the NMFMA for at least seven years after the project ends, to comply with standard federal grant protocols.

**Data collection types:**

Data collection will be guided by the project Evaluation Hub and will constitute a living research process, providing inquiry from and consent of project partners within the limits of scientifically reliable and valid protocols and project resources. Data collection types may include, but may not be limited to, the following:

**Quantitative Data Collection (measurable)**

- Online surveys
- Sales records
- SNAP/Double Up Food Bucks spending

**Qualitative Data Collection (open-ended)**

- Notes/artifacts from Work Team meetings
- Interviews/focus groups
- Observations

**Data format:**

Data formats may include written notes (.doc, .pdf), SurveyMonkey download files (.csv, .xls, .ppt, .pdf), recordings (YouTube), Google Forms/Sheets/Docs (.doc, .csv, .xls, .jpg, .pdf), and/or image files (.jpg, .heic)

**Public access:**

Data collected and reports generated as part of the three grant objectives will be made publicly available on the NMFMA website in fulfillment of grant requirements. With assistance from the Evaluation Hub, Work Teams will have the opportunity to decide, before a set of data is collected, what personally identifiable information will be collected or removed before sharing.

**Data sharing:**

All data collected to meet grant objectives will be uploaded to the NMFMA login-protected website. Project partners will be able to download the data using direct links made available to all partners through the project Slack portal. Project partners who collect data to answer grant objectives or additional project objectives are asked to share a link to the data with other project partners through the project Slack portal.

**Reporting:**

The UNM Evaluation Lab will provide multiple reports during the three-year duration of the project, including year-end graduate student reports that will inform project progress, and one evaluation at project's end to meet grant objectives. The Evaluation Hub will create a toolkit to guide independent partner reporting that will address topics such as shared authorship, independent review protocols, funding agency and grant citation requirements, and more. Work Teams will have the opportunity to consent to the toolkit guidance.

# **APPENDIX B: ADDITIONAL READING**

## **RESEARCH ETHICS & DEI**

American Anthropological Association statement on human rights:

<http://humanrights.americananthro.org/1999-statement-on-human-rights/>

The Belmont Report

[https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c\\_FINAL.pdf](https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf)

Public Access to Data from Federally Funded Research:

<https://sgp.fas.org/crs/secrecy/R42983.pdf>

Practical Strategies for Culturally Competent Evaluation:

[https://www.cdc.gov/dhdsp/docs/cultural\\_competence\\_guide.pdf](https://www.cdc.gov/dhdsp/docs/cultural_competence_guide.pdf)

Delivering More than Food: Understanding and Operationalizing Racial Equity in Food Hubs:

<https://www.canr.msu.edu/foodsystems/uploads/files/Delivering-More-Than-Food-Understanding-and-Operationalizing-Racial-Equity-in-Food-Hubs.pdf>

An Introduction to Incorporating Diversity, Equity, and Inclusion into Nutrition Incentive Program Research and Evaluation:

[https://www.nutritionincentivehub.org/media/rliah2qb/mensch\\_souza\\_msu-crfs\\_dei-in-ni-research-and-evaluation\\_2021-02.pdf](https://www.nutritionincentivehub.org/media/rliah2qb/mensch_souza_msu-crfs_dei-in-ni-research-and-evaluation_2021-02.pdf)

Navajo Nation Human Research Review Board:

<https://www.nnhrrb.navajo-nsn.gov/pdf/2021/NNIRBpowerpoint2021.pptx>

## **RESEARCH SKILL-BUILDING**

Ideas for Strengthening Research Skills:

<https://www.cornellcollege.edu/library/faculty/focusing-on-assignments/strengthening-research-skills.shtml>

How to Write Good Survey Questions:

<https://www.surveymonkey.com/mp/writing-survey-questions/>

**Writing Survey Questions:**

<https://www.pewresearch.org/our-methods/u-s-surveys/writing-survey-questions/>

**How to Conduct a Focus Group:**

[https://irep.olemiss.edu/wp-content/uploads/sites/98/2016/05/](https://irep.olemiss.edu/wp-content/uploads/sites/98/2016/05/Trinity_Duke_How_to_Conduct_a_Focus_Group.pdf)

[Trinity\\_Duke\\_How\\_to\\_Conduct\\_a\\_Focus\\_Group.pdf](https://irep.olemiss.edu/wp-content/uploads/sites/98/2016/05/Trinity_Duke_How_to_Conduct_a_Focus_Group.pdf)

**Strategies for Qualitative Interviews:**

[https://sociology.fas.harvard.edu/files/sociology/files/interview\\_strategies.pdf](https://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf)

**Full Disclosure: How to Add a Privacy Policy to Your Survey and Boost Response Rates:**

<https://www.surveymonkey.com/curiosity/full-disclosure-how-to-add-a-privacy-policy-to-your-survey-and-boost-response-rates/>

## **COMMUNITY BASED RESEARCH**

**Community Tool Box quick-start toolkit collection:**

<https://ctb.ku.edu/en/toolkits>

**Ladders of Community Participation:**

<https://organizingengagement.org/models/ladder-of-citizen-participation/>

**A framework to evaluate research capacity building in health care:**

<https://link.springer.com/article/10.1186/1471-2296-6-44>

**A Short Guide to Community Based Participatory Action Research:**

<https://www.labor.ucla.edu/wp-content/uploads/2015/03/A-Short-Guide-to-Community-Based-Participatory-Action-Research.pdf>

**Community-based Participatory Research: An Approach to Intervention Research With a Native American Community:**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2774214/>

**A Manual for Community Based Participatory Research (CBPR): Using Research to Improve Practice and Inform Policy in Assisted Living:**

<https://www.shepscenter.unc.edu/wp-content/uploads/2013/05/CEAL-UNC-Manual-for-Community-Based-Participatory-Research-1.pdf>