

Action item	Description	Supporting results
Feedback cards	Work with food pantries to implement feedback card programs	<ul style="list-style-type: none"> • Feedback cards were tied for the fourth most highly prioritized tool. • Paper and pen was the most highly prioritized tool. • Adding ideas to a suggestion box was a highly prioritized action. • "Periodic" engagements was the highest ranked time card for us. • Food pantries were the second highest ranked actor that people wanted to participate with. • This effort was explicitly reflected in multiple scenarios we created.
Participation framework	Establish a framework around forms of participation that different organizations could leverage	<ul style="list-style-type: none"> • People shared a number of different types of participation they would want to be involved and levels of commitment they might be willing to give. There was no single best experience across every person. To meet these different needs and preferences, we need to provide different options to participate. Considerations for the framework should include level of commitment, location, action, and modality (conversation, written, group, online, etc).
Educate programs about participation	Establish a "training" to educate programs about the value of participation and the forms it can take.	<ul style="list-style-type: none"> • Not directly informed by findings, but it ties to the fact that people are interested in engaging with a broad range of organizations (from pantries to SNAP and WIC to transportation) and we know that many of these organizations may not have a readiness to make change to support this. So we may have to do some foundational work.
Contact CU Engage about RTD	Contact CU Engage about participatory efforts to engage with RTD. The CU Engage program has already been working with RTD around creating opportunities for participation and so we have a chance to piggyback on their efforts and leverage relationships they already have.	<ul style="list-style-type: none"> • We ranked RTD as the most important actor to engage with.
Identify key influencers in transport	As part of the broader goal to improve transportation options for food access, we want start by identifying key influencers and decision makers within transportation organizations	<ul style="list-style-type: none"> • We identified knowing "who" and "how" to participate as an essential tool. • We identified transportation as one of their highest priority participation topics and the most important actors.
Identify key influencers in food orgs	Identify key influencers and decision makers within food organizations, then work with them to develop routes for feedback and communicate that to people who use those resources.	<ul style="list-style-type: none"> • We identified knowing "who" and "how" to participate as an essential tool. • We prioritized actors that were in positions of power highly. • Targeting "people who can influence" was included in people's scenarios.
Text-based / web-based feedback	Develop a text message / web-based system for participants to provide anytime feedback on their experiences	<ul style="list-style-type: none"> • We identified transportation as a major issue affecting people's ability to participate and an important enabling tool for the participation. Transportation was the third highest ranked tool to support participation, but if we can reduce the need to travel at all, we will mitigate this. • Phone was tied for fifth highest ranked tool and website and computer were both included in the prioritization. • At home was tied for third highest priority in terms of location for participation, which is a place where this form of participation can take place. • "Share an idea or information" was ranked as the third highest action, and was included in multiple English and Spanish scenarios. Text/web-based tools could facilitate this.
Research volunteering at programs	Identify the reasons why people who use programs cannot volunteer at those places. There is an extremely strong desire to volunteer and a deep frustration that it is not allowed many place.	<ul style="list-style-type: none"> • We created multiple scenarios involving volunteering in both the English and Spanish workshops. • We also included volunteering as a prioritized action (tied for 4th out of 33) • People discussed the idea of giving back and felt it was important to them. This was similar to findings in our MEI.
Establish dialogues	<p>Work with food resources to establish opportunities for people to have dialogues around improving food access (this could include one-on-one conversations, workshops, or focus groups).</p> <p>A couple different ideas include office hours (walk-in time for people to share their ideas), workshops, facilitated conversations, informal meals.</p>	<ul style="list-style-type: none"> • Having one-on-one conversations was a very highly ranked action. • Attending workshops, group conversations, and sharing ideas/information were included as actions in prioritizations for both groups in the English workshop and in the Spanish workshop. • Having group conversation or other forms of dialogue were included in scenarios for both the groups during the English workshops. • Conversations with SNAP and WIC were both considered in scenarios. • During the Spanish workshop, we discussed the idea of participants sharing a meal/snacks with resource owners (specifically food pantries).

Knowledge sharing	Explore ways we can facilitate participation by sharing knowledge and expertise with people who are experiencing similar situations	<ul style="list-style-type: none"> • We found that people had deep knowledge about different aspects of food access from their lived experience. • Both groups developed scenarios around sharing their experience and their knowledge of food access with others. • "Forming meaningful connections with people" was a highly prioritized goal. • "Raising awareness of resources" was another highly prioritized goal. • There is a desire to learn about topics related to food access that are not institutional in nature, but are instead lived knowledge of practice (e.g., effectively using coupons, the specials at stores, how to stretch their money/food stamps)
Awareness raising of existing resources and opportunities	Explore ways we can create awareness of resources and food access opportunities. There are three immediate actions for us to take: 1) identify the ways that people currently learn about resources (what has worked before and what exists); 2) learn about barriers people have faced to discovering resources; 3) identify people who are not currently being served or reached by existing awareness efforts.	<ul style="list-style-type: none"> • "Raising awareness of resources" was a highly prioritized goal in both the English and Spanish workshops. • "Create awareness" was the most prevalent action involved in the scenarios created during the Spanish workshops.
Recipes	Establish a program at food resources where people can contribute recipes for others	<ul style="list-style-type: none"> • A specific scenario around sharing recipes was developed by participants. • "Recipes" were included in the prioritization as both a tool and action for participants.
Communal food storage and cooking	Connect with people in the homeless community to see what kind of solutions would be useful to them.	<ul style="list-style-type: none"> • We identified a goal of wanting community-based solutions for food storage and food preparation. • The storage component might be relatively simple to achieve with collaboration with Harvest of Hope because BFR has had storage space discussions with them in the past and we have a strong working relationship.
Translation and Interpreting Activities	Folks are interested in volunteering to help translate materials as well as serving as an interpreter. We need to figure out what kind of translation activities people would want to help with and how we can coordinate those efforts. One immediate action is to translate the materials BFR provides, as this was an explicit request. We could partner with folks at the drop sites to have them work with us on that activity. Although this came out of the Spanish workshops, there are certainly other languages that are important to consider. For example, in the English workshop we discussed conducting research in Nepali.	<ul style="list-style-type: none"> • Translation/interpretation was used as an action in three different scenarios during the Spanish workshops. • Translation/interpretation was included in the ranked prioritization for actions in the Spanish workshops.
Close the feedback loop with existing feedback and participation opportunities	There are current programs that collect feedback from participants - surveys, feedback cards, etc. Currently, program participants feel like nothing comes of their input because there is no transparency in how that feedback is used. This action would involve working to improve that transparency and close the feedback loop with existing feedback efforts.	<ul style="list-style-type: none"> • During both workshops, especially in the Spanish workshops, this issue was discussed at length and raised as a major barrier to participation. • Multiple scenarios explicitly called out "sharing the outcomes" of the activities as part of the scenario. • "Feeling heard" and "being heard" were highly ranked goals and included in at least one scenario during the Spanish workshop • People wanted to know what came of their feedback and understand how it was used. • "Implement feedback" and "Make improvements" were two of the highest ranked goals, suggesting great importance for participants to know that their efforts led to action and change
Design an information and resource stand	During the Spanish workshops, we discussed the idea of having an information/resource stand that can be deployed to different places to help raise awareness, educate the community, and provide direct support to people. Folks could participate to prepare the stand and staff it when its deployed.	<ul style="list-style-type: none"> • This idea was included in and referred to in 5 out of 11 of the scenarios during the Spanish workshops. • "Raise awareness of resources" was the second highest ranked goal and was included in scenarios from both the English and Spanish workshops. • This issue of resource awareness was raised in both English and Spanish workshops and also during the MEI as a major barrier to food access. • Raising awareness about sugar consumption was a part of information spreading.
Identify community members who want to lead or be involved with different efforts	Folks are eager to be involved and want to see action and be involved in creating change. The biggest barrier to taking action at the moment is having sufficient time and people resources.	<ul style="list-style-type: none"> • "I/me/myself" and "I with others" were very highly prioritized actors and the most prevalent actors in scenarios, suggesting a sense of ownership held by the community and an interest in taking action and being involved. • In the Spanish speaking workshop, it was discussed that there is a need to invest in community leaders to lead and support these efforts.

Identify organizations who could lead or be involved with different efforts	Our biggest challenge at the moment is having sufficient time to take action on these issues. There may be some cases where different organizations could partner with us in implementing some of our actions.	<ul style="list-style-type: none"> • An extremely broad range of actors were identified as being involved in improving opportunities for participation, so we should ensure we are engaging with all of them and seeing how they can support our efforts. • A number of organizations have reached out to find out more about the research results.
Needs assessment program	Our research team has been conducting a needs assessment by talking to people and conducting workshops. However, other people, who aren't necessarily "researchers" can be involved with this. People could actively assess food access needs for the community. This involves gathering feedback on issues and desired improvements and then sharing those findings with food access resources.	<ul style="list-style-type: none"> • "Assessing needs" was the highest ranked activity in the Spanish workshops. • A number of scenarios included activities that involved interaction between members of the community and being out in the community. • The highest ranked goal was "Helping people access food/making it easier to access food," so helping understand and raise awareness of the issues that prevent food access for others is a key step in accomplishing that goal.
Build relationships with local farms and community gardens	A three-step action: 1) Explore the current relationships food access resources have with local farms and community gardens (potentially start these conversations with Growing Gardens); 2) Identify specific ways for local farms and community gardens to be involved in participation around food access; 3) Reach out to local farms and community gardens and share specific areas where they can be involved to improve food access.	<ul style="list-style-type: none"> • Local farms and community gardens were identified as actors and locations at which participatory activities could take place and through which we could also improve food access.
Host a budget participation exercise	Identify a partner or potentially have BFR conduct a workshop where program participants are actively involved in deciding how money should be spent. Design a workshop to guide this exercise.	<ul style="list-style-type: none"> • One scenario in the Spanish workshop involved participants helping to decide how programs should spend money.
Work with schools to share information or food resources	<ol style="list-style-type: none"> 1) Find out exactly from participants what they would like to see happen at schools 2) Find out what schools are most frequented by participants or low-income populations 	<ul style="list-style-type: none"> • Scenario in the Spanish workshop about resources being shared at school programs
Work with organizations to improve quality of food.	Design systems of accountability around food quality assurance. BFR could give volunteers cards that say something like, "Your food was sorted by _____" and work with other organizations to identify specific ways to involve recipients in improving food quality.	<ul style="list-style-type: none"> • Quality of food, especially produce, was brought up repeatedly in the MEI and in the design workshops.