

# **Community Leadership Institute for Equity (C-LIFE): Planning Processes and Procedures to Develop Partnered Conferences**

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**ABSTRACT:**

**Background:** Community Partnered Participatory Research (CPPR) is a research approach that supports equitable collaboration of community and academic co-leaders in research and policy. Despite CPPR's 25-year history, infrastructure supporting community members in bidirectional learning has not been formalized.

**Objective:** This paper describes processes and procedures using CPPR to plan conferences to develop community leadership training infrastructure.

**Method:** We utilized rapid ethnographic analysis to examine conference planning processes for community leadership in CPPR. Community and academic leaders in Los Angeles, New Orleans, and Chicago met weekly over two months to plan, given COVID-19, three zoom conferences on a leadership training institute for CPPR, with planning for 1) community co-leadership in research and policy; 2) local and national CPPR programs and; 3) models for bidirectional training.

**Results:** The planning process emphasized bidirectional learning for community and academic members for research and services/policy to benefit communities, within a Community Leadership Institute for Equity (C-LIFE) to promote equity and power sharing for community leaders. The planning process identified major themes of framing of C-LIFE conference planning goals, developing the conference structure, promoting equity and diversity, envisioning the future of CPPR, challenges, collaborations, future curriculum ideas for C-LIFE, evaluation and next-steps for Zoom conferences in November 2020.

**Conclusions:** It was feasible to use CPPR to plan zoom conferences to promote community leadership training across multiple sites. Key planning themes included promoting equity,

addressing structural racism, bidirectional learning and integrating community, academic, and policy priorities with community co-leaders as change agents.

**KEYWORDS:** Community health partnerships, Community health research, Health disparities, Power sharing, Process issues, Leadership training

## Introduction:

Community-based Participatory Research (CBPR) is an approach to develop programs and research with under-resourced communities, recommended by research and policy agencies.<sup>1-4</sup> Community Partnered Participatory Research (CPPR) is a CBPR variant emphasizing equitable leadership, respect, trust, and power-sharing through two-way knowledge exchange.<sup>5-7</sup> A defining feature of CPPR is community partners as co-equal leaders for designing, implementing, and developing research.<sup>6</sup> There is more than a 25-year history of CPPR<sup>7</sup> for addressing health and social justice issues, from descriptive studies to cluster-randomized trials,<sup>8</sup> with co-leadership in problem identification, design, implementation, evaluation and dissemination.<sup>7</sup>

While there are CBPR and CPPR training programs for academics,<sup>9-11</sup> CPPR training with community members and academics through bidirectional learning has not been formalized. Within the context of Black Lives Matter protests and impact of COVID-19 on under-resourced communities, improving equity, addressing individual and structural racism<sup>12</sup> and supporting communities of color in co-leadership in research and program design is critical and timely.<sup>12,13</sup> This paper outlines the background, planning process and procedures, and resulting goals and agendas for a conference series to plan a training leadership institute for community members as co-equal leaders with academic partners in research and policy change—the Community Leadership Institute for Equity (C-LIFE).

The background includes the history of developers of CPPR (Healthy African American Families II, UCLA, RAND and Charles R Drew University of Medicine and Science and others), after the passing of Loretta Jones Th.D., Founder and Executive Director of Healthy African American Families II on November 22, 2018.<sup>5-7</sup> Before her death, Dr. Jones emphasized

obtaining community perspectives on addressing social determinants of health as a “legacy” project in her honor (Communities for Wellness Equity, C4WE).<sup>14</sup> Subsequently, her daughter Felicia Jones, who became Executive Director of HAAFII, called for developing a formalized training institute to support community members as co-leaders with academics, supported by funding from the Robert Wood Johnson Foundation as a legacy project in honor of Dr. Jones.

This paper describes the engagement and planning process by community and academic members for a series of three conferences conducted by zoom due to the COVID-19 pandemic, with resulting conference goals and agendas to develop C-LIFE as a CPPR training institute.

#### Engagement Method:

Planning for C-LIFE followed CPPR principles (co-leadership, respect, trust, two-way or bidirectional knowledge exchange), structure (planning council, working groups and community input/forum), and stages (Vision or planning, Valley or main work, and Victory or products and implementation). The planning occurred 9-28-11/16 2020 with nine meetings plus “debrief” meetings after first and second sessions to plan the 3<sup>rd</sup>, reviewed by a “process paper” workgroup of community and academic members to describe planning goals and procedures.

We used a rapid, partnered ethnographic method as in Witness for Wellness,<sup>15,16</sup> to review materials (1 academic, 1 community member per document), develop summaries of key points using a template, synthesized into an overall template of themes with quotes from community and academic planning council members, citing session numbers. Data sources included: 1) notes from planning meetings; 2) participation logs; 3) transcriptions of recordings of planning and debrief meetings; 4) drafts of agendas and resources for conference sessions. Data use had human subjects approval through UCLA Internal Review Board (#20-001929). Data were reviewed by process workgroup members (community and academic), with paper and

Tables drafted by academic leads and a Figure illustrating the planning framework created by a community lead following a CPPR principle that arts-based approaches may engage communities.<sup>20</sup> Materials were reviewed and edited by workgroup members in zoom sessions.

**Results:**

The planning process emphasized bidirectional learning for community and academic members for research and services/policy to benefit communities, within a Community Leadership Institute for Equity (C-LIFE) to promote equity and power sharing for community leaders. The C-LIFE Planning Council included a team of over 39 members. Resources identified through planning resulted in an online drive with CPPR-related materials for use by the C-LIFE institute. Rapid ethnographic analysis of conference recordings identified major themes around framing of C-LIFE conference goals and structure (activities, speakers and breakout sessions), including promoting equity and diversity, envisioning the future of CPPR, identifying challenges, collaborations, curriculum ideas for C-LIFE, impact evaluation plans, and recommended agendas for 3 C-LIFE planning Zoom conferences held in November 2020.

**C-LIFE Planning Council.** Planning for C-LIFE used an “on and off the bus” CPPR approach (i.e., come and go as needed) to engage Council academic and community partners familiar with CPPR from Southern California, New Orleans, Chicago, and other areas. Of 39 planning group members, 30 (22 community/8 academic) attended any meeting, with 17 (11 community/5 academic) for session 1 and 8 (6 community/2 academic) for post-conference debrief meetings. Planning members spoke at the conference, or recommended speakers or participants. Some planning members are Community Faculty at Charles R Drew Medical University, a program co-founded by Loretta Jones supporting community leaders mentoring faculty and trainees.<sup>17</sup> Planning members from Chicago and New Orleans leaders attended 5

sessions, building on CPPR collaboration in disaster response .<sup>18,19</sup> Given the COVID19 pandemic, planning sessions occurred by zoom/telephone, and the Council selected 3 weekly, 2-hour zoom sessions for the conference series.

**Data Source: Library of Leadership tools.** Council members developed a Google drive with community engagement materials and curriculum from CPPR projects as potential “draft” C-LIFE curriculum resources. Examples included: 1) Community Partners in Care (CPIC) resources<sup>8</sup>; 2) CBPR and CPIC slide presentations; 3) templates for CPPR action plans, consents, working group plans, and meeting reflection notes.

**Planning Structure:** There were 7 planning meetings before conference session 1, a debrief after, a meeting before session 2 and debrief after and meeting before session 3 (11 total), each lasting 60-90 minutes. Meetings 1-3 featured discussion of CPPR principles and feedback on draft conference agenda and goals. Meeting 4 reviewed CPPR videos, while meeting 5 considered invitations for conference presentation/facilitation roles. Sessions 6 and 7 reviewed agendas and presenters and Session 7 reviewed logistics such as time limits and zoom technology. The first debrief (7b) reviewed lessons learned from session 1 and break-out sessions. Meeting 8 reviewed plans for session 2 and the post debrief (8b) reviewed flow, timing, and a facilitator management issue (cutting-off speakers to keep with time management). Meeting 9 included review of prior sessions, plan for session 3, and CPPR goals and funding/infrastructure requirements for initiating the institute.

#### Planning Meeting Process:

Based on rapid analysis of recorded transcripts of planning sessions, eight major themes around the approach and content of the conference were identified. (See Table 1 for description of key themes with illustrative quotes from community and academic members); the Appendix

Table provides detail on subthemes and illustrative quotes. As shown in Table 1, a first group of themes was goals of C-LIFE, which included subthemes (Appendix Table) of equal power for community leaders, using a strength-based approach, identifying CPPR resources to use, funding needed, promoting national representation, accountability of academics to community priorities, and building on HAAF's history (meetings 1-6). Table 1 illustrates examples for community voice and strength-based approach for community comments; academic views on both the importance of equal voices at the table and questioning how to achieve this. While both the community and academic perspectives prioritized equal participation in CPPR, the community members focused on specific, strength-based training tools and strategies to amplify community voices in a way that gave value to community knowledge equally to academic knowledge; while academic partners focused on the mutually beneficial, 'win-win' aspect of achieving equal participation, a component of CPPR as well, but a different, complementary focus to community development.

A second theme was on "conference structure," which from a community perspective featured: including MOU agreements, support for community mentors, bidirectional learning of community and academic partners, potential activities to support C-LIFE goals as key topics to highlight within the conference; and academic members highlighted the importance of personal sharing of experiences of CPPR community partners for the planning process. The community perspective was on making sure that everyone's intellectual property is protected through a concrete strategy, e.g. signing an MOU, which is not surprising given the history of the abuse of power in research; and strengthening community members' knowledge through mentorship by CPPR leaders. The academic partners proposed learning from community leaders on their paths to leadership, identifying barriers and opportunities to growth.



A third theme cluster was “promoting equity and diversity”, where community leaders emphasized social justice and models like critical race theory, and also raised the challenge and importance of equity in funding and support for community partners. Importance of curriculum on racism was reinforced by academics, while noting that many of the concerns about equity in funding and resources remained a persistent issue in academics and was important to discuss. Both community and academic members noted the importance of bidirectional training for equity (meetings 1-7). The discussions that generated the ‘promoting equity and diversity’ theme included the challenges of trust in a racist society: community members requesting confirmation that academic partners are trust-worthy (i.e. ‘anti-racist’); while academic partners acknowledging that racism continues in academia, making CPPR challenging and important.

The fourth theme related to “the future of CPPR”, including building on the legacy of Loretta Jones/HAAF/PPR, the importance of community knowledge, and building upon experience of community leaders having academic degrees, which some noted was inspired by their participation in CPPR programs. For academic members, opportunities included applying CPPR Vision, Valley Victory stages, and particularly promoting community leaders as mentors for other community mentors; and academics valued CPPR videos as shared resources (meetings 1-9). ‘The future of CPPR’ theme was closely linked to the community and academic members’ relationships with the late Dr. Loretta Jones, as many described transformation by these relationships personally and professionally.

The fifth theme of “key challenges” identified time constraints, technology/zoom fatigue, inconsistent attendance, and particularly for community members (not specific to CBPR/PPR) histories of lack of inclusion of community members as leaders in academia and limited resources for community partners and needs for funding, with imbalances seen as unethical; as

well as recent challenges due to COVID. Academics noted challenges such as intellectual property and logistics of partnership; and in the debrief after session one, some of the challenges of zoom participation in meetings (meetings 1-9). The “key challenges” theme thus reflected both community mistrust and experiences of violations of trust, some quite recent; and academic struggles with logistics such as intellectual property; issues for both groups broader than CPPR.

The sixth theme of “curriculum ideas” for C-LIFE, featured community priorities for a community library, which the planning team initially drafted using videos and Google drive of CPPR training resources; and for academics, community members sharing experiences and bidirectional training. Academics also raised the issue of challenges in bringing some academic partners “on board” or participating. Another key issue for community members was having training in peer review and literature review of scientific articles, as a key goal for community co-leadership in research through C-LIFE (meetings 1-9). Community members emphasized a need for actionable strategies such as a community library, training on writing and reviewing peer review articles; while academic members emphasized the need for curriculum development and training community members to follow in the steps of CPPR community leaders; as well as the challenge of bringing more academics to CPPR.

The seventh theme for “evaluation” featured community priorities for training, and academics raised pre-post conference surveys for each session, expecting inconsistent attendance. Community members suggested exploring specific skills and attributes to track and measure impacts of leadership training. For academics, evaluation issues included metrics of bidirectional learning, asking community priorities for training in research and academic priorities for training in CPPR, and breaking research into key components (meetings 1-8).

The eighth process theme was “operations” or next steps for both conference implementation and C-LIFE development. Community brought up the importance of practicing zoom, having compensation for community time for power balance and equitable shared funding supported by MOUS, and an application process for “community scholars” in which community and academics would review applicants but final decisions for C-LIFE participation would be by community members—to make sure that there are mentors in the community. For academics, operations included assuring buy-in from funders, engaging academic institutions (and challenges), finding funding opportunities for partnered projects, and having enough time for discussion in conferences (meetings 1-9).

Across planning sessions there was a focus on health equity, structural racism/critical race theory, and intersection with CPPR principles and structure in promoting “community voice” as an equal partner to academic and system leaders and collaboration in partnership with bidirectional learning. For example, in the first session, a community leader asked: “How do you get community voice at the table equally?” In Meeting 9 a community leader noted: “How do you develop C-LIFE so that it's balanced across both sectors?” Planning members emphasized that it was necessary in planning C-LIFE to share and respect concerns about histories of inequalities and true partnership, to meet goals of equal leadership and resources. C-LIFE goals were noted by community partners as an important next step. Chicago and New Orleans partners noted similar disparities and need for equitable training across sites: “We all live in the same type of community....from the south side of Chicago to Detroit,... we all are pretty much combatting the same health disparities across the U.S.”

The “legacy” of Dr. Jones based on planning member experience and reviews of videos was a powerful experience. For “Knights of the Roundtable” showing the principle of equal

power at the same table, one community member said: “Yes, community needs to learn what these levels of engagement mean and how to fully immerse yourself in these spaces, right? But we also need to immerse the academic. They need to know how to immerse in community. So, that other side of the roundtable, right?” Another video was “Stone Soup,” based on a fable used in CPPR,<sup>21</sup> about cooperation in scarcity, where a traveler encourages community members to add small ingredients to make a nourishing soup for the entire community. This was viewed as key to the conference, coupled with a community member’s poem on addressing disparities together, so videos and other engagement features were included in conference design for engagement in both the “legacy” and the goals of CPPR and C-LIFE.

### **Conference Agenda and Framework**

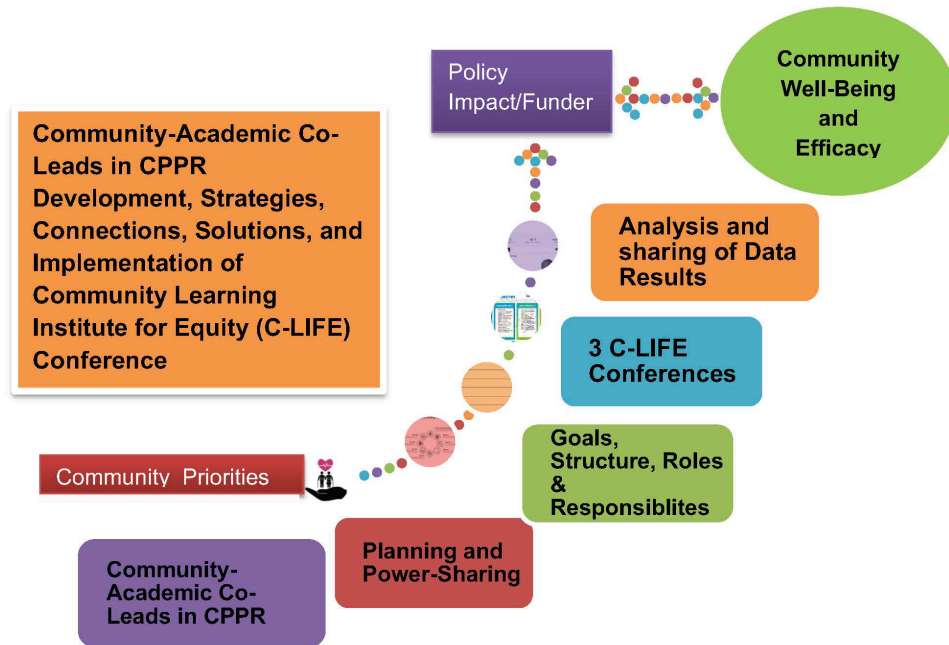
After reviewing planning notes, the Council decided to use zoom features to engage and obtain feedback, including break-outs and “chat”, given COVID-19. The overall goals were: 1. Identify opportunities, barriers and facilitators to community leadership and stakeholder involvement in participatory research, program development and policy; 2. Identify community leadership skills and attributes needed for research, programs and policy as a voice at the table, transfer knowledge, mentor, develop culture competency skills and translate academic and community views, to implement programs and policies for community benefit; 3. Identify community models using CPPR training for community members, clients and family members, academics, and policymakers for diverse communities.

Table 2 presents goals, agenda and activities for 3 zoom sessions emerging from planning. Featured were keynote addresses and reflections, videos and poetry reading, panel discussions, and group breakouts with report back and discussion. The series was planned to progress from review of history of HAAFII/ Dr. Loretta Jones and CPPR (Session 1) to national

perspectives (Session 2), to curriculum and infrastructure for C-LIFE (Session 3). Focus group questions for break-outs were drafted by HAAF II staff with researchers to identify priorities, reviewed in Council meetings. Session 3 was modified based on “debrief” meetings, such as respecting time constraints, addressing “zoom fatigue,” and time for panels and break-outs. The content of breakout discussions will be a subsequent paper. The Council included recommended videos such as “Stone Soup” and “Knights of the Roundtable,” poems of a community member, speakers on priorities such as health equity/critical race theory, and examples of CPPR projects with impact data such as CPIC.<sup>8</sup> As recommended in planning, break-outs and panels were co-facilitated (session 1, Table 2) with policy makers and funders in discussion (session 3, Table 2). A community member visually illustrated conference planning and C-LIFE goals of bidirectional training for equity, integrating academic and community voice, linking policy, and shared data analysis for community well-being (Figure 1).

**Figure 1**

*Community-Academic Partnership Model for Leadership in Community Partnered Participatory Research*



*Note:* The strategies followed were to hear from Community-Academic Co-Leads around the U.S. trained in Community Partnered Participatory Research (CPPR), gain insight into history and barriers in CPPR, solutions for best practices in CPPR, what was needed to implement a C-LIFE training center at Healthy African American Families (HAAF) II, find out how to apply training procedures to develop CPPR leadership skills, and analyze the planning process data to influence policy for supporting community well-being and efficacy.

## Discussion:

This paper outlines partnered planning for zoom conferences to develop a Community Learning Institute for Equity (C-LIFE) supporting equal community and academic/policy partnership in addressing public health and social justice issues of importance to communities. The idea was to use a participatory process (CPPR)<sup>5-7</sup> to engage local and national partners in

reviewing principles, activities and structure to support community co-leadership in research and policy through bidirectional training, while developing partnerships to inform, develop and support the Institute infrastructure, curriculum, and recruit community trainees and mentors. This process would involve academic and system co-leaders as partners to community leaders, attending to local context and history. The goal for the Institute was to train community members to have capacity for equal co-leadership and support academic and policy stakeholders in understanding and supporting equal leadership of community members for community benefit. The CPPR approach facilitated discussions of underlying issues for supporting co-leadership for under-resourced communities of color, including histories of conflict such as resource inequities and success in building an approach with documented impact. These interchanges occurred while reviewing structure, process, procedures, presenters, and materials for conferences, practicing methods such as zoom break-outs, and reviewing videos, poems and images to illustrate engagement and equity—with recommendations incorporated into agendas.

This CPPR planning process was feasible and led to goals, activities, and materials for three zoom sessions to plan the C-LIFE institute, while at the same time identifying key challenges in research participation experienced in the past (not specifically in CBPR/CPPR) by community and academic partners, such as time limitations, resources and funding for community partners, a need to build trust, and histories of inequity. The process of planning using CPPR developed relationships among individuals to help promote in the conference agenda the importance of a community-academic, balanced approach, with planning members serving as co-presenters or co-facilitators. One issue emphasized by community partners was the importance of policy leaders for impact, leading to presenters in panels. Similarly, community and academic planning group members collaborated in reviewing planning minutes and

transcripts, identifying themes, creating or reviewing and editing drafts both for conference goals and activities and for describing the planning process.

Limitations included planning and conferences during the COVID-19 pandemic and having 39 members but only 8-17 for most meetings. The planning had HAAFII as lead agency, with foundation funding as a legacy to HAAF founder after her passing (Dr. Loretta Jones). Community and academic planning members had histories of collaborating with HAAFII's long history of CPPR,<sup>7</sup> including post-doctoral fellowships<sup>10,11</sup> and projects such as CPIC and post-disaster initiatives.<sup>8,15,16,18,19,22</sup> While a strength, planning in other contexts could generate different structures/agendas and recommendations, such as requiring more bidirectional training for academics, an issue raised even in this process with members experienced in CPPR. While the conference planning had foundation support, main funding for C-LIFE has not been developed, so there are important next steps for infrastructure building following on both planning and subsequent conference recommendations.

#### Conclusion:

CPPR informed planning for the C-LIFE Conference goals, structure, content, and speakers. The planning committee, meeting over two months in 11 recorded, transcribed sessions, included community and academic partners from various racial, ethnic, and geographic groups. This process, combined with collaboration with funders and policy partners, promoted planning for an institute, C-LIFE, to support bidirectional training for equity in leadership for community with academic partners. Another step is reporting partnered analysis of conference break-out discussions to inform C-LIFE infrastructure and curriculum. As noted in planning, other steps are developing policy and funding support for C-LIFE, equitable resources for



community mentors and mentees, initiating and sustaining C-LIFE for community co-leadership with academics to support health equity for diverse communities.

**Declarations:**

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**Table 1:** *Community and Academic Perspectives in the Planning of the C-LIFE Conferences*

Key Theme	Community [meeting #]	Academic [meeting #]
Goals of C-LIFE	<p>How do we leverage community's voice? What are training tools to be effective? [1]</p> <p>Community through strength-based vs. deficit model. [1]</p> <p>How would C-LIFE make community proactive, not reactive? [1]</p> <p>Community engagement; how to show its benefit? [4]</p>	<p>How do you give community equal voice at the table? [1]</p> <p>Aligning goals of community members trying to be leaders and scholars would be a win-win for all. [1]</p> <p>I find it moving when anyone in this group can speak up and reflect on what [something] means to them. [4]</p>
Conference structure	<p>Make sure people sign MOU, protect intellectual properties for everybody on board. [1]</p> <p>When people are leaders, inspire them to be mentors. [3]</p>	<p>Get input from participants on setting up the institute. [1]</p> <p>How did community leaders become leaders? What was your path? Your challenges? What helped? [2]</p> <p>Academic co-facilitator asks questions; community co-facilitator rephrases them, encourages people to speak. [1]</p>
Promoting equity	<p>Academia must prove themselves to be anti-racist [3]</p> <p>Community would get the same financial support, mentorship and training. [2]</p> <p>Loretta Jones' vision for funders to see the value of being at the table. [9]; all of us bring different specialties. [3]</p> <p>It'd be nice to have a politician's voice. [2]</p>	<p>All the stuff you're trying to change is still happening, a fault of academia. [2]</p> <p>A curriculum on racism must be shared on both sides. [2]</p> <p>Could there be stipends for people wanting to learn? [2]</p> <p>Reflecting within the groups, having strong community leadership with experience in supporting communities. [1]</p>
Future of CPPR	<p>Honor Loretta Jones. [1, 2]; teaching community [2]</p> <p>Applying CPPR [7]; <u>Debrief 2</u>: locally &amp; nationally.</p> <p>We've been inspired to go back to school. [4]</p>	<p>Mentors in community scholars can help guide. [1]</p> <p>It might help to know what role you'd like to have, those who've developed their own career in CPPR. [2]</p>
Challenges	<p>Community often locked out of resources. [1]</p> <p>COVID urgency; Zoom fatigue. [2]</p> <p>Funding and challenges with partnership. [9]</p> <p>I trusted scientists, not realizing unethical practices. [2]</p>	<p>We have vision, structure, partnering with other programs, intellectual property issues, logistics. [4]</p> <p><u>Debrief 1</u>: People left when it went over 2 hours.</p> <p>Barriers and challenges to have partnership work. [9]</p>

Key Theme	Community [meeting #]	Academic [meeting #]
		I wish we had a couple of funders to invite. [4]
Curriculum for C-LIFE	I want in HAAF a community library. [1] We want to learn how to do peer review articles. [1] Bidirectional training is not just whether community understands research; does research cross over? [3]	The Institute is really to teach community members how to be the next you guys (community leaders). [1] Review core curriculum; there's a challenge in bringing academics on board. [9]
Evaluation	Community stakeholders should have leadership training when involved in research; what skills and attributes are most important for that? [3] How would academia be accountable in community, also learning in this bidirectional way? [4]	Researchers taught in CPPR & bidirectional research. [3] Interest in pre/post survey [2]; community evaluation. [3] Researchers must have CPPR training; ask if community should be trained in research. [3]
Operations	Developing an equal and balanced power structure. [9] Making sure mentors are in community. [1] Creating MOU and curriculum. [6]; Institute funding. [2] <u>Debrief 1</u> : Co-learning, co-mentorship, co-development relationship.	Website resources, grants [1]; funding plan. [6] Challenge in bringing academics on board unless active CTSI or PCORI engagement funding. [9] Importance of policy partners for change. [1,8]

*Note:* Themes and quotes are from 9 planning sessions and 2 post-conference debriefs 9/28-

11/16, 2020.

Table 2

*Goals and Agenda for Community Learning Institute for Equity (C-LIFE) Conference Series*

Goals	Activity	Engagement Strategies / Questions
<b>Session 1 - HAAF History of CPPR and Paths of Community Leaders</b>		
1. HAAFII's legacy	Moderator Welcome	Agenda, IRB/consent, pre-survey
2. Community leadership in research, programs & policy	Keynote	Presentation on HAAF vision for C-LIFE Videos on HAAF/CPPR, Poem on equity
3. C-LIFE goals	Keynote Community Leaders in CPPR Panel	Critical Race Theory Questions 1. Your experience with CPPR? 2. How community contributes? 3. Policy impact of CPPR?
	Breakout Session and Report Back	Facilitator Guide, Closing Remarks
<b>Session 2 - Applying CPPR to Diverse Populations</b>		
1. Examples of CPPR in other areas	Moderator Welcome	Agenda and IRB /consent, Knights of Roundtable video
2. Racism as theme of CPPR	Keynote	Community for Wellness Equity (C4WE) Presentation CPIC –“Framing” Video: a win-win for all.
3. CPPR leaders in research, programs, policy.	National Panel	Questions: 1. How did CPPR play out in other sites? 2. What was community leadership contribution? 3. Value of national participation in CLIFE?
	Keynote Policy/Public Health Reflection	Addressing racism in public health Community engagement importance; partnership with data in public health & policy



**Table 2 Continued**

Goals	Activity	Engagement Strategies / Questions
	Diverse Partnerships Panel Korean, Latinx, Pacific Islander, LGBTQ	Questions 1. How partnership developed in cultural groups? 2. What impact? 3. How diverse cultures participate?
	Breakout Session	Questions from Facilitator Guide and Report Back
Session 3 - Review & Next Steps		
1. Opportunities and barriers to C-LIFE	Moderator Welcome	Recaps, agenda, consent/IRB review, CPIC Stone Soup Video as an example of unity.
2. Equitable partnerships for C-LIFE	Panel C-LIFE Operations, Challenges & Opportunities	Questions 1. How we lay a foundation to share power equally? 2. How we move towards partnership in C-LIFE? 3. How we engage partners to sustain C-LIFE? 4. What should be in the curriculum? 5. How to evaluate C-LIFE?
3. Lessons for C-LIFE	Breakout Session Break - Partnered Experiences Report Back and Closing Remarks	Questions from Facilitator Guide Los Angeles and New Orleans partner views Funding, C-LIFE curriculum, themes from discussion

**Appendix Table**

*Community and Academic Perspectives in Planning for C-LIFE Conferences*

Key Theme	Subthemes	Community Perspective [meeting #]	Academic Perspective [meeting #]
Framing of C-LIFE conference planning goals	Strength-based for community self-efficacy	How do we really leverage community’s voice and what are the training tools that they need to be effective? [1]	When we think about the Learning Institute and what community members should learn about CPPR, what are core pillars that need to be imparted? [1]
	Support community – academic partnership	Rigorous science and community engagement: that's the goal, because we can't do it by ourselves and academia can't do it by themselves. [1]	We've put up a Google Drive with the videos of Loretta Jones (and community members) talking about this is the vision, valley, victory. What we don't have, is what you've all been talking about: how do you get the community voice at the table equally? [1]
	Support different local/national settings	How do you make sure that people are looking at your community from a strength-based versus deficit model? [1]	
	Co-equal voice, power and leadership with training infrastructure	What we want to do is to develop a community-based research learning model with lived experience, bringing into science, environmental factors, health disparities, technology, and social approaches to improve critical thinking and ability to be able to do CPPR in partnership. [2]	If we could figure out how to align goals of community members that are trying to be leaders and scholars I think that'd be a win-win for everybody. [1]
	Engagement strategies and experiences shared for CLIFE planning	How do you hold people accountable, and make sure they're driving research and development of policies in our community that are relevant to people in the community? [1] I want to open this up, not just locally but nationally. [1]	But I think if this were really going to go live, we would need, after the training, to have some resources, so we're continuing to have discussions with funders. [1]
		Our goal is to go into depth about HAAF’s history, the vision for Leadership Institute. [6]	I'm thinking about a diagram or picture that we can share with folks in that third session so we can outline some core components of the Learning Institute; to set the building blocks for what this institute will have. [3]
		What would Community Leadership Institute do for the community to make sure that people are being proactive, not reactive? [1]	I know that we have limited time, but I find it meaningful and moving when we show a video, and then really almost anyone in this group can speak up and say what it means to them. I'm so impressed with how you're all able to spontaneously reflect. [4]
		You want to do community engagement, but if you don't have these other places within the institution, then their tenure track is not a teamed approach. So how do you show the benefit of this kind of work within an institution? [4]	

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Key Theme	Subthemes	Community Perspective [meeting #]	Academic Perspective [meeting #]
Developing a conference structure	Structure, agenda development for conference series	Conference title selected (Community Learning Institute for Equity) [2]  Then we also need to develop the policy and funding linkages, so that there may be stipends for people, training, stipends for mentors. There's some infrastructure. [1]	So for the conference, we want to share the preliminary vision of the Institute, get input from participants about what the institute should look like, and establish next steps for implementing the institute. We think it's going to be a three-part series an hour and a half to three hours on zoom where we have presentations, breakout groups, and group discussion, in a virtual platform. [1]
	Conference structure, technology, agreement		
	Community and academic partnership	Making sure that people sign an MOU, memorandum of understanding, to protect intellectual properties for everybody that's on board. [1]	That first session is meant for a lot of reflection; the second is to get into the weeds of CPPR and examples; and the third is really to move the conversation to what CLIFE is going to look like. [4]
	Mentorship	I want it to have the same elements, and bidirectional partnerships with academia, the Institute cannot be separate. [1]	
	Illustrate partnerships in facilitator structure and include policy partners.	When individuals are in leadership, we have to inspire them to have individuals they are mentoring. [3]	Would it be helpful, whether it's through a panel or speakers to give narratives of that pathway? Like, how did community leaders become leaders? "What was your path? What helped? What were the barriers? How did you meet them?" [2]  Looking forward to small group breakouts, on curriculum, recruiting partners and trainees, top issues, and funding opportunities. [4]  The academic co-facilitator will ask questions, but the community, co-facilitator, will be the one to invite people to speak up and ask the question in a different way that people understand better. [1]

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Key Theme	Subthemes	Community Perspective [meeting #]	Academic Perspective [meeting #]
Promoting equity and diversity	Diversity/Equity /Inclusion for planning C-LIFE	So if we're talking about leveling playing field, then we have to put racism and anti-racism; the academic side, they have to prove themselves to be anti-racist, and say, how do we get them up with this algorithm? [3]	We've talked about adding in critical race theory, and the intersection between CPPR and critical race theory. [1]
	Framework/critical race theory	And the goal of this would be that at the end of a person's training in CLIFE, they would be able to be partnered with an academic that's working on the same area of interest, right? The community would have the same kind of financial support, mentorship and training to do the work that they want to do. [2]	It lays the foundation of what equity and equality looks like in minority communities as it relates to having a full voice, sitting at tables where you're otherwise not invited, or you're invited to a limited amount [2]
	Inclusion of diverse partners	I think each day should be reminding us of some part of systemic racism because some people might not have gotten the first day. [3]	It's unbelievable to me that you can be doing this work, and within that model, all the old stuff that you're trying to kind of change is still active and happening. That, I think, is, a fault of the academia, frankly. [2]
	Application of CPPR to promote equity	We engage African American, Latino, Samoan, the Pacific Islander group. And working with the LGBTQ community. I want to make sure we're inclusive. [3]	You want the academia to walk their part to you, and the academia needs a curriculum that would make them skilled not in their academic business but in the work of CPPR with the community. And I think that the curriculum effort needs to be on both sides; I think there needs to be a shared curriculum for especially the academics on racism a shared knowledge base, the curriculum that needs to happen both sides. [2]
	Loretta Jones' Vision	Loretta Jones was able to cast a vision for funders to see value of being at the table with community and academia. [9]	We were thinking, if there could be some kind of stipend for people who actually want to participate in learning. [2]
	Working together, bidirectional, across country, policy and funder leads.	What is community engagement? Who wants to take part? But then all of us have different specialties that we bring to the table. [3]	Reflecting within the groups, having strong community leadership with experience in supporting communities. [1]
Interaction and collaborations, including handling differences	If we had a politician, it would be nice to have that voice. [2]		

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Key Theme	Subthemes	Community Perspective [meeting #]	Academic Perspective [meeting #]
Envisioning the future of CPPR	Opportunities for planning goals	Doing honor to memory of Loretta Jones. [1,2] We're going to focus on applying CPPR to diverse issues in populations. [7]	And so we talked about making sure there are mentors in the community scholars. That there are all of you, experienced mentors who can help guide. [1]
	Building on legacy and projects supporting CPPR	That's what we need to be doing, is teaching the community. When you ask someone to go and stand in your stead at a meeting, and how to present themselves and how their voice to be heard. [2]  And so I was just jazzed about the fact of creating this space for community voices and when we talk about who lifts up who, academia, you know, gets to lift itself up. Creating this leadership institute, how powerful that is. [2]  Some community members have already had degrees. We been inspired to go back to school. [4]	For people on the call today, it might be helpful to know what kind of role you might like to have. For example, if we had people who've developed their own career in some of the CPPR stuff; But you have a sense of what might be meaningful for you. What would be fun? [2]  I know that we have limited time and it's structured and we have the period of time for panelists to speak and all that, but I find it very meaningful and moving when we show a video, and really almost anyone in this group can say what it means to them. [4]  Apply Vision, Valley Victory, with reflection to bring focus forward in the community through the institute. Understand value of community science. [1]
Key challenges	Challenges for planning goals	Community is often locked out of resources; make sure community is not afterthought. [1] A lot of people downplay role of a partner. [3]	You know, we have the vision, the structure, partnering with other programs, what's out there, intellectual property issues. You know, I mean, it's a lot of logistics. Right? [4]
	Community resources	If you don't allow me to be a decision maker at the table, that says you don't value me. [3]	I agree with you that we have a lot of people that have dedicated time to this space and we have to respect that time and make sure they get their moment. [8]
	Time frame, technology, Attendance in COVID context	COVID hit, so that's the reason why it's the urgency. [2] Zoom fatigue, not more than 1-1.5 hours. [2]	<u>Debrief 1</u> : People left when went over 2 hours;
	Bidirectional resources and infrastructure funding	Fitting all goals into 3, 2.5 hours sessions [4] <u>Debrief 2</u> : Not everyone's going to be there all 3 days. [7] What about funding, curriculum and challenges with partnership. [9]	We need to know, barriers and challenges that might be faced to have a partnership that can work. [9]
	Trust in academics		I wish we had a couple of funders to invite. Maybe we should. [4]
	Time commitment	I trusted scientists based on trust that I had for our leads, but got screwed, not realizing they would do unethical practices and cause harm to community partners. [2]  So, a lot of times when people are trying to do community partnerships: it's arduous [9]	

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Key Theme	Subthemes	Community Perspective [meeting #]	Academic Perspective [meeting #]
Future curriculum ideas for C-LIFE	Curriculum Ideas	[4] (response to Knights of the Roundtable)	As you all have been sort of sharing stories and reflecting, because the learning Institute is really to teach these community members how to be the next you guys, I wonder if you should, in all the teaching sessions, fill in reflection time because as a learner myself, just hearing you guys all talk is a way that I learned from you. [1]  Review core curriculum ideas; there's more of a challenge in bringing the academics on board. [9]  Google Drive with all the videos from prior projects (CPIC). [2]  Develop brief versions of videos; Videos reviewed and summarized. [4]
	Video resources, community reflection	I love that video. She was talking to community, but we're talking to academics as well. Do you think that they would understand that we're training in a bidirectional way?	
	Google drive with resources	One thing that I want in HAAF, is a community library. [1]	
	Community library	We want to learn how to do peer review articles to set the precedent with best practices and serve our population. [1]	
	Training in peer review of articles, literature reviews, community leadership	Make familiarity with literature a prerequisite. It's a barrier, but a goal to be recognized as legitimate research. [3]  The bidirectional piece of this training is not just whether or not community understands research, but does research understand community and cross over? And to what extent do we need training in this bidirectional, learning curve? [3]  We're developing community to broker with academics. Loretta would throw an idea out, caught by somebody in the academic setting "Oh, that's a great idea, Loretta." [9]  <u>Debrief 2</u> : how might C-LIFE come to fruition if we were to build this locally and nationally in a partnership way?	

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Key Theme	Subthemes	Community Perspective [meeting #]	Academic Perspective [meeting #]
Evaluation	Evaluation goals and process	We will publish this process, as we go. [1]	I think there should be a metrical question about researchers being trained on CPPR and the bidirectional conduct of research. [3]
	Publish	We need to add an evaluation piece, like, how did you feel from the meeting? I want to think about people across the nation are engaging in community for the conference. [1]	Interest in evaluating level of improvement by end of the conference. Think about a pre and post survey [2]
	Evaluate conference	I would like to be a part of the evaluation team. [2]	Focus with community on evaluation. [3]
	Community training	Community stakeholders should have leadership training when involved in research. [3]	Ask whether they agree or disagree, if community stakeholders should always be involved in research projects, and have leadership training [3]; And whether researchers on the academic side should have CPPR training. [3]
	Measures of impact	If we want to do a pre and post to look at the level of understanding or engagement in CPPR at onset and then, after having these conversations is there value or necessity to develop CLIFE, or in these kind of engagements? [3]	Do you think that we should break down the research process in terms of research question, methodology, recruitment, analysis, and dissemination? [3]
	Engagement in research	What do you think are the most important skills and attributes of leaders/stakeholders, or community leaders, who become involved in community partnered research? [3]	They should do survey all days as only half respond. [8]
		Academic side wants to come into community and do this, but how do we make sure that they're being accountable in community, also learning in this bidirectional way? [4]	Importance of policy partners for change. [1,8]

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Key Theme	Subthemes	Community Perspective [meeting #]	Academic Perspective [meeting #]
Operations	Next steps for planning C-LIFE conferences	How do you incorporate a teaching mechanism to develop a power structure that is equal and balanced? [9]	Put resources on websites, grants to apply for.[1]
	Community mentors, teaching equal power.	Making sure there are mentors in community scholars. [1]	Funding plan. [6]
	Practice break outs.	Practice zoom session with break outs. [7]	We want to make sure that there's enough time for Q&A.[2]
	Compensation, MOUs, funding, application process;.	To be a partnership like this, how do you compensate? [9]	Review budget for planning with administrators and any limitations. [7]
	Time for discussion	Creating MOU interest and developing curriculum. [6]	There's more of a challenge in bringing academics on board. If they have an active CTSI or certain kinds of PCORI community engagement funding or whatever, there may be background and support. But it can be a challenge, even when there is that kind of background, right? [9]
	Reflection, involvement, proactive participation, co-learning, co-mentorship	I want to make sure that the institute has funding. [2]	
		We want to build infrastructure for community in science, but also to know how community is building, or strengthening, areas they are in.[3]	
		If you're part of C-LIFE, you apply the same way they apply for a clinical scholar. They will be interviewed by community and academia, community would have the last voice. [2]	
		<u>Debrief 1</u> : it's co-learning, co-mentorship and co-development relationship, referring to each other with humility,	

*Note:* Themes and quotes are from 9 planning sessions and 2 post-conference debriefs 9/28-11/16, 2020.