

Identifying and Engaging I&E Advisory Committee Members Job Aid



Title X grantees, subrecipients, and service sites are required to have an Advisory Committee review and approve all informational and educational (I&E) materials (print and electronic) developed or made available under the project before distributing them ([Code of Federal Regulations 59.6](#)). **For each material, the Advisory Committee must include at least 5 reviewers who are broadly representative of the audience for whom the materials are intended, including both current and potential clients.**

This job aid describes how Title X agencies can identify and engage reviewers for their I&E materials review Advisory Committees. For a deeper dive into the materials review process, see the [I&E Materials Review Toolkit](#), which provides resources that Title X agencies can use to ensure that materials provided to family planning clients meet I&E requirements and are appropriate for their client populations.

Identifying Committee members representative of *current* clients

Begin by reviewing your Family Planning Annual Report (FPAR) and other data to identify demographics of your current clients, such as race, ethnicity, color, national origin, disability, sex, sexual orientation, gender identity, sex characteristics, age, marital status, income, geography, and including but not limited to individuals who belong to underserved communities. (For a full description of characteristics to consider, see [CFR 59.6](#).) Then recruit Committee members who reflect these key demographics by recruiting your actual clients or by reaching out to youth groups, social service agencies, or other community organizations for assistance recruiting individuals with the same demographics as your clients.

Identifying Committee members representative of *potential* clients

You also want to identify Committee members who are representative of potential clients—in other words, groups you should be reaching but currently aren't. Pull Census and other data related to your geographic area and service population, and compare it to your current Title X client demographic characteristics. Note the discrepancies and use this information to help you identify groups that your agency could prioritize for more effective outreach and engagement.

Including individuals representative of potential clients is extremely important as it provides an opportunity to explore whether your agency's I&E materials resonate with underrepresented groups, such as LGBTQ+ individuals, people of color, and youth. (If your materials don't resonate with any of these groups, you can then consider modifying or replacing some of them.) To identify Committee members who represent potential clients, you can reach out to youth groups, social service agencies, and other community organizations for assistance with recruitment.

Aligning Committee composition with the intended audience

Keep in mind that you need at least 5 reviewers for each material, but you don't need to have the same set of reviewers for each material. To that end, the key demographics that are important to have represented among reviewers may vary from material to material. When identifying these characteristics, it is important to be specific. Think about the materials that are being developed, who they are intended for, and whether you have representation from members of the intended audience.

Engaging Committee members with an inclusive, equitable, and trauma-informed approach

An inclusive, equitable, and trauma-informed approach involves identifying groups in your community that are experiencing disparities and engaging individuals from those groups in I&E materials review. (For definitions of the terms "inclusive", "healthy equity," and "trauma-informed," see [CFR 59.2](#).) When taking this approach, it's important to consider how to respectfully engage these individuals. It will likely take time and effort to build relationships with them, especially if you aren't currently engaging them in your services.

When planning your review process, think about what process will best meet the needs of members of these groups. For example, youth will only be able to meet or conduct reviews outside of school hours. Consider what compensation would be most appropriate for your reviewers and any other procedures you can put in place to successfully and equitably engage and support reviewers.