

Urban Tree Canopy Community Engagement Toolkit

A Resilient Communities Project—Metropolitan Council Guide



Resilient Communities Project

UNIVERSITY OF MINNESOTA

Building community-university partnerships for sustainability

The project on which this report is based was completed in collaboration with the Metropolitan Council and City of Woodbury as part of a 2020–2021 Resilient Communities Project (RCP) partnership. RCP is a program at the University of Minnesota’s Center for Urban and Regional Affairs (CURA) that connects University faculty and students with Minnesota communities to address strategic projects that advance local resilience, equity, and sustainability. Funding for this report was provided by the Metropolitan Council.

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Resilient Communities Project

UNIVERSITY OF MINNESOTA

Building Community-University Partnerships for Resilience



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Introduction

This resource is adapted from a toolkit originally created for the City of Woodbury, Minnesota, as part of a year-long partnership with the University of Minnesota's Resilient Communities Project (RCP), with financial support and technical assistance from the Metropolitan Council. The goal of the project was to create a plan to inform and engage residents in the City's urban tree canopy plan update.

The toolkit was developed by University of Minnesota Humphrey School of Public Affairs graduate students Bill Baker, Jamie Kennedy, Kathryn Stower, and Naomi Rodiles in spring of 2021 for their Public Participation Capstone project. The project was completed under the direction of Humphrey School course instructor LisaBeth Barajas, in collaboration with Woodbury's Environmental Resources Specialist Kristin Seaman. The original student project report and accompanying toolkit are archived in the University of Minnesota's Digital Conservancy, and can be downloaded at <https://conservancy.umn.edu/handle/11299/220178>.



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TOOLS FOR PLANNING

This section includes tools designed to aid in planning and coordinating an effective and equitable community engagement process for a community urban tree canopy initiative. The planning tools include templates for developing a comprehensive communications plan, as well as a checklist for designing an inclusive engagement effort.

These resources can help to ensure that the audience for engagement is clearly defined, that the engagement tools used are appropriate for reaching the intended audiences, and that the plan to communicate those engagement opportunities is both strategic and effective.

Tools for Planning	
Tool	Purpose
Communications Plan Template	Educate, engage, and build a consistent narrative around the value of trees for community members.
Inclusive Engagement Checklist	Help plan engagement efforts that reach all key stakeholders. Also forms the basis for evaluating the engagement effort.



Communications Plan Template

Strategic communication is essential to any effective public engagement effort. A communications plan sets the tone and direction for communication, and helps to ensure that tactics and messaging work in harmony to achieve the goals of the engagement process.

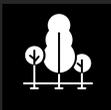
There are typically many stakeholders to engage as part of an urban tree canopy initiative. A communications plan can help to

- identify key audiences;
- select the most appropriate communications channels to reach target audiences;
- establish a timeline and cadence for messages to key internal and external stakeholders;
- ensure accurate, consistent, and frequent messages are delivered in a variety of ways; and
- measure the effectiveness of communications efforts by establishing key performance indicators that are aligned with communications tactics.

This template is not limited to use with urban tree canopy projects; it can easily be adapted and used for any type of community engagement effort.



Communications Framework for Urban Tree Canopy Public Engagement Promotion



Communications Framework for Public Engagement Promotion

This document serves as a framework for the development of communications strategies and tactics to enhance public engagement efforts.

Phase One: Plan

Phase Two: Activate

Phase Three: Review



Phase One: Plan

Establish your foundation for communications



1. Assess your communications needs

Answer the questions below to help you better understand who to engage and identify the information you need to communicate the initiative.

SITUATIONAL ANALYSIS				
WHAT	WHO	WHY	WHERE	TIMING
What is the initiative you want to communicate?	Who is already engaged? Who is the target audience? Who needs to be informed/engaged? Who is impacted?	Why do we need public involvement? Why should residents care?	Where is the area of impact? Where will the engagement take place? Where can someone find information?	How long is the anticipated work and/or disruption? How urgent is communication?



2. Establish a communications working group for your initiative

Create a core internal/external communications committee

Keep core team confined to a small, effective group

Identify leads and assign ownership early to avoid confusion and duplication of efforts



3. Establish team communication dynamics

Assign Roles and Responsibilities

Set expectations for each member of the working group; ensure roles are understood

Identify reviewers and approvers of communications materials

Establish Communication Rhythm for Core Team

Identify who are your “must have” meeting attendees and host consistent briefing calls to update on progress

Establish communications cadence based on need/timing/urgency and reassess as needed

Reinforce consistent messaging/materials through shared tools

Create a shared communication channel to store documents and enable real-time communication

Work from shared files to maintain version control, reinforce consistent messaging, and facilitate use of preapproved communication materials



4. Develop your communications objectives

Example: Inform residents of the city about our Urban Tree Canopy initiative

Example: Educate residents about the benefits of a mature tree canopy to create pride in the city's landscape

Example: Reinforce the public's role in preserving and enhancing the city's urban tree canopy to ensure sustained engagement



5. Establish Your Core Communications Strategies

Program objective	Communications Objective(s)	Key strategies
<p><i>This should be the overall objective of the Urban Tree Canopy Initiative</i></p>	<p><i>See #4</i></p> <p><i>Example: Increase awareness of and interest in the city's Urban Tree Canopy Initiative with target audiences by 10 percent by year-end 2021</i></p>	<p><i>Example: Disseminate information about the Urban Tree Canopy Initiative using existing information sources, such as city newsletter, inserting a flyer with water bills, and purchasing advertisements in community newspaper</i></p>



6. Identify stakeholders, audiences and channels

Identify your most important internal and external stakeholders and the channels of communication available.

AUDIENCE

Identify your key audiences:

Examples:

- Project leaders (internal)
- Employees (internal)
- Residents (external)
- Business Owners (external)
- Homeowners (external)
- Renters (external)

MESSAGING

Create your messaging:

Each message will be targeted to a specific audience.

Example: While both homeowners and business owners are considered “external” groups, these stakeholders will require different information.

CHANNELS

Establish your channel strategy:

Examples:

- Email
- U.S. Mail Letter
- Website
- Social Media
- Intranet
- Zoom/MS Teams
- Direct Mail
- Public Events
- Posters/Flyers



7. Develop User Personas

A persona is a fictional, yet realistic, archetype of an actual living human

To make public-informed decisions regarding the urban tree canopy, it is essential for city staff and elected officials to understand the needs and desires of community members. Creating personas to represent key stakeholder groups can help to articulate the relevant attributes, roles, motivations, needs, and networks of individuals in these groups.

Personas can help to

- define key segments of residents and other stakeholders that must be reached to achieve equitable public engagement;
- identify the needs of residents and other stakeholders;
- enable public-centered and public-informed decision making; and
- provide a reality check on the assumptions used for designing an engagement process.

In planning meetings, the persona's name can act as shorthand for the full set of attributes, desires, and behaviors that need to be considered when making design decisions for the public engagement process.



Example Personas

Persona 1: The Idealist Homeowner in “New” Woodbury

- Age 26
- Married
- Stay-at-home mom
- Mid socioeconomic status
- High school graduate
- First-time homeowner
- Three small children



Persona 2: The Environmentalist Homeowner in “Old” Woodbury

- Age 41
- Married
- Employed part-time
- High socioeconomic status
- College graduate
- Long-time resident
- Has two middle school-aged children



Persona 3: The Young and Upwardly Mobile Renter

- Age 32
- Single
- Employed full-time
- High socioeconomic status
- Master’s degree
- Lives in new high-end rental community
- No children



Persona 4: The Elderly Renter

- Age 70
- Widowed
- Low socioeconomic status
- Limited mobility
- Recent immigrant
- Lives in low-income senior housing
- Adult children



8. Develop a Journey Map: Touchpoints for Communication

A journey map is a visualization of the process that a person goes through to accomplish a goal or task.

A journey map documents the collection of experiences and actions of a target audience, including key touchpoints, questions, motivations, and feelings. A journey map can be used to anticipate audience needs, as well as pain points in the engagement process, helping to inform how best to engage with key audiences regarding the city's urban tree canopy.

Ultimately, a journey map answers the question, "How do we prepare to deliver what the public desires and deserves?"

Journey mapping starts by compiling a series of actions specific to the actor/persona you are looking to engage with.

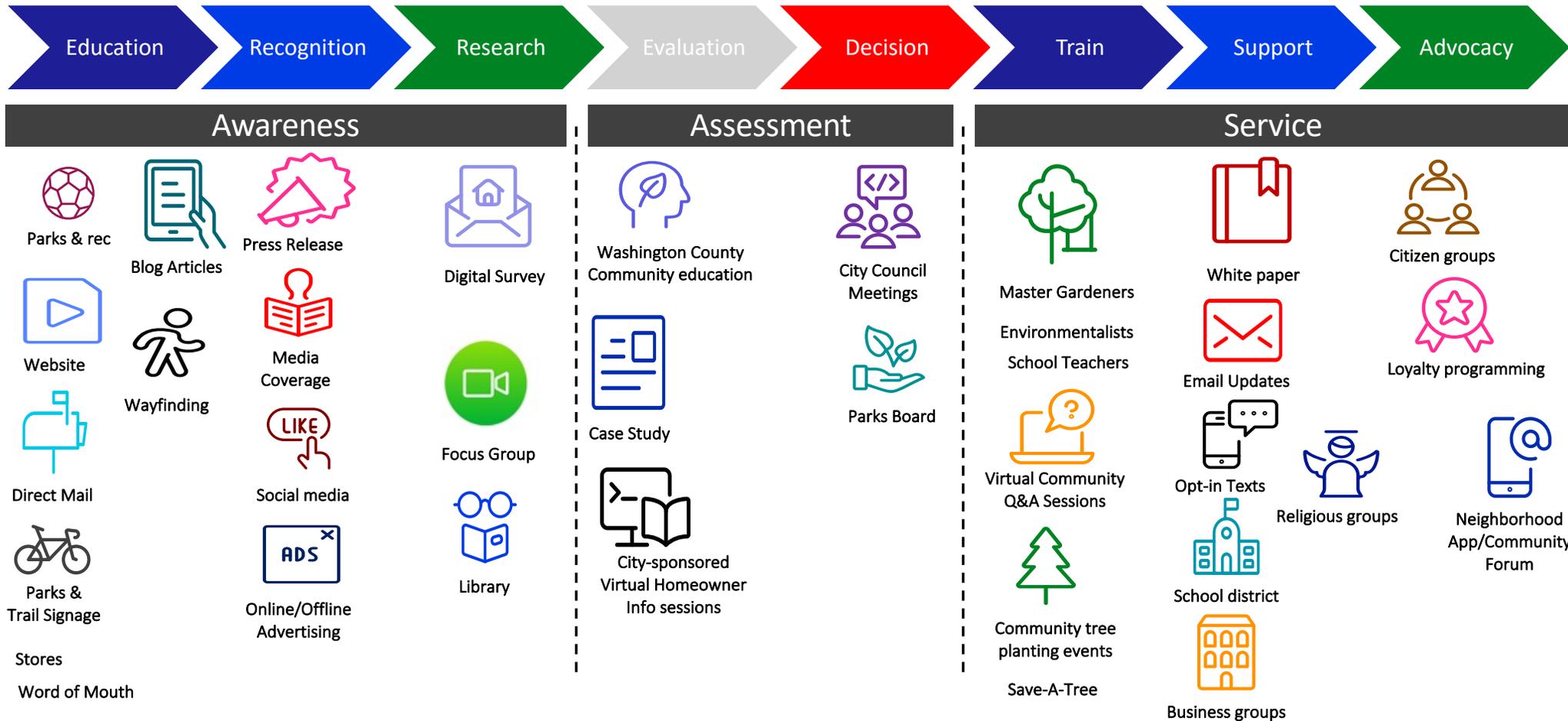
Provide one point of view per map in order to build a strong, clear narrative. For example, the City may choose to create one map for a renter, and another for a homeowner. Since each would progress through different journeys, separate maps should be created for each persona.

The journey is mapped across three phases: awareness, assessment, and service. Each phase proceeds through stages where the actor becomes more informed and more engaged.

In the case of an Urban Tree Canopy Initiative, you might map all the ways the actors could learn about the initiative, or where the City has additional opportunities to engage with the target audience represented by the persona.



Urban Tree Canopy Journey Map – Homeowner



Urban Tree Canopy Journey Map – Renter



Awareness Assessment Service

Awareness

- Website
- Press Release
- Digital Survey
- Direct Mail
- Wayfinding
- Media Coverage
- Focus Group
- Parks & Trail Signage
- Public Transportation
- Social media
- Library
- Online/Offline Advertising
- Stores
- Word of Mouth

Assessment

- Washington County Community education
- Case Study
- Blog Articles

Service

- Email Updates
- Religious groups
- School district School Teachers
- Neighborhood App/Community Forum



Phase Two: Action

Activating your communications plan



9. Create key messages, tactical plan, cascade, and calendar

The core key messages are developed first and will serve as the foundation for all additional materials

These messages must be approved by designated approvers

Core key messages address all of the following:

1

What is the issue?

2

When do we expect
the issue to be
decided or
resolved?

3

What, if any, action
is required?
*(If none,
clearly state this)*

4

Where can the
audience find more
information?

5

Why is this issue
important or
urgent?



Sample Tactical Plan: Align content and tactics to journey map

Note: Examples are for City of Woodbury

Stage	Education	Recognition	Research	Evaluation	Decision	Train	Support	Advocacy
	Pre-awareness / Awareness			Consideration		Support/Service		
Comms Goals								
Customer Journey Touchpoints	<ul style="list-style-type: none"> • Parks & Rec Event • Website • Direct Mail • Word of Mouth • Trail Signage • Wayfinding 	<ul style="list-style-type: none"> • Media • Social Media • Advertising 	<ul style="list-style-type: none"> • Email • City & County Websites • Planning meetings & meeting minutes 	<ul style="list-style-type: none"> • Washington County Community Ed 	<ul style="list-style-type: none"> • City Council Meetings • Parks board meetings • City planning meetings 	<ul style="list-style-type: none"> • Master gardeners • Environmentalists • School teachers • Save-A-Tree 	<ul style="list-style-type: none"> • School district groups • Business groups • Religious groups 	<ul style="list-style-type: none"> • Citizen Groups
Tactics & Content	<ul style="list-style-type: none"> • Produce and distribute an educational video • Host a lunch & learn event at the local library with City experts to inform residents of urban Tree Canopy initiative • Social media 	<ul style="list-style-type: none"> • Press Release • Media Coverage 	<ul style="list-style-type: none"> • Web content • SEO • Blog articles • Digital Survey • FAQ 	<ul style="list-style-type: none"> • Virtual focus group • Virtual listening sessions • Case study 	<ul style="list-style-type: none"> • Meeting notices • Flyers • Email 	<ul style="list-style-type: none"> • Tree stewardship seminar • Community tree planting events 	<ul style="list-style-type: none"> • Case Study • Economic benefit tool • City Tree giveaway event • Opt-in email • Opt-in texts • White paper 	<ul style="list-style-type: none"> • Citizen recognition/ Loyalty program • Master gardener training



Develop and initiate the communications cascade

The communications cascade is a document that serves as a planning tool to help outline and track important milestones from various workstreams and enable strategic communication execution. It should be created before communications are deployed and updated regularly. **Internal communication should always happen first.**

Note: Sample Cascade Plan for City of Woodbury

ACTION	AUDIENCE	WHEN	OWNER	STATUS
Communications Tactic	Internal/External?	Time/Date?	Sent by?	Complete?
Example: Email to homeowners				
Example: Mailed Woodbury Newsletter				
Example: Posted video on City of Woodbury website				
Example: Social Post on City of Woodbury Facebook page				
Example: Information session at Woodbury City Hall				
Example: Signage posted at Health East Sports Center				
Example: Email to employees				
Example: Yard signs placed in City parks and along trails				



Sample Tactical Calendar

Note: Sample Tactical Calendar for City of Woodbury

Woodbury Urban Tree Canopy	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Awareness and Education												
Social media posts					x	x	x	x	x	x	x	x
Press release					x	x	x	x	x	x	x	x
Print ad										x	x	x
Newsletter article										x	x	x
Video launch										x	x	x
Research												
Whitepapers					x	x	x	x	x	x	x	x
Focus group					x	x	x	x	x	x	x	x
Survey					x	x	x	x	x	x	x	x
Evaluation/Decision												
Email campaign										x	x	x
Blog post					x	x	x	x	x	x	x	x
Case study												
Digital advertising										x	x	x
Advocacy												
Sign-up for loyalty program										x	x	x
Sign-up for tree education and training										x	x	x



Phase Three: Review

Review, track, analyze, and report on communication performance



10. Monitor, Assess, Report, and Recap

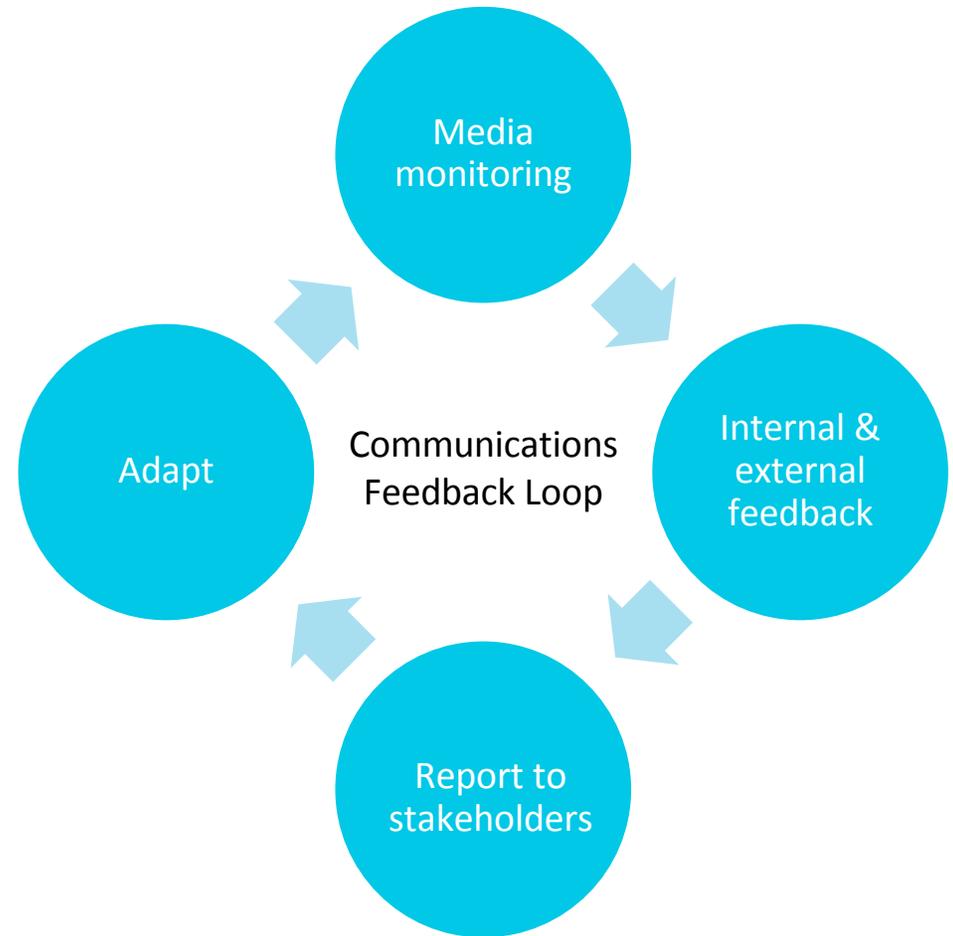
Media monitoring: Stay on top of media coverage of your initiative by creating media alerts

Conduct daily social listening (comments, reviews, likes, shares, etc.). Social media is a great way to “take the pulse” of the community.

Internal and external feedback: All core members of your communications team are responsible for sharing real-time feedback from key audiences.

Report to internal stakeholders: Provide important updates to stakeholders on a regular basis.

Adapt: If a communication tactic isn’t working, ensure you are able to easily pivot to another tactic.



Communications Plan Recap Checklist

Audience:

Objective:

Key Messaging:

Desired thought/action/outcome:

KPIs (key performance indicators):



Inclusive Engagement Checklist

Public engagement efforts are not always successful at soliciting relevant feedback or engaging all stakeholder groups. This tool includes checklists for city staff to use in planning and delivering engagement events, and includes key considerations to create more intentional and welcoming spaces for people of all ages, abilities, faiths, races, and ethnicities. Using the checklist can help to foster more inclusive and equitable engagement efforts. Ultimately, the best resource is your own community. Working with community organizations and involving a representative group of people in your planning process is the best strategy for creating inclusive public events.

Acknowledgements: The sample checklists included here were adapted from checklists created by Kate Ingersoll (inger054@umn.edu) at the University of Minnesota, Cornell University, Columbia Business School, and the Office for Disability Issues of Canada. Many such checklists exist online.

Examples of more detailed checklists include the City of Los Angeles' [Guide to Accessible Event Planning](#) and the American Bar Association's toolkit for [Planning Accessible Meetings and Events](#). The City of Los Angeles also has a highly readable [ADA Quick Checklist](#) for evaluating the accessibility of buildings. However, these resources focus mostly on physical accommodations and ADA compliance, rather than a more expansive goal of ensuring that people understand content and feel welcome at an event.



Inclusive Engagement Checklist

This checklist is intended as a tool for city staff to use in planning and conducting engagement efforts to ensure that they take into consideration the needs of diverse groups of stakeholders. Although not exhaustive, it does include key considerations related to geography, gender, sexual orientation, vision/hearing/mobility, disability, language, culture, religion, race, ethnicity, education level, age, income level, and socioeconomic class. Using this checklist will help to foster more inclusive and equitable engagement efforts in which historically underrepresented groups feel more comfortable participating.

Be Good Hosts

The more you learn about people in your community, the better you will be able to plan inclusive public meetings and engagement events. There is no shortcut to learning or building relationships. The first step is education—for yourself and your team. The second step is creating a plan to hold yourself accountable to what you’ve learned. These three questions should guide your event planning and broader engagement efforts:

- Can everyone attend?
- Can everyone understand?
- Can everyone participate and feel welcome?

People don’t fit into neat boxes. At the same time, some groups of people may share similar experiences or have overlapping needs. Here are some characteristics of people to consider.

- Race – People of different racial groups or skin tone
- Gender – People who are women, men, or nonbinary
- LGBTQIA – People who are lesbian, gay, bisexual, trans, queer, intersex, or asexual
- Vision, Hearing, Mobility – People who have limited vision, hearing, or mobility
- (Dis)ability – People who have specific cognitive or physical (dis)abilities
- Language – What language(s) people speak
- Culture – What culture(s) a person was raised in
- Religion – What religion(s) a person practices
- Education – What education (formal or informal) a person has received
- Ethnicity – What ethnicities a person identifies with
- Age – What age a person is
- Geography – What place(s) a person has lived
- Income – What financial resources a person has
- Class – What socioeconomic class a person was raised in



Time and location		
Completed	Category	Practice
	Date	Keep a calendar of religious and cultural holidays celebrated by people within your community; avoid scheduling events or public hearings on these days
	Date	Schedule around the public school calendar; do not schedule during parent-teacher conference nights or other times when parents may have other school-related commitments.
	Time	Consider transit schedules. Avoid scheduling during rush hour, or at times when buses operate infrequently.
	Place	Hold the event in an ADA-accessible building.
	Place	Hold the event in a building that is accessible by public transit. Choose locations to minimize transit time.
	Place	Avoid official settings that may make some people uncomfortable, such as courthouses or police stations.
	Place	Location includes a gender-neutral bathroom
	Place	Location includes a mother's room (nursing room)
	Place	Location can meet accessibility accommodation needs (see below)

Promotion	
Completed	Practice
	Promote the event through multiple channels – social media, radio, TV, newspapers, flyers.
	Coordinate with community members to create neighborhood promotion strategies: promote in community centers, barbershops and hair salons, grocery stores, libraries, parks, schools, etc.
	Promote in a variety of languages
	Promotions should explain the purpose and format of the event in everyday language
	Promotion should include details about how to attend and participate in the event

Format and participation		
Completed	Category	Practice
	Remote participation	Provide opportunities to submit comments in advance
	Remote participation	Live-stream online, using a free platform like YouTube or Facebook
	Remote participation	Record the meeting and post it online promptly
	Format	Build in breaks at least every hour to stretch, use the restroom, etc.
	Format	Clearly explain the format, agenda, and ground rules for the event, both ahead of time and at the beginning of the event.
	Format	Make sure that content is complete, whether using visuals or just communicating orally. Coach presenters to verbally describe any models or visuals they are using.



ADA Accommodations

This is **not** a comprehensive guide to ADA compliance. See the “Resources” for more information.

Completed	Practice										
	<p>Create a plan to provide these commonly needed accessibility accommodations:</p> <table border="0"> <tr> <td><input type="checkbox"/> Advance copy of slides</td> <td><input type="checkbox"/> Large-print materials</td> </tr> <tr> <td><input type="checkbox"/> Assistive listening device</td> <td><input type="checkbox"/> Reserved front-row seats</td> </tr> <tr> <td><input type="checkbox"/> Childcare</td> <td><input type="checkbox"/> Scent-free room</td> </tr> <tr> <td><input type="checkbox"/> Closed Captioning</td> <td><input type="checkbox"/> Translation</td> </tr> <tr> <td><input type="checkbox"/> Gender-neutral bathroom</td> <td><input type="checkbox"/> Wheelchair accessibility</td> </tr> </table>	<input type="checkbox"/> Advance copy of slides	<input type="checkbox"/> Large-print materials	<input type="checkbox"/> Assistive listening device	<input type="checkbox"/> Reserved front-row seats	<input type="checkbox"/> Childcare	<input type="checkbox"/> Scent-free room	<input type="checkbox"/> Closed Captioning	<input type="checkbox"/> Translation	<input type="checkbox"/> Gender-neutral bathroom	<input type="checkbox"/> Wheelchair accessibility
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<input type="checkbox"/> Childcare	<input type="checkbox"/> Scent-free room										
<input type="checkbox"/> Closed Captioning	<input type="checkbox"/> Translation										
<input type="checkbox"/> Gender-neutral bathroom	<input type="checkbox"/> Wheelchair accessibility										
	Plan for accommodations from the start of your process. Include them by default; do not require people to request them.										
	Clearly communicate all available accommodations in event promotions.										

Staffing and Day-of Operations

	Category	Practice
	Preparation	Include speakers/hosts in inclusion training and professional development opportunities
	Preparation	Coach speakers in advance about inclusion best-practices—e.g., announcing their preferred pronouns, using microphones, using plain language, etc.
	Preparation	Do a walk-through of the space far in advance of the event to ensure that technology and physical space will meet your accommodation needs and plan
	Preparation	Designate staff member(s) or volunteer(s) who will be the ‘point person’ for meeting accommodation needs and enforcing inclusion plan during the event
	Preparation	Have a plan in place for how you will respond to harassment, micro-aggressions, or other hostile behavior at the event
	Preparation	Assign a “plain language” translator—someone who will step in and re-phrase in plain language something that is said by a presenter if they use unfamiliar jargon, technical language, or legal terms.
	Day-of	Reception area signage and greeters available in multiple languages
	Day-of	Describe resources and accommodations available for participants during opening “housekeeping” remarks
	Day-of	Endure speakers share their preferred pronouns during their introductions



TOOLS FOR ENGAGEMENT

This section includes tools designed to help city staff effectively engage with residents about an urban tree canopy initiative. The tools include an animated *vision-sharing video* to inform residents and other stakeholders about the importance of trees; a *tree stewardship event template* to aid in working with private property owners on tree planting and maintenance efforts; and three tools for gathering public input—through online surveys, pop-up engagements, and focus groups.

These resources are best used in combination, as no one educational effort or public input process will be effective in isolation. As with the tools introduced in the previous section, many of these resources can be adapted or used as a template for outreach efforts on other issues.

Tools for Engagement	
Tool	Purpose
Vision-Sharing Video	To inform residents about the value of trees and create a vision of a Woodbury with a robust tree canopy
Tree Stewardship Event Template	To foster relationships with residents and other stakeholders around the important of tree stewardship through community events
Online Survey	To educate the public and gather information about resident attitudes, beliefs, and values in support of an urban tree canopy initiative
Intercept Engagements	To identify best practices for effective intercept engagement efforts geared toward connecting with underrepresented groups
Focus Groups	To identify best practices for conducting targeted, in-depth focus groups with specific stakeholders groups



Vision-Sharing Video

This short, engaging, easy-to-understand animated video is intended to provide residents with a basic understanding of the personal and community benefits of trees. The video was developed using a free, online animation application called Powtoon (www.powtoon.com).

Often multiple city departments are responsible for establishing and maintaining an urban tree canopy—from planning and community development to public works and parks and recreation. Given the different goals and needs of these departments in communicating with the public, it can be challenging to coordinate efforts to explain to residents the importance and value of trees, or to agree on the messages most appropriate for different stakeholder groups. This video resource provides a single, consistent message in an easily digestible format that is more likely to be consumed by residents than a written document would be.

The primary purpose of the video is to raise community awareness about the benefits of trees, including lower utility bills, increased property values, and cleaner water and air. The video can also be used to announce other engagement efforts related to an urban tree canopy initiative. The video can be edited and customized for use by other communities.



"Make Your House a Home" Video

A short, engaging cartoon video created using Powtoon (www.powtoon.com) can provide residents of your community with a basic understanding of the personal and community benefits of adding trees to the landscape. The video can help to provide a consistent message that can be shared with many different audiences and stakeholder groups, in a digestible format that is more likely to be consumed than a document. You can view a sample video created for the City of Woodbury at <https://z.umn.edu/woodbury-powtoon>.

Your organization can leverage modern media (social platforms, video tools, interactive mapping) to reach a broad range of residents. The video can be edited and customized to fit the phase of your Urban Tree Canopy project. Clicks, views, and share metrics can be used to evaluate the effectiveness of the video.



Tree Stewardship Event Template

Urban tree initiatives are more successful and sustainable when community members have a sense of ownership and stewardship regarding neighborhood trees. The *tree stewardship event template* includes resources for designing and hosting community events intended to increase resident awareness of and participation in tree stewardship.

The template includes a list of local and national organizations that can provide assistance with such events, as well as a proposal for an annual Community Tree Stewardship event that can encourage action by residents to expand the tree canopy on their own private property.



Tree Stewardship Event Tool

This tool will be most useful after an urban tree canopy plan has been approved, and is intended to engage organizational partners, residents, private land owners, and other key stakeholders at the implementation stage. The tool includes a list of local and national organizations that city staff can forge and foster relationships with. In turn, these organizations can help to recruit their own members, partners, and neighbors to be tree stewards in the community.

Also included is a proposal for an annual Community Tree Stewardship event, which is intended to foster education and action by residents for expanding the tree canopy. It is intended to simultaneously lower the barrier for planting healthy trees at residents' own homes, and to provide opportunities for residents to get to know their local tree champions. Success of this program could be evaluated based on annual participation in the event.

Coordinating Community Forestry Events with Area Conservation Groups

- The Arbor Day Foundation's [Alliance for Community Trees](#) (ACT) promotes community tree plantings nationwide. Arbor Day is celebrated in April. ACT has designated October as NeighborWoods month, another opportunity to celebrate and promote the public benefits of community trees.
- In the Twin Cities, [Tree Trust](#) is a member organization of the Alliance for Community Trees. They already partner with Eden Prairie, Mendota Heights, Maplewood, Minneapolis, and St. Louis Park to facilitate tree sales and plantings.
- The [Minnesota Society of Arboriculture](#) is committed to educating arborists and people in Minnesota. They routinely use their network of member arborists to conduct education at local arboricultural events.



A Community Tree Education Event Proposal

This proposal lays out one possible scenario for conducting an annual community tree stewardship event. The event could be conducted for a single day or over multiple days, and includes three activities:

1. **A community tree sale**, spearheaded by Tree Trust, to provide residents with subsidized trees to plant on their own property
 2. **An educational activity**, provided by either volunteer arborists from the Minnesota Society of Arboriculture or city parks, public works, or environmental management staff, focused on proper planting, watering, and maintenance for healthy trees. The activity can also underscore the importance of a diverse and resilient urban tree canopy.
 3. **A voluntary home tree inventory**, to encourage residents to get to know the trees in their own yards and landscapes. An ancillary benefit is that this information may be useful to the city to build a database of tree types, ages, and conditions on the private land of willing participants.
- **Timing**
 - Community foresters are typically very busy in the spring; fall season may allow City staff and community partners more time to commit to such an event.
 - Mortality rates for newly planted trees are lowest when planted in the fall (Davey Tree, 2016).
 - Work with institutional partners, especially Tree Trust, to take advantage of their resources and ensure they are able to assist.
 - **Marketing**
 - Tree Trust has suggestions and provides assistance in circulating promotional material. Use the [Inclusive Engagement Checklist](#) to ensure appropriate consideration is given to including participation from underrepresented groups.
 - **Leverage Resident Peer Pressure**
 - Create yard signs to be provided to residents who participate in the tree sale and tree inventory. For example, a yard sign could be provided to all tree sale participants, and an extra sticker could be given to those who also participate in the home tree inventory.
 - Curiosity, word of mouth, and the desire to keep up with neighbors are all factors in successful engagement approaches.
 - **Education**
 - Demonstration of proper planting, mulching, watering, and basic pruning techniques are essential components. This may be an opportunity to involve

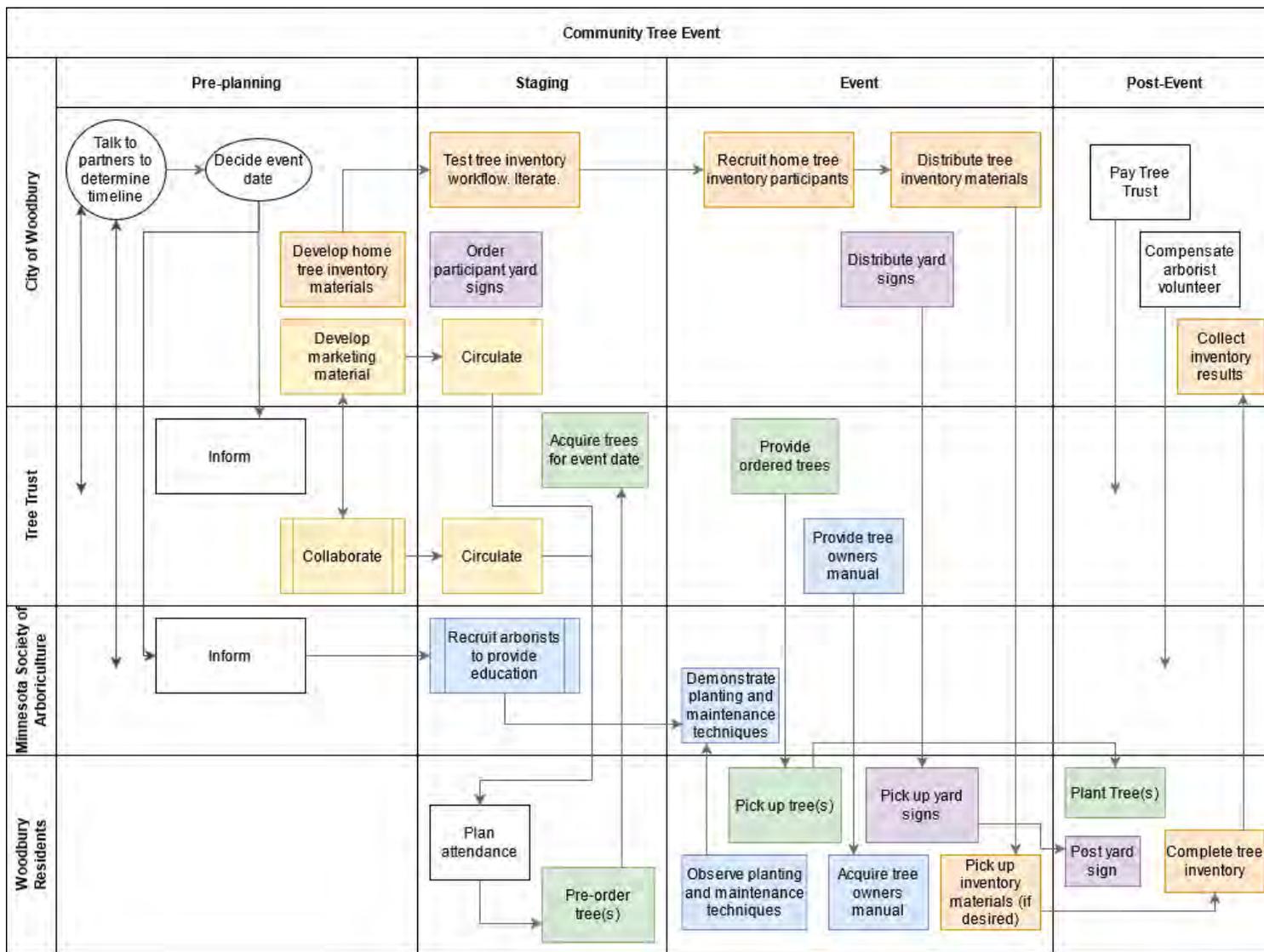


arborists in the community through the Minnesota Society of Arboriculture or the [Minnesota Master Naturalist program](#). Trained city employees may also be able to provide such a demonstration.

- Tree Trust provides the *Tree Owner's Manual*, available from the [U.S. Forest Service](#).
- Framing trees as another household appliance may be a successful tactic for encouraging regular care.
- Residents also need to know what maintenance they likely *cannot* perform on their own, and under what circumstances they should contact the city or a licensed arborist for help.
- Community Tree Inventory
 - Recruit residents to inventory the trees on their own property
 - Participation must be voluntary. It is beneficial for the city to collect data about trees on private property, but not a necessity. The primary goal of a home tree inventory is to encourage residents to become familiar with the trees around their home, and appreciate their unique value and attributes.
 - If properly instructed, citizen scientists are able to identify tree genus at 90% accuracy (Roman et al. 2017). Available training materials include a [tree identification key](#) and instructions for providing the following information:
 - Street address of property
 - Number of trees on property
 - For each tree:
 - Genus (and species if possible, but only if resident is confident in ability to identify to species level)
 - Circumference of trunk measured at 4.5 feet
 - Mortality (alive or dead)
 - Creating both a digital and paper version of the home inventory will allow for greater participation.
 - For residents who are able and willing to use the digital version, results can be sent to the city, compiled in tabular form, and geolocated using the street address of the property.



Example Tree Stewardship Event for the City of Woodbury, Minnesota



Online Survey

Surveys can capture input from a broad range of residents and other stakeholders, while also serving an educational function. Ideally, a survey would be paired with other outreach efforts—such as intercept engagements or focus groups—to specifically target key stakeholders and underrepresented groups in the community who may not be reached through a survey.

This tool includes suggestions for equitable and inclusive survey administration, guidance on analyzing results and evaluating the survey, and a list of potential survey questions.



Online Survey Tool

Overview

Goals

The survey instrument is aimed at communicating important information to the public and collecting key input on topics relevant to decision-making for an urban tree canopy initiative. It may also be useful in identifying residents and communities with particular enthusiasm for tree canopy development who might play an active role in future efforts. Although surveys are limited in terms of the breadth and inclusiveness of the input they collect, the design approach outlined here seeks to mitigate these limitations wherever possible and collect the data points necessary to evaluate the inclusiveness of results. To make the survey as accessible as possible, it should be designed to take no more than 5–10 minutes to complete.

Rationale for Inclusion

Cities often use surveys as part of their engagement efforts, which means that residents are used to seeing them and city staff are used to working with their results. When used in conjunction with other engagement tactics, surveys can be a valuable source of gaining public input.

Questions the Survey Should Seek to Answer:

- What are residents' current attitudes toward trees in their neighborhood and on their property?
- What are residents' level of knowledge about tree benefits and maintenance?
- What would make residents consider planting a new tree on their property?
- What are some potential barriers to working with property owners to increase the urban tree canopy in your community?
- How do attitudes, knowledge, and barriers vary across demographics and geography?

Timing

Plan for late summer. The survey would ideally be administered after the city has determined the need to work with private landowners to meet its tree canopy development goals, as this might may change what questions are asked in the final survey.

Audience

All city residents. Steps should be taken to promote the survey with key stakeholder groups identified in the communications plan.



Before Administering the Survey

- Seek input from internal stakeholders who will be using the survey results to ensure that the right questions are being asked, and that the data collected will be useful for the intended purpose.
- Where possible, seek input from key community stakeholders whose inclusion you want to prioritize to ensure that the survey and administration plan is likely to reach those groups. Even informal outreach to community leaders or trusted institutions can go a long way toward identifying potential barriers and demonstrating a good-faith effort to be inclusive.
- Refine and select final survey questions.
- Do some pre-testing of questions to ensure questions are easily understood and that the survey is not more burdensome than anticipated.
- Mobilize any resources needed for survey administration (personnel time, survey hosting, budget for any external expenses).

Guidance on Administering a Survey

Surveys can be administered through online platforms such as [Google Forms](#), [Survey Monkey](#), or [Qualtrics](#). These platforms vary in terms of price, ease of use, and flexibility in designing questions and surveys.

Potential Survey Distribution Channels

- City social media accounts
- Targeted paid advertising
- City email lists
- City website
- Mail (either a paper survey or a mailed notice with instructions for accessing online)
- Door-to-door canvassing in key areas or communities
- Intercept surveying in public spaces frequently used by key audience segments, such as libraries, grocery stores, schools, or park and recreation facilities
- Distributing and promoting the survey at existing public gatherings (including virtual ones) such as HOA meetings, neighborhood association meetings, PTA meetings, city council meetings, etc.
- Outreach to community leaders and civic organizations to more directly access harder-to-reach and historically underserved communities



Potential Community Partners to Reach Key Audiences

- Schools
- Libraries
- Faith communities
- County government
- Tree Trust
- Local environmental groups (e.g., Friends of the St. Croix River, Great River Greening)
- Local historical or heritage societies
- Homeowners associations or neighborhood groups
- Local gardening clubs
- Rental property managers (especially those that participate in public subsidy programs)

Best Practices for Ensuring Equity and Inclusion in Survey Administration

(Consult the [Inclusive Engagement Checklist](#) for a more comprehensive list)

Barrier	Practice
Language	<ul style="list-style-type: none"> ▪ Translate into languages most frequently spoken at home in your community ▪ Consider phone or in-person survey administration for any populations whose languages are more commonly spoken rather than written ▪ Survey questions and response options should be in simple, easily understood language
Digital Divide	<ul style="list-style-type: none"> ▪ Pair web survey with paper and/or in-person surveying to include key demographics ▪ Ensure survey platform is mobile-friendly ▪ Promote survey in non-digital spaces (meetings, physical postings, etc.) so that people who are less active online will hear about it
Competing Priorities	<ul style="list-style-type: none"> ▪ Extended response window ▪ Reduce the time burden and cognitive load of the survey by designing it to take no more than 5–10 minutes to complete. ▪ Be clear about the purpose and value of the survey in your promotional messages ▪ Provide incentives such as gift cards or prize drawings



Lack of Trust	<ul style="list-style-type: none"> ▪ Consult with historically underrepresented groups to discuss the survey goals, questions, and administration plan. Make sure to have follow-up communication that speaks to how their input was used.
Disability	<ul style="list-style-type: none"> ▪ Ensure ADA compliance for screen readers (e.g., “Classic Format” in Survey Monkey is better for screen readers) ▪ Any in-person surveying should take place in an accessible location

Survey Analysis Plan

Summary statistics should be calculated and compared across geographic and demographic categories. If there are multiple administration approaches used—for example, a web survey and some in-person intercept surveying—the results should be differentiated and analyzed separately to more easily account for bias in your sampling method. The survey should also be evaluated using standard survey method criteria to ensure that the results can reasonably be used to inform decision-making.

Sample Survey Evaluation Matrix

Criterion	Indicators/Measures	Sources/Methods
Validity	Number of total responses	Survey data
Inclusivity	Survey demographics benchmarked against city census demographics	Survey data
Relevance	Insights from survey data have meaningful implications for the work being done by city staff	Follow-up conversations with city staff
Equity	Survey was distributed in appropriate languages. Efforts were made to reach residents who spend little or no time online.	Debrief with staff responsible for survey administration
Relationship-Building	Number of new partners that were contacted to connect with key audiences	Debrief with staff responsible for survey administration
Low Burden	Survey-completion rate; question skip rates	Survey platform analytics tools



Sample Sizes and Confidence in Results (Validity)

Below is a table with suggested sample sizes by margin of error at a **95% confidence level** (meaning if the survey were conducted repeatedly, results would match those from the actual population 95% of the time). For a more exact calculation of sample size, [use this sample size calculator](#) from Survey Monkey.

Population Size	Sample Size Required (by Margin of Error, or ME)		
	$\pm 3\% ME$	$\pm 5\% ME$	$\pm 10\% ME$
500	345	220	80
1,000	525	285	90
3,000	810	350	100
5,000	910	370	100
10,000	1,000	385	100
100,000+	1,100	400	100

Sample Survey Questions

Below are some sample questions that might be included in a community survey undertaken to inform an urban tree canopy initiative in your community.

1. Were you aware that [CITY NAME] has an initiative to expand and improve the tree canopy in our community?
 Yes
 No

2. Which of the following statements do you most agree with?
 My neighborhood has too many trees
 My neighborhood has the right amount of trees
 My neighborhood needs more trees



3. Below are four strategies for expanding and improving the tree canopy in [CITY NAME]. Rank the most pressing needs in **your neighborhood**.

Rank from 1–5 in order of most to least important.

- My neighborhood needs **more tree planting**
- My neighborhood needs **more tree maintenance** (e.g., pruning, watering, health checks)
- My neighborhood needs **more protection for healthy mature trees**
- My neighborhood needs **more education on why trees are important**
- My neighborhood needs **more education on how to care for trees**

4. Would you **support or oppose** a city regulation to protect healthy mature trees from being removed by homeowners and business owners? (This could include trees in your own yard, for example.)

- Strongly opposed
- Somewhat opposed
- Somewhat support
- Strongly support

5. In which of the following ways have you cared for a tree on your property? *(select all that apply)*

- Planted a tree
- Watered a tree
- Treated a tree for emerald ash borer or other pest
- Pruned a tree
- Mulched a tree
- Harvested fruit or nuts from a tree
- Save a tree from damage or removal
- Other *(please specify)* _____
- None of the above

6. Trees provide a variety of benefits to individuals, neighborhoods, and the community. Please rate the importance to you personally of each of the following benefits:

Benefit	Very important	Somewhat important	Somewhat unimportant	Very Unimportant	Not a benefit of trees
Improved character and livability					
Improved air quality					
Shade/reduced heat					
Mental and spiritual health benefits					



Increased property values					
Habitat for wildlife					
Captured stormwater or reduced flooding					
Connection to culture					
Connection to nature					
Mitigates climate change impacts					
Markers of history					
Natural beauty or aesthetics					
Increased home privacy					
Noise reduction					

7. Which of the following would make you **more likely** to plant a new tree on your property? (*select all that apply*)

- More information on proper tree selection
- More information about how to maintain trees
- A subsidized tree sale or giveaway
- Someone else planting it for me
- Someone else maintaining it for me
- My neighbors planting trees on their property
- Permission from my landlord or homeowners association
- Other (*please specify*) _____
- I would not consider planting a new tree on my property

8. If the city offered reduced price trees, would you be more likely to buy one and plant it in your yard?

- No
- Yes
- Unsure

9. If you were given a free tree, would you plant it in your yard?

- No
- Yes
- Unsure



10. Which of the following are reasons you would NOT want to plant a new tree on your property? *(select all that apply)*

- I do not own my home
- Additional pruning, watering, or other maintenance
- Debris such as leaves and branches
- Blocked views from my home or yard
- It could make my neighborhood less affordable
- Additional shade
- Risk from falling limbs or storm damage
- Pushback from my homeowners association
- Pollen or other allergens
- Other *(please specify)* _____

11. How many trees are currently growing in the yard of your residence in [CITY NAME]?

- None
- 1–2
- 3–5
- 6–10
- 11 or more

12. What is your age?

- 17 or under
- 18–25
- 26–35
- 36–45
- 46–55
- 56–65
- 66–75
- Over 75

13. How long have you lived in [CITY NAME]?

- Less than 1 year
- 1–2 years
- 3–5 years
- 6–10 years
- 11–20 years
- More than 20 years



14. How do you identify yourself? *(select all that apply)*

- Black or African American
- Asian or Pacific Islander
- American Indian or Alaska Native
- White
- Biracial
- Other
- Prefer not to answer

15. Are you Spanish, Hispanic, or Latino?

- Yes, I am Spanish, Hispanic or Latino
- No, I am not Spanish, Hispanic or Latino
- Prefer not to answer

16. What neighborhood do you live in?

[Include a list of neighborhoods or other recognizable geographic boundaries in your community, or provide a map with major streets labeled and discrete areas identified for respondents to indicate the general location of their residence.]

17. Would you like to learn more about [CITY NAME]'s initiative to expand and enhance the tree canopy, future tree-related events, or volunteer opportunities? If so, please provide your email address below or sign up at _____. *[If possible, provide an online signup option so respondents can preserve their anonymity on the survey]*

Email address: _____

Retype email address: _____



Intercept Engagements

Intercept engagement strategies are designed to connect with residents in places where they work, shop, and interact in the community. A “one size fits all” approach, such as hosting an open house or other public meetings at designated times, is rarely effective at reaching historically underrepresented groups. To reach those who have not been previously engaged in city decisions (especially people of color and low-income households), it is often more effective to engage these residents in the spaces where they are on a daily basis such as grocery stores, hair salons, food shelves, parks, schools, and churches.

Intercept engagement techniques can be adapted to any point in the urban tree canopy initiative process, and can be used for engaging the public on other issues as well.

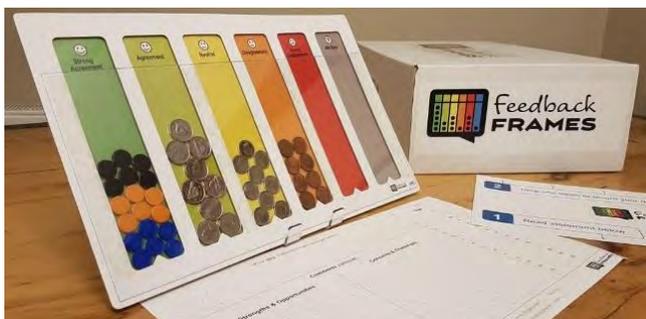


Strategies for Intercept Engagement

This resource provides ideas for city staff to “intercept” and engage the public in places where they routinely work, shop, and interact in the community. This list of intercept engagement strategies will help guide staff to “go where the people are” and lead pop-up engagement efforts. These ideas for pop-up engagement can be adapted to fit any point in the process, and it is recommended that they be used repeatedly to help build long-term relationships with community members that will yield greater engagement in the future. All are provided in an editable form so that staff may continue to add to them or modify them as they see fit.

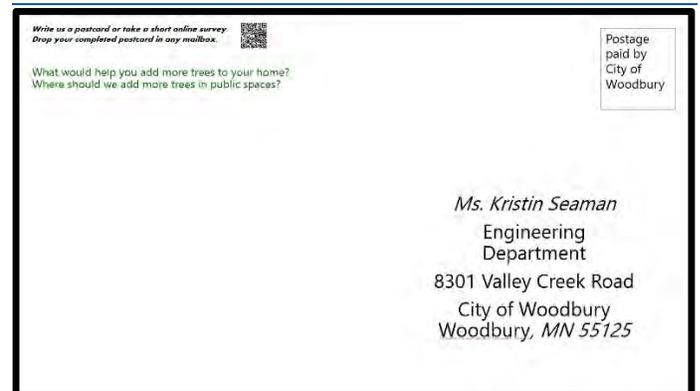
Dot Voting

[Feedback Frames](#) or other simple dot-voting exercises are a great way to engage residents on the fly on key issues. The device should be small enough to easily transport, simple enough that an adult could complete the exercise without explanation (eliminating the need for staffing the exercise), and durable enough that it will weather the elements (if used outdoors) and stand up to repeated use.



Comment Postcard

A simple pre-addressed, postage-paid postcard is an inexpensive and easy way to collect anonymous feedback from the public, especially from those who say they don't have the time to participate in an intercept activity. The card can include information about other engagement opportunities, such as a link to an online survey. Be sure to consult [U.S. Postal Service guidelines for postcard dimensions](#).





Park Storytime

Outdoor story times in a park or other natural setting provides a perfect opportunity to foster conversations between parents and kids around trees, and a captivated audience of parents who could answer a few short questions or do a quick activity.

When: Various days and times throughout the spring, summer, and fall

Where: Parks, school grounds, and public green spaces

Partners:

Local schools and libraries

Who will lead:

Teachers, librarians, or volunteers

City staff can foster discussion with adults and answer questions

Considerations:

Books should represent diverse characters and ideally include trees in the story

Resources required:

Dot voting exercise and/or comment postcard

Follow-Up:

Ask adults to scan a QR code and take an online survey



Story Walk

Self-Guided Story Walk at local park or open space area. Story could be customized to focus on trees and prompt discussions between kids and parents about trees.

When: Anytime (self-guided), April event on a weekend close to Arbor Day or Earth Day

Where: Local park or open space area, with story path and display boards already installed.

Partners:

Local libraries

City or county parks and recreation staff

Local environmental organizations or neighborhood groups

Who will lead:

Story pages could be developed with help from local librarians or parks and rec staff

Special events could include guided walks provided by local environmental organization staff or [master naturalists](#)

Considerations:

Stories should represent diverse characters and ideally include trees prominently.

Special events could include guided walks.

Resources required:

Large oversized pages.

Weather-protected feedback box to leave onsite long-term

Weather-protected dot voting exercise to leave onsite long-term

Follow-Up:

Feedback box at end of story walk with comment postcard and/or dot voting exercise.





Check-out, Check-In

Offer a quick opportunity for engagement outside the store or inside while people are standing in the grocery store check-out lane.

When: At non-peak grocery shopping times, as recommended by grocers. Avoid weekends or other busy times.

Where: Local grocery stores or ethnic markets (with owner permission)

Partners:

Local grocery retailers

Who will lead:

City staff

Considerations:

Choose discount grocery retailers like Aldi or Walmart instead of boutique stores like Kowalski's or Lunds & Byerly's

Resources Required:

Dot voting exercise and/or comment postcard

Follow Up:

Ask participants to scan a QR code and take an online survey



“The Trees We Eat” Food Tasting

Offer food tasting booths at the local community center or food shelf. Offer children and parents small bites of foods made primarily with ingredients from trees, such as maple syrup, walnuts, and fruit. This is a great way to educate and engage the public on the value of trees, and will appeal to both kids and adults. It can also be used in conjunction with a dot voting exercise to draw in participants.

When: Before and after children-oriented programs or events at the community center, or during food distribution times recommended by food shelf staff.

Where: Local community center or food shelf

Partners:

Local food shelves
School district cultural liaisons or community education staff

Who will lead:

City staff
Community education staff

Considerations:

Offer a variety of food bites to appeal to people from diverse cultural/ethnic backgrounds

If providing prepared foods, provide a list of ingredients for those with food sensitivities

Resources Required:

Dot voting exercise and/or comment postcard

Follow Up:

Ask participants to scan a QR code and take an online survey





Cuts & Conversation

Provide free 15-minute haircuts for children outdoors while city staff engage parents.

When: One hour before or after English Language Learner (ELL) classes or kid-friendly community education programs | late afternoon before dinner time

Where: ELL or community education class locations (check local library or schools) | outside apartment buildings

Partners:

School district cultural liaisons
 ELL or community education instructors
 Property managers and rental agents

Who will lead:

Volunteer hair stylists will provide haircuts for kids (2–4 stylists recommended to reduce wait times)
 City staff will engage parents in discussion

Considerations:

Since only a few children will be occupied at a time while getting a haircut, site this at a time and place with a slow, steady stream of people rather than a crowd

Resources Required:

Compensation for hair stylist for 1–2 hours.
 Feedback frames and/or postcard.

Follow-Up:

Ask adults to scan a QR code and complete the full survey online.



Focus Groups

Focus groups are an excellent tool for collecting more in-depth input from key stakeholder groups, particularly those that have been historically underrepresented in public engagement efforts. They also provide opportunities to build new relationships with these groups, laying the groundwork for easier and more inclusive engagement in the future.



Focus Groups Tool

Goals

Focus groups are aimed at gathering input from key stakeholders who have been historically underrepresented in public engagement, or are unlikely to be adequately represented using traditional engagement channels, such as surveys or public meetings. These small events (typically 5–8 invited participants) present excellent opportunities to build new relationships with historically underrepresented communities, laying the groundwork for easier and more inclusive engagement in the future. Focus groups participants should also be encouraged to participate in other engagement opportunities, such as an online survey or public open house.

Rationale for Inclusion

Although a community survey is the most common approach to gathering public input, both for its familiarity and ease of use, other tools and tactics are needed to ensure that engagement is not only equitable (providing equal notice and access to opportunities to participate) but actively inclusive (ensuring that all key stakeholder voices are heard).

Audience

Ideally each focus group would target a single key audience (for example, renters, youth, residents of a particular neighborhood or area of the city, new immigrants to the United States, or a specific racial or ethnic group) that is less likely to be heard through traditional engagement channels. Multiple focus groups can be used to reach additional target audiences.

Levels of Resourcing

Focus group can be designed and conducted in several ways, based on the resources available. This resource assumes that a city staff person would be organizing and facilitating the focus groups, but the city may want to consider contracting with external facilitators, especially when the topic is more likely to be sensitive or controversial.

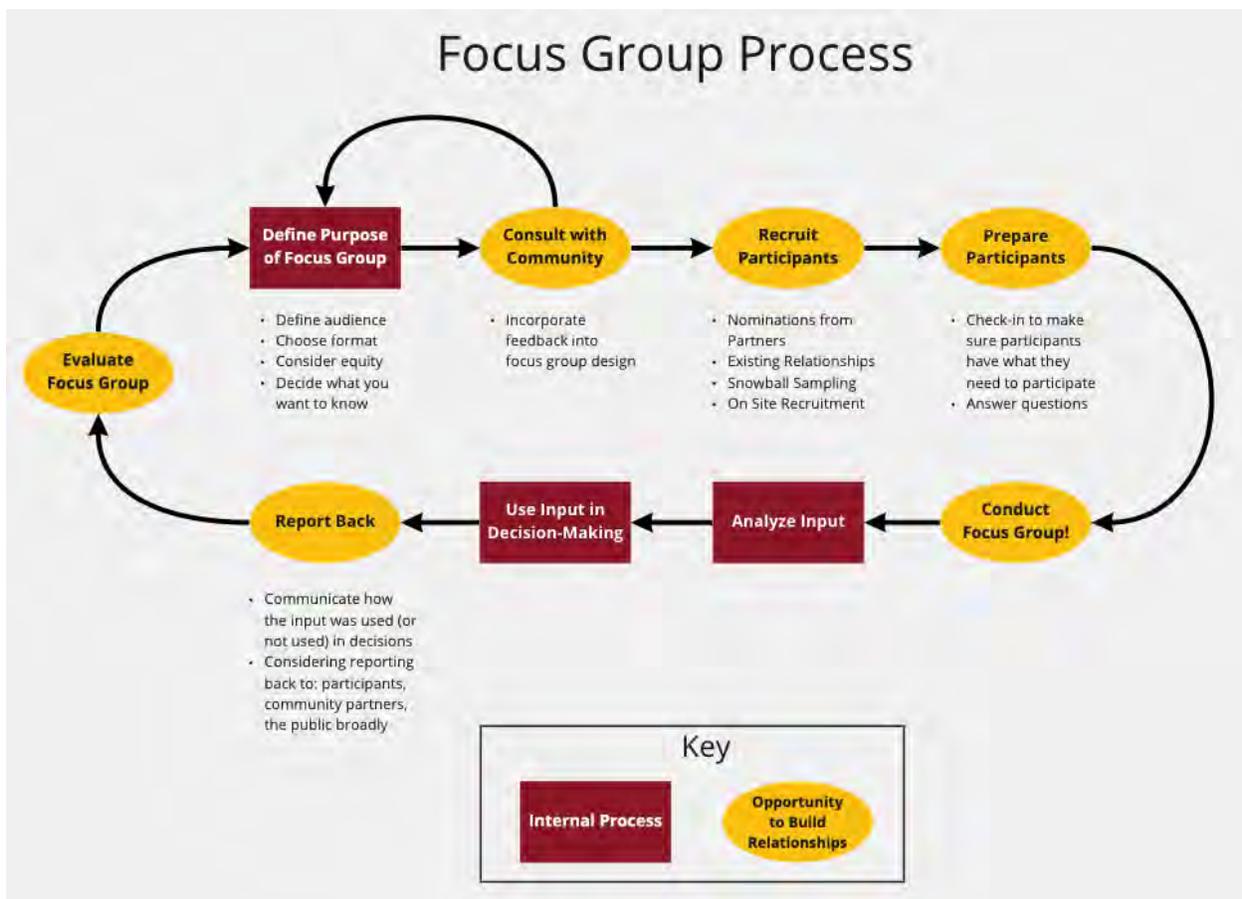
	Led by External Facilitator	Led by City Staff
What would this look like?	Hired facilitator recruits participants and/or leads focus group sessions	City staff recruit participants and facilitate focus group sessions
Cost	Moderate <i>(\$50–150/hour)</i>	Low <i>(existing staff time)</i>
Benefits	As a neutral party, a hired facilitator may lend the discussion more legitimacy; a skilled facilitator can better ensure that all voices are heard	Less resource intensive



Format Options

Focus groups can be conducted in person or virtually (using Zoom, Microsoft Teams, or a similar platform). There are potential drawbacks and advantages to both formats in terms of accessibility, effectiveness, quality of relationship building, and quality of data captured. Regardless of the format chosen, the [Inclusive Engagement Checklist](#) should be used during the planning process to ensure that material and cultural barriers to participation are mitigated. It is also good practice to check in with community partners to discuss the focus group format to ensure that a group-discussion approach is culturally appropriate for the target audience, and that any concerns about the format are identified and addressed.

Focus Group Process



Recruiting Participants

Identifying and recruiting participants for your focus group will likely constitute a large portion of the time and effort needed to conduct a focus group using in-house staff and resources. Given that the objective of this approach is to hear from one or more *specific* stakeholder groups, you will want to identify and invite specific participants, rather than widely publicizing the event and asking for participants to self-select. This process can demand a great deal of



time and effort, but is also an excellent way to build long-term relationships with community organizations and leaders, who may be more than willing to help with recruitment.

Avenues for Identifying Participants to Recruit

- **Existing Relationships:** Who in the community do you already have relationships with?
- **Nominations from Partners:** Reaching out to community organizations and leaders to explain what you're hoping to accomplish and ask for recommendations for participants can be an effective way to find participants. It is also an excellent way to encourage long-term relationships that will build trust and facilitate future engagement.
- **Snowball Subject Recruitment:** Ask members of the target audience that you have successfully recruited who else you should talk to.
- **On-Site Recruiting (Convenience Sampling):** Go to places (businesses, meetings, cultural gatherings, etc.) where your target audience is already spending time to find people who might want to participate in your focus group.



Resource: "[Participants in a Focus Group](#)" (Sage Publishing)

Recording Input

Depending on the topic of the focus group, your approach to recording input may vary. Regardless of how you do so, be up-front and transparent with participants on this topic. Let them know how their input is being recorded, whether or not their input will be anonymous, and how the input will subsequently be used, especially if it will be publicly available.

Recording methods to consider:

- Audio/Video recording
 - *Pros:* Very good data for analysis—a word-for-word record of input, including nonverbal cues such as tone of voice and body language. Easy and cheap to do with an iPhone or iPad.
 - *Cons:* may discourage open and honest communication, especially where there is a lack of trust between community members and the city. There are also privacy implications.
- Note taker
 - *Pros:* less intimidating than audio/video recording. May be easier to use for in-person meetings, depending on the setting.
 - *Cons:* Less data is captured as it is harder to capture statements fully and take note of nonverbal cues. It has the potential to bias results if the note taker



interprets the input while recording it, or does not record every point. To avoid this, note takers should be instructed to record statements as close to word-for-word as possible. Where possible, using multiple note takers can also protect against interpretation bias. The note-taker should be someone other than the facilitator of the focus group.

Data Analysis

Depending on the nature and structure of the questions posed, there may be both qualitative and quantitative data to analyze, but most likely the data will be heavily qualitative. Notes from the focus group should be independently coded for key themes by more than one person to reduce the risk of interpretation bias.



Resource: "[Analyzing Focus Group Data](#)" (Sage Publishing)

Other Resources for Conducting Focus Groups



Dr. Richard Krueger, "[Moderating Focus Groups](#)" (video)



Dr. Richard Krueger, "[Focus Group Interviewing](#)" (website with many resources)





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