Keeping People Connected is a resource that you can use in your work to help provide helpful, practical tips when engaging with the public. The toolkit starts with tools that help you diagnose challenges and enable you to determine the community’s starting place. The engagement strategies provides real world, practical examples of strategies that you can customize and utilize to engage the public.

The toolkit can be used as a self-guided resource or it can be used with the assistance of the Public Engagement team at Public Agenda.

Public Agenda can provide assistance with:

- Picking diagnostic tools and interpreting the results
- Creating an overall engagement strategy
- Designing and facilitating a big event
- Assessing and evaluating events as well as determining next steps

Do not hesitate to contact us at pe@publicagenda.org with questions on the toolkit or how we can help you use it. Additionally, we would love to hear how these tools are working for you and what you have accomplished.

A resource from Public Agenda

Authored by: Nicole Cabral, Matt Leighninger, Jennifer Orellana, Mikayla Townsend, and Treston Codrington

Design by Cynthia Spence

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About Public Agenda

Public Agenda helps build a democracy that works for everyone. By elevating a diversity of voices, forging common ground and improving dialogue and collaboration among leaders and communities, Public Agenda fuels progress on critical issues, including education, health care and community engagement. Founded in 1975, Public Agenda is a nonpartisan, nonprofit organization based in New York City.

Find Public Agenda online at PublicAgenda.org, on Facebook at facebook.com/PublicAgenda and on Twitter at @PublicAgenda.
Community engagement is essential for community based development organizations (CBDOs) that work with residents, merchants and property owners on community concerns. When you begin to engage the community in strategic, inclusive and authentic ways, you can help people work together, support one another and make decisions together.

This work can be confusing because the word “engagement” can mean different things to different people. For the purpose of this toolkit, we define community engagement as the activities by which people’s concerns, needs, interests and values are incorporated into decisions and actions on public matters and issues. Engagement usually includes a combination of:

- Circulating information
- Gathering input
- Discussing and connecting
- Providing choices
- Deliberation on major decisions
- Volunteering and public work

In a particular meeting or project, you may only be focused on some of these activities - but you will need an overall engagement plan that supports all of them.
WHAT DOES STRONG ENGAGEMENT LOOK LIKE?

There are three kinds of engagement happening in most communities today. “Conventional” engagement is by far the most common, but “thick” and “thin” engagement are both on the rise.

Conventional engagement is what happens in most official public meetings today. Community members and government agencies are separated from one another, there are no breakouts or small group discussions and citizens have brief opportunities (typically limited to two or three minutes) to address the whole group. This is generally not a strong form of engagement and it tends to be frustrating for everyone.

Thick engagement is more intensive, informed and deliberative. Most of the action happens in small group discussions. Organizers assemble large and diverse numbers of people and give the participants opportunities to share their experiences, present them with a range of views or policy options and encourage action and change at multiple levels.

Thin engagement is faster, easier and more convenient. It includes a range of ways for activities that allow people to express their opinions, make choices or affiliate themselves with a particular group or cause. It is less likely to build personal or community connections.

One way of understanding the difference between thick and thin engagement is to say that thick engagement empowers small groups and thin engagement empowers individuals.

Thick engagement opportunities are more likely to be face-to-face, and thin ones are more likely to happen online. However, many thick engagement strategies include both online and face-to-face elements, and some examples of thin engagement (signing a petition, for example) certainly existed long before the internet.

Thick and thin engagement have different strengths and limitations and they complement each other well. Both of them – along with some conventional engagement opportunities – should be part of a stronger infrastructure for engagement.
1. STAKEHOLDER MAPPING EXERCISE  (TREE EXERCISE)

Conducting a stakeholder mapping exercise or tree exercise provides a visual map of stakeholders in the community:

1. Draw a tree with a trunk and branches on a piece of flipchart paper or on a dry erase board.

2. Identify the stakeholders in the community. These can include government agencies, elected officials, community organizations, businesses, schools and faith-based organizations. Write the stakeholders on each branch of the tree.

3. Break down each stakeholder in further detail. For instance, cite specific government agencies (i.e. Parks and Recreation, Transportation, Education) and the names of specific elected officials that you would like to engage.

4. Develop a plan for reaching out to the stakeholders on the tree that you have not previously engaged.

5. On each branch, start with the people you know and work with them to reach the people you don't know.

Figures I and II: Examples of Tree Exercises

(Figure I was created by RiseBoro Community Partnership.)

(Figure II was created by Sunnyside Shines BID.)
2. VISUAL TIMELINE EXERCISE

A timeline can serve as a visual tool to assess how your organization has engaged residents in the past few years. The timeline can help you reflect on what events and efforts were positive and what could be improved.

You can also use the timeline to list and assess engagement opportunities that have been offered by other organizations, including efforts by the police, schools, and planning departments as well as businesses, nonprofits, neighborhood associations, community organizers, and so on. All of these efforts contribute to how residents see engagement – did they value certain engagement opportunities more than others? Are there situations where they feel ‘burned’ because they participated but they didn’t feel heard? Past events, both positive and negative, are resources that your team can learn and grow from.

With the completed timeline, your team can also get a better sense of how long it takes to pull off different kinds of engagement efforts.

This is an exercise you can do with your team, or with a larger group of people who live in, work in, or support the community.

1. Create a timeline that spans from the past several years to the present. You can divide the years into decades, five-year intervals, or one-year intervals.
2. With your group, brainstorm all engagement efforts that your team has facilitated, and/or that you know about, and enter them in the appropriate sections of the timeline.
3. List how many people were engaged in each effort.
4. Give people some time to review the timeline. Use colored markers – ask them to list positive aspects of each effort using one color, negative aspects in another.
3. POWER AND PROXIMITY MAPPING

Power mapping is an exercise that can assist you with determining power dynamics in your community. By completing a power map you can determine who holds power and who has the power to influence change.

1. Identify the decision you are trying to influence and the person or organization with the official authority to make that decision.
2. Identify the stakeholders who are connected to the decision maker. (See the Stakeholder mapping Tree exercise)
3. Create a power and proximity map on a flip chart or a dry erase board. (See Figure)
4. Write the name of the decision maker in a circle, and write the name of your key stakeholders in a circle near the decision maker. Draw an arrow connecting each stakeholder to the decision maker depending on how much power they have over the issue.
5. List reasons why the decision maker and stakeholders connected to the decision maker would benefit from broader engagement on this decision.
6. Talk with stakeholders you know about your rationale and refine your answers based on conversation.
7. Talk to stakeholders about a strategy on approaching the decision maker.

Figure: Example of a power and proximity map (created by Nicole Cabral and edited by Jennifer Orellana)
4. ON-THE-Street INTERVIEWS

An on-the-street interview is an active method of gathering data where an interviewer asks a short series of questions of people passing by. This method is most successful when you conduct the interviews in a location that attracts a wide variety of people - like a bus stop, in a library, or outside a school.

Additionally, face-to-face interviews can be more in-depth, especially with an experienced interviewer. Having thoughtful conversations with participants adds a level of empathy, building a sense of trust between the facilitator and participants. When participants feel they are being listened to they are more inclined to share why the topic is personal to them. The interviewer can also pick up non-verbal cues, including body language, to assess which questions and prompts make participants uncomfortable (nervous laughter, crossed arms, backing away), apathetic (prolonged lack of eye contact, fidgeting with objects), or enthusiastic (smiling, strong eye contact) – which can further add valuable information.

1. Create a list of 5-10 interview questions and a short description of who you are and why you are asking the questions.
2. Run the script and questions by a few people first to make sure they are easily understood.
   a. Be mindful of language diversity in the neighborhood and when possible translate script and questions into appropriate languages and bring staff skilled with translation skills to conduct those interviews.
3. Pick a location where a diverse group of people congregate.
4. Have a small incentive, such as a gift card, to offer interviewees.
5. Bring along a few people to help you conduct interviews.
6. Use a spreadsheet to help capture the respondents responses.
7. Look through the responses.
   a. Are there common takeaways?
   b. Did anything jump out at you?
8. Summarize your reaction to data and present to advisory board or stakeholders to get their reactions.

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Figure I: Example spreadsheet for respondents (created by Nicole Cabral)

<table>
<thead>
<tr>
<th></th>
<th>Name or #</th>
<th>Gender</th>
<th>Age</th>
<th>Ethnicity</th>
<th>How long have you lived here?</th>
<th>Spanish Speaker?</th>
<th>Have you heard of our organization?</th>
<th>Have you attended our events in the past?</th>
<th>Where sources of media do you use to get information?</th>
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</table>
In order to understand the volunteering efforts of residents in the Bronx neighborhood of Norwood, Public Agenda conducted on the street interviews with key stakeholders in the community and Norwood residents in two prominent locations, Williamsbridge Oval and Deshi Fashion sari shop. As a small token of appreciation for their time participants were offered $5 Starbucks and Dunkin Donut gift cards.

Norwood is a working class neighborhood nestled in the northwest section of the Bronx. Formerly a predominantly Irish neighborhood, Norwood is now a highly diverse community where the population is 56 percent Latino, 20 percent Black, 12 percent White and 9 percent Asian. Although Norwood is not classified as one of the city’s gentrifying neighborhoods, with lower than average rents, livable neighborhoods and ample green space, many residents wonder when (not if) they will have to move once Norwood rises in popularity.

**NORWOOD’S ASSETS IN THE EYES OF RESIDENTS**

**Diversity.** Stakeholders cite Norwood’s diversity as an asset—ethnic, educational, income as well as homeowners and renters.

**Parks.** The Williamsbridge Oval is not only located in the center of Norwood, but also a number of people referred to it as the ‘heart’ of the community. The park is a great place to relax as well as a central location for residents to connect and learn about what is going on in the community.

**Faith-based community.** Residents tend to volunteer in their churches or mosques. There is a mosque being built and funded entirely by its congregation. One person said that “Our mosque keeps people connected—and the number of people is continuing to grow.”

**Ethnic Organizations.** Several key stakeholders reference the strength of internal networks among the immigrant communities. For example, many different ethnic organizations have their own social clubs, associations and savings clubs, including Susu clubs (lending circles comprised mainly of residents from Jamaica), the Hibernian Association (Irish cultural organization) and the Emerald Society (association of police officers and firefighters of Irish descent).

**Self-Starter Ethic.** Many residents feel disconnected from Manhattan and City Hall, and thus feel that they must solve their own problems. “We are not interested in Manhattan, and they are not interested in us,” said one community leader. Another resident said that “leadership begins when mothers see a problem and realize something needs to be done about it.” She recalled that in one conversation, a mother said, “Why the hell aren’t they cleaning up the dog waste?” And so that group of moms took it on.

**ARE RESIDENTS ENGAGED?**

Many key stakeholders feel that most Norwood residents are closely tapped into community dynamics and identified the civic infrastructure as being extensive and vibrant. On the other hand, most of the residents we interviewed said that they do not feel connected with the nonprofit community or with public officials and are unfamiliar with civic opportunities such as the community board and the participatory budgeting process in their district.

Norwood residents are busy, often working more than one job, and do not have much time for public meetings or volunteering opportunities that do not offer other incentives (such as time for socializing, a child-friendly environment, food and other non-political motivations).
Words like “volunteering” and “service” do not resonate with many residents and seem to some like a “white middle class concept.” Some residents do volunteer work, but they do not necessarily think of it in those terms, since these activities often take place as part of faith communities or ethnic associations.

Public meetings like those of the community board follow conventional formats that do not attract many residents or give them a meaningful chance to be heard. Plus, the fact that school-based volunteer activities require background checks (implying, especially to residents who are recent immigrants, the likelihood of police surveillance) made some people reluctant to participate.

There is a lack of connections between different faith, cultural and ethnic networks (even though they may be internally vibrant), and between those networks and public structures like the community board or the participatory budgeting process.

The interviewers recorded community assets identified during the interviews.

See below for an example of the assets we identified in Norwood.

<table>
<thead>
<tr>
<th>Asset</th>
<th>Location</th>
<th>Reason it’s an Asset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williamsbridge Oval</td>
<td>3225 Reservoir Oval East</td>
<td>Interviewees identify it as the “heart” of the community</td>
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<tr>
<td>Williamsbridge Oval</td>
<td>In the Williamsbridge Oval Park</td>
<td>Center of park activities, has full gym, and indoor basketball courts</td>
</tr>
<tr>
<td>Recreation Center</td>
<td>Montefiore Medical Center</td>
<td>Interviewees identify the hospital as a huge presence in community, but it’s increasingly growing out of touch with residents</td>
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<td></td>
<td>111 East 210th Street</td>
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<tr>
<td>Police Precinct 52</td>
<td>3016 Webster Avenue</td>
<td>Residents expressed quality relationships with the police</td>
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<tr>
<td>NYC Public Library-Mosholu</td>
<td>285 East 205th Street</td>
<td>Very active in CB7 meetings and participatory budgeting process</td>
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<tr>
<td>Webster Avenue</td>
<td>Stretches from Melrose to Woodlawn (On Bronx-Westchester border)</td>
<td>Longest avenue in the Bronx 5.8 miles</td>
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<tr>
<td>McDwyer’s Pub</td>
<td>331 East 208th Street</td>
<td>Last remaining Irish bar from Norwood’s old Irish past. Built in 1966. People who once lived in the community are still regulars, in addition to newer residents who frequent the bar¹</td>
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<tr>
<td>Norwood Subway Stop</td>
<td>205th Street (D Line)</td>
<td>Allows easier access to the community</td>
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<tr>
<td>Deshi Fashion</td>
<td>3156 Bainbridge Avenue</td>
<td>Place for Bangladeshis females to connect</td>
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<tr>
<td>St. Brendan Parish</td>
<td>268 East 205th Street</td>
<td>Interviewee identified it as a church with strong community ties</td>
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<td>PS 94 Kings College</td>
<td>3530 Kings College Place</td>
<td>Local public school</td>
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<td>School</td>
<td>J.H.S.080 The Mosholu Parkway</td>
<td>Local public school</td>
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<td>149 East Mosholu Parkway North</td>
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DIAGNOSTIC TOOLS help you figure out what is happening in the community and how people are connected to one another. They can help you understand the situation, including the challenges you face and the assets you can use.

1. INVENTORY OF FACE-TO-FACE ENGAGEMENT OPPORTUNITIES

Assess the effectiveness of your organization’s level of face-to-face engagement by conducting an inventory of face-to-face engagement opportunities (See figure below).

- You can do this by listing all of the face-to-face engagement events that you have organized.
- Describe what the event entails and the goal; and then, consider the intended audience for each event and compare it to the number and demographics of the attendees.
- Note how many of those attendees belong to an underrepresented group (i.e. people of color, immigrant communities).

This assessment should identify which groups you are consistently attracting, and which groups your organization should actively focus on engaging.

Figure: Inventory of face-to-face engagement opportunities

PUBLIC ENGAGEMENT

Inventory of Current Face-to-Face Engagement Opportunities

Take some time to list all of the events that you organize each year. Once you have completed that list for each event fill in the goal of the event, the frequency that you hold the event, the audience that you are targeting, the typical number of attendees and a brief description of the type of attendees, and the percent of people of color and/or immigrant communities.

<table>
<thead>
<tr>
<th>Event</th>
<th>Goal (i.e. networking, getting info, giving info, etc.)</th>
<th>Frequency (i.e. weekly, monthly, once a year)</th>
<th>Targeted Audience (i.e. merchants, residents, everyone, etc.)</th>
<th>Typical Number of attendees and description of attendees</th>
<th>% of people of color &amp; immigrant communities</th>
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2. INVENTORY OF CURRENT ONLINE OUTREACH

Assess your organization’s social media presence by conducting an inventory of current online outreach (See figure below).

- You can do this by listing each platform your organization utilizes and the number of followers for each account.
- Note which types of posts get the most likes and which get the least.
- Pay attention to which posts gets shared, commented on, or are retweeted the most.

If your organization has a mailing list, check on the analytics of each email you send. Note the number of people subscribed to your mailing list. Out of all the mail and announcements your organization sends, list the open and click-through rates for each. Observe which types of messages are getting opened the most and the least.

If your organization is using multiple social media platforms, consider investing in an online management tool like HootSuite and Buffer to control multiple platforms from one site, queue scheduled posts, and have access to each account’s analytics.

Figure: Inventory of online engagement opportunities

PUBLIC ENGAGEMENT
Inventory of Current Online Engagement Strategies

Take some time to list all of the social media platforms that you have joined, and list the number of followers.

<table>
<thead>
<tr>
<th>Social media platform</th>
<th>Number of followers</th>
<th>Number of likes</th>
<th>Type of posts that receive the most “likes”</th>
<th>Type of posts that receive the least amount of “likes”</th>
<th>Which posts are shared/ commented on/ retweeted the most?</th>
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<tr>
<td>Email list</td>
<td>Number of followers</td>
<td>Open rate</td>
<td>Click through rates</td>
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</tbody>
</table>
DIAGNOSTIC TOOLS help you figure out what is happening in the community and how people are connected to one another. They can help you understand the situation, including the challenges you face and the assets you can use.

ANALYZING TWITTER TRAFFIC AND CONNECTIONS

Knowing how people are connected online can be critical for engaging them. Over 70% of Americans use at least one form of social media. Facebook may be the most popular social media network in the United States, but for a variety of reasons it has become more difficult to access profile data in recent years. It is easier to map and analyze social networks through Twitter since the data is more accessible and there are a wealth of program options to help you visualize your network.

Two of the best tools for mapping Twitter connections are Tweepsmap and Kumu.

TWEEPSMAP

Tweepsmap offers several ways to analyze a given Twitter account. It can help you understand when to post, which topics are trending and who is retweeting or referring to tweets from that account. You can use this information to schedule tweets in Tweepsmap. The “Search and Explore” function helps you start to build a target audience by plugging in factors like keywords, interest, account sizes and location to find relevant accounts to follow.

To use Tweepsmap, all you need to do is log in with your twitter account and explore the options generated for you on the dashboard. The results can be exported for you to use in twitter ads and campaigns.
For a slightly more advanced user, Kumu is another kind of mapping tool that can be used on any list of contacts. Kumu allows you to visualize connections but also calculate factors like degree and ‘betweenness.’ In the simplest terms, degree refers to the number of connections a node in a network has to other nodes. A node with a higher degree is more central to the network. Betweenness measures how many times a node lies on the shortest path between two other nodes in the network. In other words, how often does this node serve as a bridge in the network? This is indicative of their control of the flow of information, and possibly resources within the network. They can also be potential single points of failure.

To get started on Kumu:

1. Select the type of map you want to build. If you want to map people and organizations choose the ‘stakeholder’ option.
2. Then name your map.
3. You can manually add the elements (people or organizations) you want to map or you can import a spreadsheet. You can find more specific instructions for the spreadsheet formatting here.
4. For each element, you can add a field such as a description, tags (such as specific companies or neighborhoods), education, net worth or whatever other ways you would like to categorize your elements.
5. You’ll be able to ‘decorate’ or customize your map by assigning colors and sizes to the nodes in your networks based on your fields.
6. Once you’ve entered all your elements and decorations, you’ll be able to apply, add and toggle various views of your map. For example one view may reorganize the network to be organized by industry while another view may organize the network by geography. For more information on views in Kumu click here.
7. Then you can add filters. To filter by element or connection type simply uncheck the types you want to hide. To filter using other fields, use the “Also include” and “But ignore” tools. Click the rocket ship icon in each of those tools to select what you want to hide or make visible.
8. Now you’ve got a dynamic network map!
This sort of mapping can help you think critically about your social networks. Are members of your network with high degree the glue that holds this system together or are they ripe for a failure that could cascade across the entire network? Are they sharing or stockpiling connections and resources? Are organizations and people with high betweenness fostering collaboration and building connections or are they acting as gatekeepers and creating bottlenecks? These questions can help you more successfully navigate your own network and see potential for new opportunities with greater clarity and intention.

LOCAL MEDIA SCAN

A local media inventory can help you track articles and posts about your neighborhood, including local newspapers, neighborhood newsletters, Nextdoor forums and Facebook group pages. Note that you will need to prove that you are a neighborhood resident in order to join Nextdoor; this is sometimes also true for neighborhood listservs.

- Identify all the places where you sometimes see articles or posts about your neighborhood, including local newspapers, neighborhood newsletters, Nextdoor forums and Facebook group pages.

- If you are conducting on-the-street interviews (page 7), you can include a question on the sources of media that they use to get information about the community.

- Determine the time period that you want to conduct the scan (i.e. over the past year or even five years).

- Google each of the sources identified and scan them to see when the neighborhood is mentioned.

- You can make a chart like the one below that shows the themes.

- For example, a scan conducted of the Norwood section of the Bronx revealed themes including: crime, politics, Muslim relations, Puerto Rican relations, community news, youth programming, housing and miscellaneous themes like “lost cat” or “need a good vet.”

Figure: Example of a local media scan

<table>
<thead>
<tr>
<th>Crime</th>
<th>Education World</th>
<th>Community News</th>
<th>Youth Programming</th>
<th>Hiring</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy M. Olmo</td>
<td>Nextdoor</td>
<td>Norwood Today</td>
<td>Howard Bell</td>
<td>Norwood</td>
<td>Nextdoor</td>
</tr>
<tr>
<td>Eagle Press</td>
<td>Norwood Today</td>
<td>Norwood Today</td>
<td>Nextdoor Forum</td>
<td>Norwood</td>
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- Nextdoor local news uses social data to show trends.

- Google each of the sources identified and scan them to see when the neighborhood is mentioned.

- You can make a chart like the one below that shows the themes.

- For example, a scan conducted of the Norwood section of the Bronx revealed themes including: crime, politics, Muslim relations, Puerto Rican relations, community news, youth programming, housing and miscellaneous themes like “lost cat” or “need a good vet.”
In engagement, numbers matter: the more people you involve, the more successful you are going to be. When engagement involves a broad cross-section of the community it is more likely to benefit the community as a whole, and when there is a diverse mix of participants the interactions will be more lively and rewarding. When we say ‘diversity,’ we mean a mix of different ages, races and ethnicities - and we also mean a mix of opinions and experiences. To attract large, diverse numbers of people, you need skills for: mapping the community, creating recruitment plans and conducting one-on-one interviews.

> See the Stakeholder Mapping Exercise on page 3 for tips on mapping the community.

**CREATING RECRUITMENT PLANS**

In order not to waste your own time and energy and in order to get the most out of the people who are trying to help you recruit, you need a good recruitment plan.

1. Review your recruitment goals. First, you should decide who you are trying to engage. How many people need to be involved to give the effort a critical mass? What kinds of people are needed for diversity (broadly defined)? Why would people from each group want to participate? What kinds of barriers might keep people in each group from participating? Are there individuals in the organizing coalition who can reach out to groups not yet involved? If not, who can help to spark their interest?

2. Develop talking points. Recruitment is easier when the message is clear and consistent. The message should give a brief overview of why people should engage. You might describe the problems or opportunities you are trying to address. You might also say that there will be food or child care provided.

3. Plan outreach strategies. Personal invitations - offered face-to-face, by email or by phone - are almost always more effective. Flyers, ads, mailers, social media posts and radio time are good supplemental strategies, but by themselves, they won't get people to engage.

4. Give coalition members recruiting assignments. Ask your partners to reach out to people in their networks. Set specific recruitment goals for each member. If citizens hear the message from someone they trust, they will be more likely to participate.

5. Take extra steps to recruit underrepresented groups. One of the biggest recruitment challenges is engaging people who do not often get involved in community events. There are often good reasons why they haven’t gotten involved - a timeline exercise can help uncover past incidents, divisions or unsuccessful engagement efforts that help explain why people don’t want to get involved. This takes extra work and effort, particularly if engagement leaders or coalition members are not part of those groups, but without it, you will miss many important voices. Establishing trust is central to reaching underrepresented groups. When possible, find a spokesperson or leader in that community that can help spread the word. Sometimes these community leaders can be found in unlikely places, such as barbershops or restaurants.
See Figures I and II for some of the thinking that can go into a recruitment plan. Specifically, Figure I shows how engagement leaders may begin to think about target percentages for various demographic groups. Figure II depicts the challenge of the recruitment ‘funnel,’ which suggests that only a percentage of those recruited will decide to participate; you have to reach a much larger number of people to meet your recruitment goals.

Everyday Democracy suggests five basic steps for participant recruitment [http://everyday-democracy.org/tips/how-recruit-dialogue-participants](http://everyday-democracy.org/tips/how-recruit-dialogue-participants)

Figures I and II: Examples of Using Target Demographic Percentages

The examples were created by Jon Abercrombie of Common Focus.

This section was adapted from the Participation Skills: Ten Key Talents for Engaging Citizens from the book Public Participation for 21st Century Democracy by Matt Leighninger and Tina Nabatchi
1. FACE-TO-FACE FACILITATION

There are different kinds of facilitation for different kinds of meetings or processes. There are, however, some basic ideas and practices that can be helpful in any setting.

As a facilitator, you can help focus and structure the discussion - while at the same time encouraging the participants to take ownership of their group. The facilitator can create a safe environment where each participant feels comfortable expressing ideas and responding to those of others.

You will be much more effective if you resist the temptation to ‘teach’ the group, and instead focus on supporting the group. If you are the only one in the room who is knowledgeable about the topic, you'll probably be better off asking someone else to facilitate.

Group size matters. The smaller the group, the easier it is to facilitate. Groups of 6-12 are usually best because they make it easier for everyone to participate. If you have a large group, break into smaller circles - you’ll need multiple facilitators and you may need to provide each group with a handout with information on the topic, some discussion questions and options or action steps to consider. This is more work upfront, but it is more likely to lead to a successful meeting.

Here are some other tips:

Set a relaxed and open tone. Welcome everyone and create a friendly and relaxed atmosphere. Try to involve everyone by making eye contact, smiling and using names when talking to people.

Help the group establish some ground rules. At the beginning of the session, ask people to suggest how the group should function. You can start with the list of “Bob’s Rules” in the box on the next page, and invite the group to add others or make changes to the ones that are already there. The point is for the group to feel that the rules are their own.

Monitor and assist the group. Keep track of how the group members are participating—who has and hasn't spoken. Don’t let anyone dominate; try to involve everyone. For example, if one person has dominated the conversation, pause the conversation and say that you notice not everyone has had a chance to talk yet, but you want to hear what others are thinking.

Summarize key points in the discussion. Every so often, try to summarize the key ideas, questions or action steps that have emerged in the discussion - then ask group members if they want to add to or make changes to your summary. It can be helpful to write this summary on newsprint, a chalkboard, or easel pad paper where everyone can see it.
“BOB’S RULES”  
(Robert’s kinder, gentler sibling)

Robert’s Rules of Order may be historic, but they are complicated, intimidating and not helpful for most meetings today. In the last twenty years, many groups have used “Bob’s Rules” instead to structure their meetings:

- Respect other people, their ideas and opinions.
- Do not interrupt others.
- Try to say it in 25 words or less.
- Speak only to the topic at hand.
- No side conversations.
- When an idea has been stated previously and you agree, only speak when you have something new to add.
- Everyone gets a chance to share their opinion before someone speaks again.
- Speaking briefly and staying focused is everyone’s responsibility. This will make the meeting run smoothly.
- These are everybody’s rules and everyone is responsible for seeing that they are followed.

(Provided by Cece Hughley-Noel, Southeast Uplift in Portland, Oregon)

Use the facilitator checklist below to help you prepare for your meeting.

FACILITATION CHECKLIST

Housekeeping

- Remind participants of when the meeting will end.
- Point out the direction of the restrooms.
- Invite people to help themselves to food/refreshments.

Introductions and Thanks

- Introduce yourself.
- Thank participants.
- Ask the participants to introduce themselves.

Goals and Process

- Introduce the goal for the conversation.
- Express interest in hearing from each participant.
- There are no right or wrong answers.
- Feel free to respond to one another. Feel free to have conversations with one another.
- We are not seeking consensus, a final vote or final decisions.

Facilitator Role

- Facilitator does not present his or her own views on the issue.
- Facilitator will help the group have a good discussion.
- Facilitator will help the group set ground rules.
2. ONLINE FACILITATION

There are two obvious differences between online and face-to-face discussions that pose special challenges for facilitators. First, when people can’t see each other’s faces, they are often less mindful of how their statements might be perceived by others. They may be more likely to say rude or offensive things because they can’t read other people’s reactions. This is one reason to use lists or platforms that require real names, and to encourage the group to adopt ground rules (such as “Bob’s Rules” in Engagement Strategies: Face-to-face facilitation).

Second, when you are facilitating online it is difficult or impossible to “read the room,” because you can’t see how people are feeling as they come into the room, which comments they are nodding yes to—or which make them shudder, etc. Using check-in questions can help give you some clues as to how participants are feeling and responding.

Online facilitators can benefit from many of the same qualities that make face-to-face facilitators successful, such as a friendly disposition, good listening skills and a desire to hear different perspectives.

The most common kind of online engagement is an email list or forum where people contribute periodically to the discussion.

> For a longer description of different kinds of online engagement and how to facilitate them, see “Taking the Conversation Virtual” https://www.publicagenda.org/files/Taking_The_Conversation_Virtual.pdf.

Steven Clift, who pioneered many online engagement strategies as the founder of E-democracy.org, recommends that when a forum is first set up, the facilitator should:

- Welcome new participants and encourage a round of introductions.
- Encourage people to use their real names.
- Start a discussion about the purpose of the forum and the ground rules participants might want to adopt.
- Encourage people to share news and updates, and to offer their ideas and opinions.

Once the forum is up and running, Clift recommends that facilitators:

- Continue to welcome new participants and ask them to introduce themselves.
- “Seed” the discussion when forum interactions slow down, for example by presenting a relevant topic and questions, or by finding and posting relevant announcements.
- Monitor and enforce ground rules on civility and posting, and if necessary facilitate a discussion about whether (and how) ground rules should be changed.
- Find ways to bring forum participants together face-to-face.
3. WORKING IN MULTIPLE LANGUAGES

Organizing multilingual, multicultural events is an inclusive way to engage people who identify with a diverse range of cultural and ethnic groups.

When putting together a multicultural event, make sure that the groups involved can participate in all activities. This includes having appropriate foods, central locations and convenient times. Learn about the cultures of the people you are engaging and incorporate cultural elements - such as art, music, food and dance - into the event.

There are different ways to work in multiple languages, depending on how many translators you have. High school students and other young people who live in the community may have the ability to translate, and asking them to take on this role can be a good way to foster youth leadership in your engagement work.

If you have only one translator per language, you can try an 'enclave' approach where you break people into single-language groups, give them the same set of information and discussion questions (on paper, translated into the different languages) and then ask the translators to summarize their groups' main conclusions at the end of the session.

If you have multiple translators for each language, you can divide the whole group into smaller two-language circles (with at least one interpreter and no more than eight participants in each). This kind of session takes more time since every comment must be translated, but the participants will be more likely to form relationships even if they don’t speak the same language.
ENGAGEMENT STRATEGIES help you get people interacting in ways that help them learn, share, resolve conflicts, make decisions and plan actions. You can use these techniques and formats in different combinations as part of an inclusive, well-rounded engagement strategy.

1. “MEET AND EAT” MEETINGS
What is it? A format for weekly meetings, centered on food, that allows people to pick topics to discuss.

How to do it? Find a restaurant or two that is willing to host the meetings, and try to make a deal where meeting attendees pay a flat rate for a simple meal. (In the original “Meet and Eat” in Buckhannon, West Virginia, participants pay $7 for their lunch.) If that isn’t possible, you can organize the food as a potluck instead. Develop a list of topics that people might want to discuss – these could be important issues or concerns in the neighborhood – and write each topic on a table tent. Put one table tent on each table, but leave some blank so people can propose their own topics. When people arrive, invite them to choose the table with the issue they want to discuss. At the end of the meeting, you can invite each table to briefly share some of their main ideas or conclusions. In between meetings, you can use email lists and other online forums to further the conversation on topics and ideas.

>For more information, see http://trythiswv.com/ have-a-community-conversation

What does it take? In addition to the table tents, groups can also benefit from some basic discussion questions to help them structure their conversation. You can use a paper survey to gather input from the tables, in addition to the group presentations.

*Thick-thin: high

2. MONTHLY MEETINGS AND COMMUNITY CONVERSATIONS
What is it? A community conversation is a format for small group dialogue, deliberation and action planning for groups of eight to 10 people.

How to do it? Develop a discussion handout that includes information on the issue being addressed, sample views or policy options, discussion questions and guidelines for structuring the conversation. The handout should invite people to share why the issue matters to them and provide background information and action ideas. You may want to recruit and train facilitators to help guide the process, not by providing information on the issue but by helping the group to set ground rules, manage their time and use the material in the handout. You can gather input from the groups in a variety of ways, including paper surveys or online polling (see Engagement Strategies: Displays and ratings).

What does it take? One key requirement is the discussion handout, which can be delivered to people as part of a “meeting-in-a-box” kit that also includes facilitation suggestions and instructions for communicating the group’s input. However, for more complicated or divisive issues, good facilitators will be important (see Engagement Strategies: Facilitation techniques).

*Thick-thin: high

Find common ground: high
3. ACTION FORUMS

What is it? An action forum is a large-group event open to all the people in a community or region who have been participating in community conversations, Text, Talk, Engage or crowdsourcing.

How to do it? Invite all the people who have participated so far to the action forum and encourage them to bring the main conclusions or action ideas they have discussed. The action forum should also include officials, staff, researchers and others who deal with the issues in a professional or public capacity. The event should be at least two hours. The first step can be an introductory small group or paired conversation where people explain their ideas and motivations. Then you form groups according to themes or issues, with professionals mixed in with other participants. Each group should plan out what they want to do and agree on next steps. You can also use instant polling to allow everyone to vote on policy options or other questions for the whole group.

What does it take? A large space, an organizing team to design and facilitate the event and an instant polling platform and script.

*Thick-thin: thick

Find common ground: medium.

*(For an explanation of thick and thin engagement, see the Connecting People section of the tool kit, page 2.)*
1. CROWDSOURCING

What is it? Crowdsourcing encompasses a variety of web-based tools that allow people to contribute, edit, rank and vote on proposals.

How to do it? Different platforms work in different ways, but they all allow participants (working in groups or on their own) to develop ideas, priorities or solution statements. People then have the chance to propose edits or changes to ideas developed by others. Finally, everyone can rank or vote on the proposals they like best. You can adapt the process to fit a face-to-face meeting by adding a bit of structure, such as instructions for the process and a few discussion questions to get things going.

What does it take? Platforms and organizations that support crowdsourcing include All Our Ideas, IdeaScale and Ethelo.

Organizing tip: You can recruit people to participate in crowdsourcing on social media or through email blasts but you are likely to get a higher turnout, especially among people who wouldn’t normally engage online, if the building blocks listed in Section 4 commit to participating together as part of their regular activities.

*Thick-thin: thin (for most participants)

Find common ground: medium

2. TEXT, TALK, ENGAGE

What is it? A strategy that uses texting to inform and facilitate face-to-face discussions among large numbers of very small groups and to aggregate the results in real time.

How to do it? Invite people to form groups of three to four and text “start” to a pre-assigned number. From the texting platform, participants receive a series of polling questions, links to show how other respondents answered the same questions, discussion prompts and questions about what action steps they want to take. Each response from the group triggers the next question from the texting platform. You need to create the full module of questions, which typically takes 30 to 45 minutes for the group to work through.

What does it take? There are a number of texting-based polling platforms, such as OneCounts or Poll Everywhere. Many are free to use with a small number of participants. In addition to the technology, you need to create a module that includes background information, polling questions and discussion prompts (similar to the content in a community conversation guide but adapted for the brevity required by texting and smartphones).

Organizing tip: Hold the text-enabled discussions on the same day to create a sense of momentum. While the platforms allow people to participate whenever they want, if you point people toward a specific day they are more likely to feel as if they are part of the larger effort.

*Thick-thin: both

Find common ground: medium
Synopsis: The Jane Addams School for Democracy was a community-based education and action program. The program was established when leaders from local colleges and communities in St. Paul, Minnesota, chose to collaborate on ways they can help the broader public. What they created were two-hour sessions heavily guided by cultural exchange through crafts, storytelling and food. Despite the small staff in charge of this program that was held twice a month from 1996 to 2016, much of the learning and exchange of cultures was achievable through the 200 high school and college students, community members and volunteers that participated.

Jane Addams School for Democracy was a community-based education and action program located in St. Paul, Minnesota, that ran from 1996 to 2016. Named after the 19th century pioneering social reformer, Jane Addams, who invented the idea of the settlement house, it was not a “school” so much as a recurring activity that engaged thousands of people, many of them very recent immigrants.

With a great sense of responsibility to the community, and the understanding that community members have a wealth of knowledge to share with universities, a group of college students, faculty and community leaders from a local community based organization (CBO) came together to discuss how universities can be a “greater resource to the broader public” as well as how to bridge the gap between the two.

The result was a multigenerational, multicultural, self-directed education initiative that included group collaboration and learning in a relaxed, fun environment. The two-hour meetings were comprised of a social hour, featuring cultural exchanges and interaction around food, crafts and storytelling. During the second hour, college students and neighborhood residents, mostly from the Hmong, Somali and Latino communities, would work together on various topics and activities - each of these small groups was called a learning circle. Between 50 - 200 individuals participated in these meetings, which occurred twice a month from 1998 to 2016.

The initial step taken towards creation of the school was to have conversations with residents who were participating in other programs offered by the local neighborhood CBO about their interests. Most were interested in receiving help in studying for the US citizenship exam and in learning English; these individuals were also open to working with college students and were confident the students had much to learn from them culturally. This input was used to create one multilingual, multicultural and multigenerational learning circle.

The initiative started with unpaid staff and no budget for supplies, but quickly grew to include one full-time and two part-time staff members. There was also an ongoing rotation of AmeriCorps members as well as 10-15 work study students. However, the “heart of the school were the two hundred or so community residents, high school students, college students and adult volunteers from the wider community who participated in the learning circles each week” (Longo & Wallace 2000).


* (For an explanation of thick and thin engagement, see the Connecting People section of the tool kit, page 2.)
Traveling engagement strategies are fun, family-friendly and interactive approaches that attract community members who might not normally attend a conventional meeting. They can be particularly effective for engaging small business owners who are not able to leave their businesses to come to meetings. A great feature of traveling engagement is that you can be as creative and inclusive as imaginable.

**SCAVENGER HUNTS**

What is it? A scavenger hunt is a fun and interactive way for participants to explore businesses, business corridors, or neighborhoods with the chance to win prizes.

How to do it? Create a list of interesting things in the neighborhood. These could be buildings, works of art, historic sites - just about anything that might give people a better sense of the area. Some of the things could be inside businesses or other buildings that are open to the public.

What does it take? Once you have an agenda and plan for the scavenger hunt, approach the businesses to see if they would like to participate. Be sure to explain how participating in the scavenger hunt will benefit them by bringing more foot traffic and awareness to their business. Refine the plan and begin working with the businesses on promoting the event. Take into account the demographics of the scavenger hunt participants, and address any age and accessibility concerns.

Organizing tip: To highlight the resources available in the community, you can incorporate stakeholders and service providers, including city agencies and nonprofit groups. Consider holding the scavenger hunt during a local fair or festival, taking advantage of the fact that more people will be in the neighborhood.

*Thick-thin: Thin*

**WALKING TOURS**

What is it? A walking tour is an interactive way for the public to get to know the community better. You can include stations for the public to respond to and engage with each other and the business community. There are endless possibilities with this strategy. You can plan a guided walking tour with "how-to workshops," book readings, pop-up performances, art installations and community conversations on issues of importance to the neighborhood.

How to do it? Decide the route you would like to use for the walking tour and then make a list of businesses or areas of interest that you will stop at along the way. For example, if there is a bookstore on the route that might be a good place to have a book reading or community conversation, or if there is a restaurant that has a performance space, you can plan a pop-up performance.

- Consider creating a draft agenda and plan for a 1 or 2-hour walking tour throughout the business corridor.
- When organizing a walking tour take into account...
the demographics of the participants and any age or accessibility concerns.

- Approach the businesses with the agenda and plan to see if they would like to participate. Be sure to explain how participating in the walking tour will benefit them by bringing more foot traffic and awareness to their business. Refine the plan and begin working with the businesses on promoting the event.

For more examples of walking tours see the Brooklyn Library’s Democracy Lab Brownbag Series.

*Thick-thin: Thick and thin

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PARRANDA

What is it? A Parranda is a traditional Puerto Rican social event that occurs during the Christmas holiday season. It consists of a group of people coming together to visit community members in their homes and “surprise” them with a live musical performance. It is similar to Christmas caroling, and the songs performed are a traditional Puerto Rican music called *Aguinaldos*. The community members receiving the “parranderos” will invite the group in for food and refreshments. This is a great engagement strategy because it includes a fun cultural element that allows for the participation of large groups and connects groups and individuals who might usually have challenges when trying to attend community meetings and events.

How to do it? Parrandas can be tailored for different engagement events, and can be simplified by using a smartphone or Bluetooth speaker to broadcast music instead of live instruments. Create an itinerary and a list of groups or establishments to visit.

- Consider creating an itinerary for a 2-hour Parranda where participants can carol at different businesses throughout the corridor. When organizing a Parranda take into account the demographics of the participants, and any age and accessibility concerns. It is important to make sure the strategy is accessible to all participants.

- Approach the businesses with the plan and itinerary to see if they would like to participate. Be sure to explain how participating in the Parranda will benefit them by bringing more foot traffic and awareness to their business. Refine the plan and begin working with the businesses on promoting the event.

*Thick-thin: Thick and thin

* (For an explanation of thick and thin engagement, see the Connecting People section of the tool kit, page 2.)
TOOLS IN ACTION

ENGAGEMENT ON THE ROAD AND IN THE STREETS

There are many creative ways to take engagement out and about. Here are some more examples:

Road Scholars Tour – Ohio State University’s Road Scholars tour is a 2-day traveling seminar centered around information sharing, relationship building and fostering potential collaborations. Ohio State University has been doing a version of the road show for the past 22 years, visiting different regions in Ohio each year. During the 2019 tour, in addition to stopping along a route in central Ohio and engaging with local and regional business and community leaders, the group also paid a visit to the Mid-Ohio Foodbank where they spent the afternoon volunteering.

Decatur County School District – The Decatur County School District employed traveling engagement to bolster parent and family engagement around K-12 education with their Family Engagement Literacy Bus. The goal of the Literacy Bus was to reduce some of the barriers to providing parents and families with information and tools, including lack of transportation and childcare. In addition to the mobile literacy training, this initiative included trust building as well as building supportive relationships between students, families, and the school administration and staff, right within their communities, which studies have shown to lead to increased student success.

Triangle Transformations - Another great example of taking engagement to the streets was the Triangle Transformations pop-up workshop used in support of the Golden Triangle Neighborhood Plan for Denver, Colorado. This pop-up demonstration event, held in the downtown area of Denver, encouraged participants to interact with poster boards and displays, pilot project ideas and new configurations to the street design, in an attempt to collect data from a wide cross-section of the community. The event also included music, food and outdoor activities that attracted a large diverse group of attendees including locals who saw the pop-up promoted and came intentionally, individuals passing by during their commute home as well as national and international visitors who stumbled upon the event. The multi-stakeholder team behind the Neighborhood Plan for Denver were pleased to have incorporated the pop-up workshop as they felt the hands-on input from the community could not have been obtained from a traditional workshop, charette and online survey. Some of the best features of this traveling engagement event was its ability to successfully reach people who don't usually participate in this type of data collection. It also showed how a pop-up workshop can easily be transferable to lots of different processes and all kinds of planning and design endeavors.
ENGAGEMENT STRATEGIES help you get people interacting in ways that help them learn, share, resolve conflicts, make decisions and plan actions. You can use these techniques and formats in different combinations as part of an inclusive, well-rounded engagement strategy.

1. POLLING EXERCISES

Online tools like Mentimeter, Poll Everywhere and Meeting Pulse allow you to create polls with different kinds of questions, including multiple-choice, open-ended and rating questions. They can also display the results in various eye-catching ways, from bar graphs and pie charts to “word clouds.” Most of these tools allow people to participate via smartphone, tablet, laptop or desktop.

These polls can be purely online exercises administered by email or text, but you can also use them to make in-person meetings more interactive, dynamic and deliberative. When people see their answers displayed on the screen, it shows them their voices are being heard and their preferences are being recorded. The real-time polling responses are also great discussion tools – the facilitator can ask people to comment on the results of the poll, or ask if anyone wants to explain or justify their answers. Polling questions can also help you get a more in-depth understanding of the demographics of the people in the room.

1. Go to Mentimeter, Poll Everywhere and Meeting Pulse and explore how the tools work. Most of the platforms are free to use up to a certain level – if you expect to have more than 100 participants, for example, you have to buy a subscription to the platform.
2. Create a poll. Try to use different questions and display formats to make the poll more varied and interesting.
3. At the meeting, explain how people can access the poll (in most cases, they have to use their devices to go to the platform website and input a code that you provide them).
4. Spend part of the meeting conducting the poll; for each question, ask people if they want to comment on the results. For open-ended questions or ones that give “Other” as an option, you can ask for volunteers to explain their answers or what they meant by “Other.”
5. After their meeting, send participants the results of the poll (most platforms allow you to download the results as an Excel file or PDF.)

Figures: Examples of online polls used at community events
2. INTERACTIVE DISPLAYS

An interactive display is an exhibit, map, list or diagram that you put in a public place in order to share important information in an engaging way. Typically, interactive displays invite comments and input from people passing by, using markers for paper displays or chalk for chalkboard displays (see example below). Interactive displays can be set up for people to vote on their favorite ideas or priorities: a display can describe the different options and invite people to put a sticker in the appropriate column or a token in the appropriate jar. Interactive displays can also be utilized with a facilitator - someone who flags down people passing by, gives more information on the topic, answers questions and gathers additional information from the conversations.

Real world example: In Flatbush, an organization set up a large board in a central location where there is a lot of pedestrian traffic. The board read, “What makes Flatbush unique?” and provided ample space for resident feedback. Flatbush residents submitted ideas for how they would like to improve their community.

Figure II: Example of an interactive display
TOOLS IN ACTION
TRASH TALK AND WATERING HOLES, KINGDOM EAST SCHOOL DISTRICT, VERMONT

Community leaders in the rural, remote northeast corner of Vermont worked with Public Agenda to create a sustained engagement strategy to help improve the academic achievement of all students in an equitable way. Given the geography and often inaccessible terrain of the Kingdom East school district, it is difficult to connect with parents and other community members – it takes an hour to drive from one end of the district to the other. The superintendent and school board created an engagement strategy that enabled them to capitalize on where people already gather, both face-to-face and online, rather than create new spaces where they have to recruit people to participate.

They created a series of mechanisms where parents, educators, students and community members can contribute their input and ideas on how to improve their schools, including how they want to be engaged in the future.

1. Trash Talk – Trash Talk is a regular event on Saturdays where a school board member volunteers to oversee a booth at a local transfer station – a central location where community members can drop off their garbage. Community members can stop by for a few minutes, fill out surveys, speak with the volunteer and share ideas on improving the school system. This strategy takes advantage of the fact that residents frequent the transfer station weekly.

2. Watering Hole sessions – Working with local businesses and other community leaders, the superintendent and school board organized regularly occurring “watering hole sessions” at four local restaurants and bars. Public Agenda helped them produce discussion materials for 30-minute conversations. The sessions were widely publicized, with some participants going to the restaurants specifically for a watering hole conversation; others who wouldn’t normally attend school events wound up engaging with school leaders in a relaxed atmosphere.

3. Front Porch Forum – In the future, the Kingdom East team plans to introduce discussion questions and topics on Front Porch Forum (FPF), a network of free local online forums throughout the state. FPF is similar to Nextdoor but with trained moderators; over two-thirds of Vermont households belong to their local Front Porch Forum.

These strategies culminated in a district-wide event where they reported out the findings from Trash Talk and the watering holes and their vision for the district’s 5-year K-12 strategic plan. The 7th and 8th grade students took front stage at the event as they shared what they thought should be included in the strategic plan.

In the end, the input from Trash Talk and the watering hole sessions fed into the district’s K-12 strategic planning process that produced goals, informed decisions and established better ways for schools and communities to connect moving forward.

(Based on interviews with Jen Botzojorns and Celeste Griffin in the Kingdom East school district in Vermont)
Here is a compilation of the links to resources mentioned throughout the tool kit that you can refer to as you further develop and implement your engagement strategy. It is not exhaustive, and we do not advocate for any one author or resource.

How is Your Organization Communicating?

Hootsuite - https://hootsuite.com/
Buffer - https://buffer.com/

What is Happening Online?

Tweepsmap - https://tweepsmap.com/
Kumu - https://kumu.io/
NextDoor - https://nextdoor.com/
Recruiting Participants

EveryDay Democracy: How To Recruit Dialogue Participants
https://www.everyday-democracy.org/tips/how-recruit-dialogue-participants

Facilitation Techniques

Taking the Conversation Virtual


Face-To-Face Discussion

Try This West Virginia - http://trythiswv.com/have-a-community-conversation/
Text, Talk, Engage - https://www.publicagenda.org/services/text-talk-engage/

Online Engagement

All Our Ideas - https://www.allourideas.org/
IdeaScale - https://ideascale.com/
Ethelo - https://ethelo.com/
OneCount - https://www.one-count.com/

Case Study: Jane Addams School For Democracy, St. Paul, Minnesota

Traveling Engagement

Ohio State University Road Scholars Tour - https://engage.osu.edu/roads-scholars-tour
Decatur County School District - https://www.boe.dcboe.com/Content2/community-partnering

Displays and Ratings

Mentimeter - https://www.mentimeter.com/
Poll Everywhere - https://www.polleverywhere.com/
Meeting Pulse - https://www.crunchbase.com/organization/meeting-pulse
Front Porch Forum - https://frontporchforum.com/