

Measuring the Effectiveness of Public Involvement at Five State Departments of Transportation

Implementation of the NCHRP Research Report 905 Toolkit

Quick Reference Guide

April 29, 2022

Prepared for: National Cooperative Highway Research Program Transportation
Research Board of The National Academies of Sciences, Engineering, and Medicine

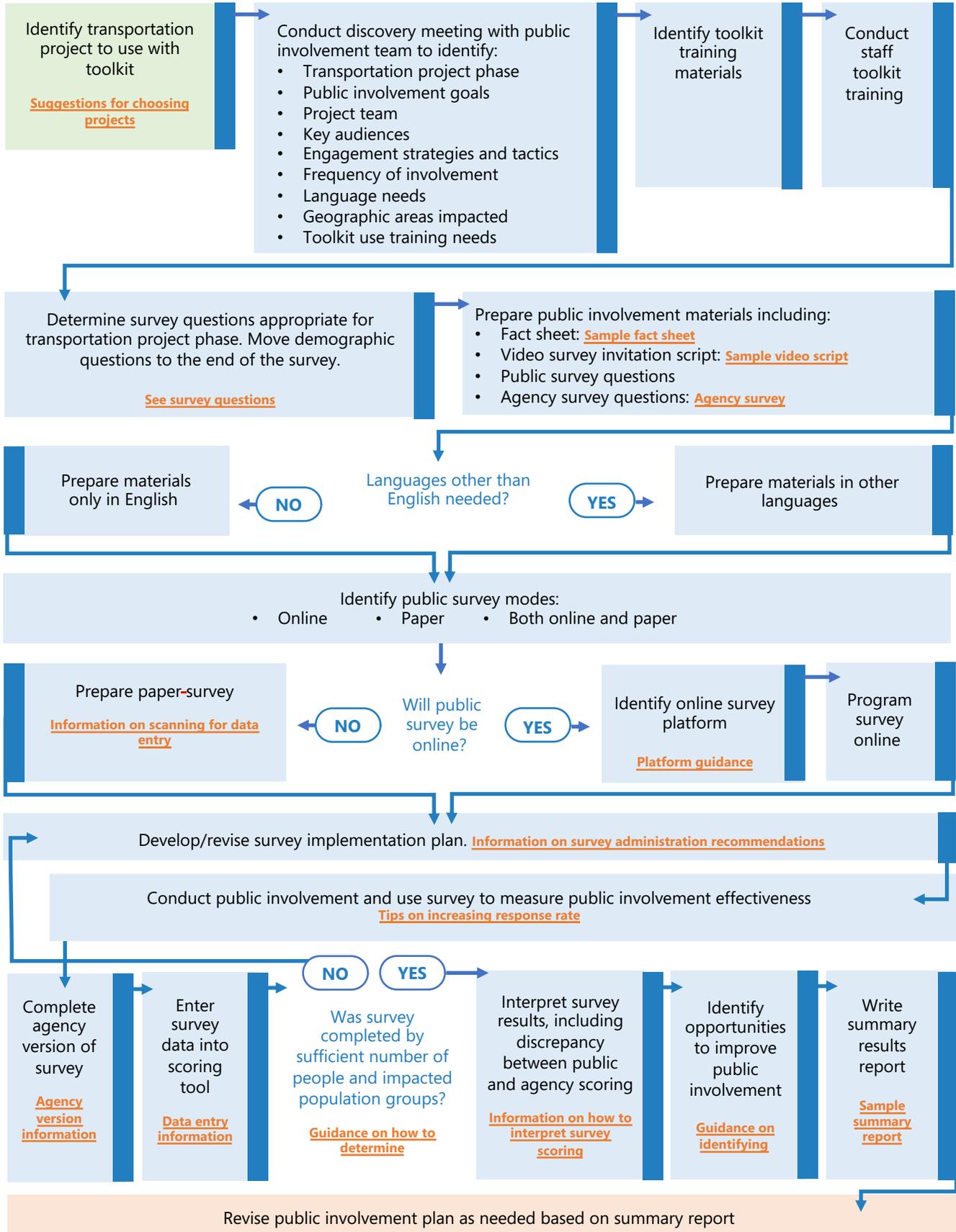


SPECIAL NOTE: This slide deck **IS NOT** an official publication of the National Cooperative Highway Research Program, Transportation Research Board, National Research Council, or The National Academies.

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Public Involvement Effectiveness Measurement Toolkit Process



Suggestions for choosing projects



- Select projects that include robust public involvement so there will be plenty of opportunities for evaluation.
- Suitable for all types of projects:
 - New facilities
 - Changes to existing facilities (bridge replacements, transit service changes, tolling, etc.)
 - Planning efforts (long-range plans, corridor plans, etc.).

Public survey questions (paper version)

Please indicate your choices like this:

1. How well do you read English?
Not very well (Please seek out someone who can assist you in completing this survey) Somewhat well Very well

2. What languages are spoken in your home? English Other (please specify): _____

3. How well do you understand spoken English?
Not very well Somewhat well Very well

As a reminder, your answers to all of the questions including the following demographic questions, are anonymous and will be grouped with the answers of other respondents to identify trends and patterns.

4. How do you identify? Male Female Gender(s) not listed here

5. What is your age? Under 18 18-24 25-34 35-44 45-54 55-64 65-74 75-84 85+

6. Are you of Hispanic or Latino origin? No Yes

7. How do you identify? (Choose just one)
White or Caucasian Black or African American American Indian or Alaska Native Asian or Asian American Native Hawaiian or Other Pacific Islander Other race or combination of races (please specify): _____

8. What was your total household income (before taxes) in the previous year?
Less than \$25,000 \$25,000 to less than \$35,000 \$35,000 to less than \$50,000 \$50,000 to less than \$75,000 \$75,000 to less than \$100,000 \$100,000 to less than \$150,000 \$150,000 to less than \$200,000 \$200,000 to less than \$250,000 \$250,000 and above

9. Do you have any of the following conditions? (Check all that apply)
A hearing problem that makes it difficult for you to hear what is said in normal conversation, even with a hearing aid
A vision problem that makes it difficult to read, even when wearing glasses or contact lenses
A condition that limits your ability to walk or climb stairs
Other conditions that might limit your participation in public involvement activities (please specify): _____
None of the above

For this next series of questions, please use one of the following to express how much you agree or disagree with the statements. Use the "Don't know" category if you do not know or do not have an opinion. Use the "Not applicable" category for statements that are either not applicable to the public involvement for this transportation project or are not applicable at this time, but may be in the future.

- Strongly disagree - Disagree - Neither agree nor disagree - Agree - Strongly agree

10. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not Applicable
a. I understood how my input and engagement would be used.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I understood which decisions could be influenced by public input and which decisions could not.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I understood when I could provide input to potentially influence project decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Project decisions reflected public input.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. If public input was not incorporated into a project decision, I understood the reasons why.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I understood the purpose of the public involvement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I understood how project decisions were made.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not Applicable
a. I understood the <u>benefits</u> of the options/alternatives under consideration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I understood the <u>financial costs</u> of the options/alternatives under consideration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I understood the <u>negative impacts</u> of the options/alternatives under consideration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The public was kept up to date on project progress.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I had access to enough information about the project.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Information was easy to understand.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not Applicable
a. The public involvement process lasted long enough to allow for public input on major project decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Project information was shared with the public well in advance of project decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. After receiving public information, I had sufficient time to understand the most important issues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not Applicable
a. Those affected by the project were encouraged to voice their opinions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Public involvement activities were held in locations that are affected by the project.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Public involvement activities were held at transit-accessible locations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not Applicable
a. Public involvement activities were held in community facilities familiar to the affected communities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Public involvement activities were held in locations that were accessible to people with disabilities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Opportunities for participation other than in-person meetings were offered.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Please continue on next page

Public survey questions (paper version)

15. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Not Applicable
a. Translation and interpretation services were provided to people with limited English proficiency.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Public involvement activities were held on a variety of days and times, to accommodate people with different schedules.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Child care or child-friendly activities were offered to families who attended.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Any barriers to participation were addressed in a timely manner.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Overall, I was satisfied with the public involvement process.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What are the top three things that could have been done to improve the public involvement process?

1. _____

2. _____

3. _____

18. What public involvement activities have you participated in for this project? (Check all that apply)

In-person public meetings/open houses	<input type="checkbox"/>	Stakeholder round tables	<input type="checkbox"/>
Online public meetings/open houses	<input type="checkbox"/>	Door-to-door outreach	<input type="checkbox"/>
Focus groups (usually involves 6 to 12 people meeting for 1 to 2 hours)	<input type="checkbox"/>	Outreach to special populations	<input type="checkbox"/>
Information tables at fairs, festivals, or other such community settings	<input type="checkbox"/>	Advisory committee meetings	<input type="checkbox"/>
Community briefings	<input type="checkbox"/>	Other (please specify): _____	<input type="checkbox"/>

Thank you for taking our survey. Your response is very important to us.

BUSINESS REPLY ADDRESS

PUBLIC INVOLVEMENT EFFECTIVENESS SURVEY

Thank you for taking a few minutes to complete this assessment for the [INSERT NAME OF TRANSPORTATION PROJECT]. We are interested in your perceptions of the public involvement activities, events, and processes that have occurred up to this point in time. Your answers are completely anonymous.

Your feedback is very important to us. We will use the data collected from this assessment to evaluate the public involvement for this project so that we can best meet the needs of those potentially affected by the project.

Please complete this assessment at the end of the community engagement/public involvement event and return to the assessment staff. Or complete it later and mail to [INSERT NAME OF TRANSPORTATION AGENCY]. The postage is already paid. Just fold so that the return address shows and secure with one piece of tape in the place identified below. Thanks again for your feedback.

Project Name: _____ Location: _____ Date: _____

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Sample fact sheet

Measuring Public Involvement Effectiveness

Implementing NCHRP Public Involvement Effectiveness Measurement Toolkit

The National Cooperative Highway Research Program (NCHRP) developed a toolkit to help transportation agencies measure the effectiveness of their public involvement activities. Using the toolkit, agencies can collect and compare public and agency feedback on several indicators of effective engagement.

When community members participate in decision-making, state departments of transportation (DOTs) can develop plans and projects that better meet the needs of the people they are serving. Effective engagement also helps minimize costly project delays and build support for future transportation investment.

Key toolkit features

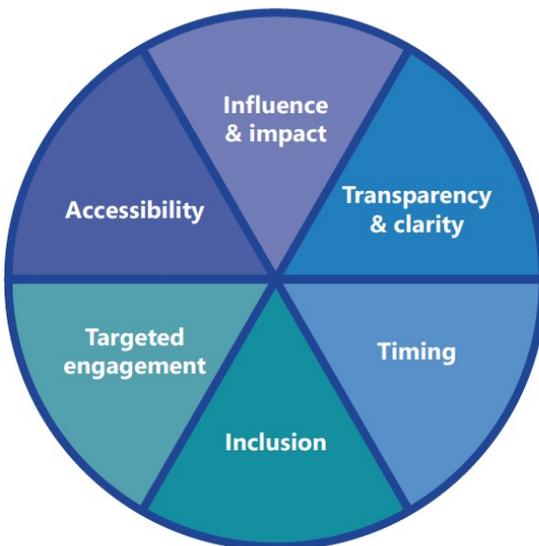
The toolkit includes the following elements:

-  Public survey anonymously collects community input on engagement effectiveness and demographics
-  Agency survey measures agency perceptions of engagement effectiveness
-  Scoring tool automatically calculates the public and agency survey results for comparison
-  Guidelines and resources for using and scoring the survey

The Public Involvement Effectiveness Measurement Toolkit helps agencies:

-  Learn what is working well and areas to improve engagement
-  Build relationships with communities, including people traditionally underrepresented in transportation planning
-  Focus engagement efforts to involve people affected by change in decision-making
-  Track progress over time

Indicators of effective public involvement



Influence & impact

- Does the public understand how their input will influence project decisions?

Transparency & clarity

- Does the public understand the project and trust the decision-making process?

Timing

- Did the public have enough time to provide input?

Inclusion

- Did the process represent and include those affected?

Targeted engagement

- Did you focus engagement in the locations relevant to people affected by the project?

Accessibility

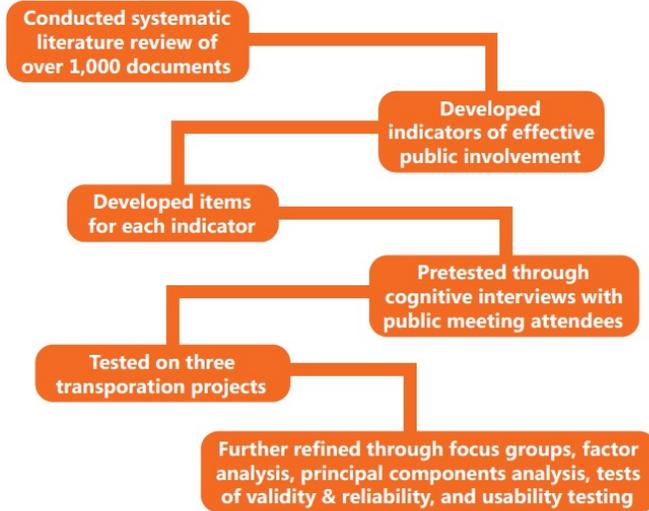
- Did you provide multiple methods for public participation?

Sample fact sheet

Measuring Public Involvement Effectiveness

Implementing NCHRP Public Involvement Effectiveness Measurement Toolkit

How was the toolkit developed?



Learn more about the Public Involvement Effectiveness Measurement Toolkit:
apps.trb.org/cmsfeed/TRBNetProjectDisplay.asp?ProjectID=4935

Implementation timeline

The NCHRP team is supporting Arizona, Georgia, Utah, North Carolina, and Texas state DOTs as they implement the measurement toolkit.

Tasks	2020	2021	2022
Discovery	■	■	
Develop training for toolkit users		■	
Deliver training		■	
Translate materials		■	
Support implementation		■	
Present project results			■
Final reporting			■

The National Cooperative Highway Research Program (NCHRP) produces ready-to-implement solutions to the challenges facing transportation professionals. NCHRP is sponsored by the individual state departments of transportation of the American Association of State Highway and Transportation Officials (AASHTO), in cooperation with the Federal Highway Administration (FHWA). NCHRP is administered by the Transportation Research Board (TRB), part of the National Academies of Sciences, Engineering, and Medicine. Any opinions and conclusions expressed or implied in resulting research products are those of the individuals and organizations who performed the research and are not necessarily those of TRB; the National Academies of Sciences, Engineering, and Medicine; or NCHRP sponsors.

Sample video script

Goal: Share a concise, high-level overview of the PIE survey and why public participation in the survey is important.

Visual example	Script suggestion
B roll of local area	Thank you for providing your input! Here at [state] DOT, we believe everyone in our community has a voice in transportation planning. That is why we're measuring the effectiveness of our public involvement activities with a survey.
B roll of people in community	Are we effectively engaging the people affected by this project? Do you understand how your input influences decisions? Did we give you enough time to participate?
B roll of transportation system	How should we involve people who rely on safe and reliable roads and bridges to get where they need to go?
B roll of people at outreach event or virtual meeting	Your input helps us learn what is working well, and where we can improve.
B roll of people in community	We want to hear from all communities across our state, especially people who have been historically left out of important conversations like this.
Video of person using smart phone and/or completing paper survey	It just takes a few minutes to share your experience.
	Thank you! We appreciate your time and value your input. [Link to PIE survey]

Agency version of survey (information on using the agency version is found on page 23)

Agency Survey

Project Information

1. Project Name:

2. Location:

3. Date:

For this next series of questions, please use one of the following to express how much you agree or disagree with the statements. Use the "Don't know" category if you do not know or do not have an opinion. Use the "Not applicable" category for statements that are either not applicable to the public involvement for this transportation project or are not applicable at this time, but may be in the future.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Influence and Impact

4. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
The public was informed about how their input and engagement would be used	<input type="text" value="Strongly disagree"/> <input type="text" value="Disagree"/> <input type="text" value="Neither agree nor disagree"/> <input type="text" value="Agree"/> <input type="text" value="Strongly Agree"/> <input type="text" value="Don't know"/> <input type="text" value="Not applicable"/>	<input type="text"/>
It was clear which decisions could be influenced by public input and which decisions could not	<input type="text" value="Strongly disagree"/> <input type="text" value="Disagree"/> <input type="text" value="Neither agree nor disagree"/> <input type="text" value="Agree"/> <input type="text" value="Strongly Agree"/> <input type="text" value="Don't know"/> <input type="text" value="Not applicable"/>	<input type="text"/>

Agency version of survey

The public understood when they could provide input to potentially influence project decisions	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
Project decisions reflected public input	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
If public input was not incorporated into a project decision, the reasons were clear to the public	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The agency was clear about the purpose of the public involvement	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The agency was clear about how project decisions were made	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	

Transparency and Clarity

5. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
The public understood the benefits of the options/alternatives under consideration	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	

Agency version of survey

The public understood the <u>financial costs</u> of the options/alternatives under consideration	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The public understood the <u>negative impacts</u> of the options/alternatives under consideration	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The agency kept the public up to date on project progress	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The public had access to enough information about the project	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
Information was easy for the public to understand	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	

Timing

6. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
The public involvement process lasted long enough to allow for public input on major project decisions	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The agency shared project information with the public well in advance of project decisions	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	

Agency version of survey

After the public received project information, there was sufficient time to understand the most important issues	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	
--	--	--

Inclusion

7. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
The agency encouraged those affected by the project to voice their opinions	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	
The agency held public involvement activities in locations that are affected by the project	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	
The agency held public involvement activities at transit-accessible locations	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	

Targeted Engagement

8. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
The agency held public involvement activities in community facilities familiar to the affected communities	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	

Agency version of survey

The agency held public involvement activities in locations that were accessible to people with disabilities	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	
The agency offered opportunities for participation other than in-person activities	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	

Accessibility

9. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
The agency provided translation and interpretation services to people with limited-English proficiency	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	
The agency held public involvement activities on a variety of days and times, to accommodate people with different schedules	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	
The agency offered child care or child-friendly activities to families who attended	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	
If barriers to participation were identified, the agency addressed them in a timely manner	<input type="radio"/> Strongly disagree <input type="radio"/> Disagree <input type="radio"/> Neither agree nor disagree <input type="radio"/> Agree <input type="radio"/> Strongly Agree <input type="radio"/> Don't know <input type="radio"/> Not applicable	

Agency version of survey

Overall Satisfaction

10. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
Overall, I was satisfied with the public involvement process	<p>Strongly disagree</p> <p>Disagree</p> <p>Neither agree nor disagree</p> <p>Agree</p> <p>Strongly Agree</p> <p>Don't know</p> <p>Not applicable</p>	<input type="text"/>

Public Involvement Feedback

11. What are the top three things that the agency could have done to improve the public involvement process?

-
-
-

12. What public involvement activities were conducted for this project? (check all that apply)

- In-person public meetings
- Online public meetings
- Focus groups (usually involves 6 to 12 people meeting for 1 to 2 hours)
- Information tables at fairs, festivals, or other such community settings
- Community briefings
- Stakeholder round tables
- Door-to-door outreach
- Outreach to special populations
- Advisory committee meetings
- Other - Write In

Agency Specific Indicator

13. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
Special interest groups did not exert improper influence on the public involvement process	<p>Strongly disagree</p> <p>Disagree</p> <p>Neither agree nor disagree</p> <p>Agree</p> <p>Strongly Agree</p> <p>Don't know</p> <p>Not applicable</p>	<input type="text"/>

Agency version of survey

The agency received public involvement summaries in time to use them in project decisions	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
Public involvement events were well attended throughout the course of the project	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The public expressed interest in getting project updates, such as signing up for email and postal updates	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
If some people affected by the project were missing from outreach events or activities, the agency made an extra effort to include them in future outreach	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
The demographics of the people who participated in the public involvement process were similar to the demographics of people who live in the project area	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	

Thank You!

Thank you for taking our survey. Your response is very important to us.

Scanning for data entry



There are companies that can assist in doing the layout of your paper surveys so you can have completed surveys scanned for electronic data entry into a spreadsheet. You can then use that database to enter the data into the scoring tool.

Online survey platform guidance



Many survey platforms should work for programming the survey. We recommend using a platform designed specifically to collect survey data.

Very importantly you want a platform that allows you to program in multiple languages, download the data in numeric form and which will download the data in the correct order of the survey questions. These last two criteria will make putting the survey data into the scoring tool much easier. You may want to confer with your research, data, analytics team.

Survey administration recommendations

Using the Paper Survey

- The paper survey (see pages 6 and 7) is designed to be printed on a legal size sheet of paper.
 - It is then folded into thirds, producing a self-mailer with the introductory panel used to explain the purpose of the survey and how to complete it. The name of the transportation project should be inserted in the space provided on the introductory panel.
 - The blank panel should be used to provide the business-reply postage so that those respondents who choose to take the survey with them and complete it later can easily mail it back (without the use of an envelope or paying for postage).
- The survey should be printed on paper stock of sufficient weight (28# or higher) to avoid participants tearing through the paper as they complete it. This is also important so that surveys mailed back by participants make it through the postal service automated mail handling systems.
- The print vendor should be instructed to fold the survey into thirds as part of the print process.
- There are vendors who can redesign the layout to allow for the use of optical character recognition for automatic data entry. This is most useful when there are very large amounts of completed surveys. It reduces error in data entry and is less expensive than manual data entry.
- The small box in the bottom left-hand corner of the introductory panel can be used to place unique identification numbers for the survey (such as a code that identifies a specific project and/or location) or to simply consecutively number the surveys. These numbers can be added as part of the printing process or can be hand entered. The use of such numbers still provides complete anonymity for respondents.
- The "For Office Use Only" boxes are for the use by those coding the open-end questions.

Survey administration recommendations

Using the Online Survey

- The online version of the survey can be used with many online survey platform. There are a variety of easy-to-use, inexpensive (many for yearly subscriptions of less than \$1,000) online survey platforms to choose from.
- For most of these online survey platforms, the programming can be accomplished by simply copying and pasting the content from the paper version of the survey.
- Most of these online survey platforms will automatically optimize the survey for use with tablets and smart phones. This is important because it is estimated that about 70% of all online surveys are now completed on such mobile devices.
- The online survey address (URL) can be presented to public involvement activity participants in a variety of ways, including but not limited to:
 - Signage at public involvement activities, such as open houses and tabling events
 - Emails and letters mailed to participants
 - Project newsletters (both print and online)
 - Online open house websites
- Once the data is collected, it can be downloaded into a spreadsheet by following the simple instructions on whichever online survey platform is being used. This data can then be cut and pasted into the survey scoring tool (as explained later in this document).
- As with the paper version of the survey, the online version provides complete anonymity for respondents.

Tips on increasing response rate

Best Practices for Increasing the Response Rate

- Use signage at public involvement events/activities to direct attendees where to complete the survey.
- Signage should also clearly communicate the benefits of completing the survey to attendees.
- The survey should be available on both paper and online versions, not only because of the increased use of online open houses and other online public engagement formats, but also because some people prefer to complete the survey online even when handed a paper version.
- Pens/pencils need to be readily available for those completing the paper survey.
- Tablets and/or laptop computers with internet access should be available for those who prefer to complete the survey online.
- People can also complete the survey online on their smart phones since most online survey platforms include this feature, many of them automatically doing the optimization.
- For in-person activities, public involvement staff should intercept attendees and urge them to complete the survey. This is especially important for attendees who may leave the activity without noticing the area where the survey is available.
- For online open houses, create a pop-up survey invite wherever they exit the open house website. This avoids the problem of participants only seeing the survey invite after they reach the comment form section of the online open house materials.

Tips on increasing response rate

Best Practices for Increasing the Response Rate (continued)

- Transportation agencies should partner with those conducting the public involvement to further communicate to the public the importance of completing the survey and how the results will benefit the public.
- The Public Involvement Effectiveness Survey should be presented by the transportation agency as just as important as other surveys and comment forms that may be part of the public involvement process; otherwise the Public Involvement Effectiveness Survey is more likely to be ignored.
- Transportation agencies should consider having public members of advisory committees (if such exist) urging attendees to complete the survey. Advisory committee members may be seen as more trusted messengers and may have a bigger impact on the percentage of participants who complete the survey.
- Where permitted and where budget allows, incentives for participation (such as the chance to win a gift card) can increase the response rate. If incentives are used, the sweepstakes entry form should be provided to participants *after* they hand in their paper version of the survey to maintain their anonymity in regard to their survey answers. For those completing the survey online, a simple redirect can be programmed at the end of the survey so that their sweepstakes entry information appears in a form separate from the survey itself.

Agency version information

Using the Agency Version of the Survey

- The agency version of the survey is programmed online using the same approach described on page 20 for the online version of the survey used with the public.
- The agency version has the added advantage of providing space to report the evidence/documentation used to substantiate the ratings provided for each item on the survey.
- The agency version of the survey should be used from the very beginning of a project, and then on a regular basis in conjunction with the public version of the survey. This will:
 - Allow for tracking of change in agency ratings over time
 - Document the public involvement processes being used
 - Allow for a comparison between the public's ratings and the agency's ratings
- The results of the agency version compared to the results of the public ratings (automatically provided as part of the scoring tool described later in this document) can serve as a useful tool as the transportation agency assesses its public involvement processes.

5. Please rate your level of agreement/disagreement for each of the items below and indicate the documentation/evidence to substantiate your ratings.

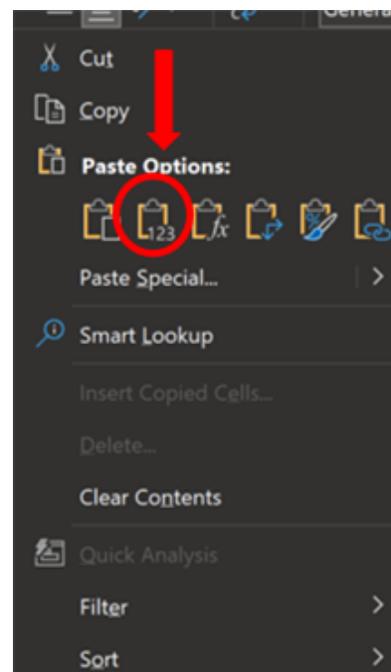
	How much do you agree or disagree with this statement?	What documentation/evidence do you have to substantiate your rating?
a. The public understood the <u>benefits</u> of the options/alternatives under consideration	<input type="text" value="Strongly disagree"/> <input type="text" value="Disagree"/> <input type="text" value="Neither agree nor disagree"/> <input type="text" value="Agree"/> <input type="text" value="Strongly Agree"/> <input type="text" value="Don't know"/> <input type="text" value="Not applicable"/>	<input type="text"/>
b. The public understood the <u>financial costs</u> of the options/alternatives under consideration	<input type="text" value="Strongly disagree"/> <input type="text" value="Disagree"/> <input type="text" value="Neither agree nor disagree"/> <input type="text" value="Agree"/> <input type="text" value="Strongly Agree"/> <input type="text" value="Don't know"/> <input type="text" value="Not applicable"/>	<input type="text"/>

Data entry information

Best Practices for Data Entry

- The structure of the scoring tool will always stay the same: Questions are nested in indicators which in turn make up the overall index (See Figure on page 26).
- Survey responses are all anonymous, but they are each assigned a unique ID for tracking purposes. Unique IDs help distinguish respondents in the absence of personally identifying information. The unique ID is composed of the project name, location, and respondent number.
- Enter responses exactly as they appear on the survey form. If the response is ambiguous (e.g. if two options are selected on a paper survey), record the response for that question as a period (.).
- For the scoring calculation to work, you cannot:
 - Change the way questions and indicators are grouped
 - Rename or renumber questions or indicators
 - Delete or add questions or indicators
 - Enter a "0" for questions 10a-16 (or the scoring calculations will not work)
- However, you can:
 - Skip a question or indicator by entering a period ("."). This will not affect calculations.

VERY IMPORTANT -- When you copy-paste the data into the scoring tool, instead of using Control-C and Control-V functions, only use the paste option in the scoring tool as shown in the image to the right. That way, the pre-existing formulas will remain in the spreadsheet.



Data entry information

1. Scoring Tool Structure

- The “Codebook” tab shows the organization of the survey questions and indicators in the index. Use the codebook to see how items are grouped into indicators.
- Certain questions are excluded from the final scores, for example, because they are demographic variables or qualitative responses that cannot be scored as a number. Those questions are noted in the “Included in the Index” column on the far right of the codebook.

Codebook				
Indicator	Item (Survey Questions) – Public	Item (Survey Questions) – Agency	Item Label	Included in the Index
Representativeness/ Demographics	1	How well do you read English?	1.Read English	No - Public Specific
	2-	What languages are spoken in your home? (check all that apply)		
	2a	Language spoken at home: English	2a.Language English	No - Public Specific
	2b	Language spoken at home: Other	2b.Language Other	No - Public Specific
	2c	Language spoken at home: Other (specify)	2c.Language Other Specify	No - Public Specific
	3	How well do you understand spoken English?	3.Understand English	No - Public Specific
	4	How do you identify?	4.Gender	No - Public Specific
	5	What is your age?	5.Age	No - Public Specific
	6	Are you of Hispanic or Latino origin?	6.Ethnicity	No - Public Specific
	7a	How do you identify? (choose just one)	7a.Race	No - Public Specific
	7b	How do you identify? (open-ended response)	7b.Race Specify	No - Public Specific
	8	What was your total household income (before taxes) in the previous year?	8.Income	No - Public Specific
	9-	Do you have any of the following conditions? (check all that apply)		
	9a	A hearing problem that makes it difficult for you to hear what is said in normal conversation, even with a hearing aid	9a.ADA Hearing	No - Public Specific
	9b	A vision problem that makes it difficult to read, even when wearing glasses or contact lenses	9b.ADA Vision	No - Public Specific
	9c	A condition that limits your ability to walk or climb	9c.ADA Walk	No - Public Specific
	9d	Other conditions that might limit your participation in public involvement activities	9d.ADA Other	No - Public Specific
	9e	Other conditions that might limit your participation in public involvement activities (specify)	9e.ADA Other Specify	No - Public Specific
	9f	None of the above	9f.ADA None	No - Public Specific
Influence and Impact	10-	How much do you agree or disagree with the following statement?	How much do you agree or disagree with the following statement?	
	10a	I understood how my input and engagement would be used	The public was informed about how their input and engagement would be used	10a.Input Yes
	10b	It was clear which decisions could be influenced by public input and which decisions could not	It was clear which decisions could be influenced by public input and which decisions could not	10b.Could Influence Yes
	10c	I understood when I could provide input to potentially influence project decisions	The public understood when they could provide input to potentially influence project decisions	10c.When Influence Yes
	10d	Project decisions reflected public input	Project decisions reflected public input	10d.Reflected Input Yes
	10e	If public input was not incorporated into a project decision, I understood the reasons why	If public input was not incorporated into a project decision, the reasons were clear to the public	10e.Understood Reasons Yes
	10f	I understood the purpose of the public involvement	The agency was clear about the purpose of the public involvement	10f.Purpose Yes
	10g	I understood how project decisions were made	The agency was clear about how project decisions were made	10g.Decisions Yes

1



Codebook

Enter data - Project Info

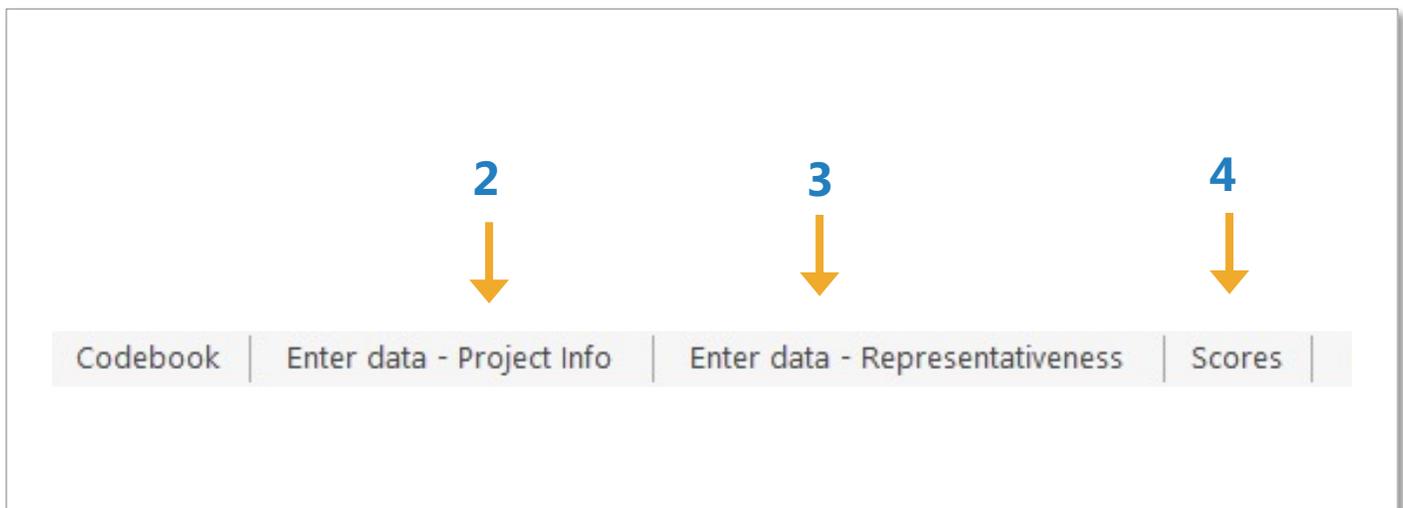
Enter data - Representativeness

Scores

Data entry information

Scoring Tool Structure

2. Enter information about the project itself (such as project name and location) on the first data entry tab, "Project Info" (see page 30) for more about the "Project Info" tab).
3. Each indicator has its own tab at the bottom of the screen. Enter survey data for each indicator by clicking on the appropriate tab.
 - Each row collects data for a different survey respondent. Each column represents a different question about the project.
4. Index scores are automatically calculated on the "Scores" tab. This is where you will see the final scores for each item, each indicator, and the overall index score. The Scores tab appears as the last tab.



Data entry information

Data Entry Rules: How to correctly enter responses for accurate scoring

1. Do not enter values greater than 5. Cells with these values will turn red to flag the error. However, the scoring tool will still use these incorrect values in the calculation, creating an inaccurate final score. Check each data entry tab and fix red cells by entering a valid response (e.g. 1-5, DK, NA, or a period (.) for questions that were skipped).
2. Do not enter "0" for any value. The question and indicator scores cannot be calculated if there are "0" values. Cells with "0" values will turn red. On the "Scores" tab, the tool will indicate that an error has occurred using the code "MISSING". Check each data entry tab and fix red cells by entering a valid response (e.g. 1-5, DK, NA, or a period (.)).
3. The scoring tool will not calculate cells with text in them. Cells will turn yellow to flag the entry for the following codes: "DK", "NA", or a period (.), or blank cells. Writing in text other than "DK", "NA", or a period (.) will not affect scoring, and will not be highlighted. However, if all responses for a question are DK, NA, periods (.), or blank, scores will not calculate and there will be a "MISSING" code on the Scores tab.

Survey Unique ID	10a.Input	10b.Could Influence	10c.When Influence	10d.Reflected Input
Name_Tacoma_1	3	6	DK	
Name_Tacoma_2	4	0	NA	.

Data Entry Rules: Demographic Information

On the data entry tabs for Representativeness:

Questions in the Representativeness indicator are demographic and **are not used to calculate index scores**—see below for their specific data-entry rules. Survey demographics are summarized on the Scores tab. Entering American Community Survey data (see page 33) allows comparisons between respondents and ACS estimates.

1. How well do you read English?

Not Very Well = 0
Somewhat well = 1
Very Well = 2

2. What languages are spoken in your home?

English = 0
Other (please specify)* = 1
*No matter what the respondent specifies, enter a 1, and then record the open-end response in the next column

3. How well do you understand spoken English

Not Very Well = 0
Somewhat well = 1
Very Well = 2

4. How do you identify?

Male = 0
Female = 1
Gender(s) not listed here = 2

5. What is your age?

Under 18 = 0	55-64 = 5
18-24 = 1	65-74 = 6
25-34 = 2	75
35-44 = 3	-84 = 7
45-54 = 4	85+ = 8

6. Are you of Hispanic or Latino origin?

No = 0
Yes = 1

7. How do you identify?

White or Caucasian = 0
Black or African American = 1
American-Indian or Alaska Native = 2
Asian or Asian American = 3
Native Hawaiian or Other Pacific Islander = 4
Other race or combination of races (please specify)* = 5

*No matter what respondent specifies, enter a 5, and then record the open-end response in the next column

8. What was your total household income (before taxes) in the previous year?

Less than \$25,000 = 0
\$25,000 to \$49,999 = 1
\$50,000 to \$74,999 = 2
\$75,000 to \$99,999 = 3
\$100,000 to \$149,999 = 4
\$150,000 to \$199,999 = 5
\$200,000 to \$250,000 = 6
\$250,000 and above = 7

9. Do you have any of the following conditions? (check all that apply)

For questions 9a-9f, enter a "1" in the column for each item that the respondent selected.

Data Entry Rules: Responses for Questions 10 through 18

Enter responses to questions 10a-16 as follows:

Strongly Disagree = 1	Not Applicable = NA
Disagree = 2	Don't Know = DK
Neither Agree nor Disagree = 3	No response = A period (.)
Agree = 4	Multiple responses per question or unintelligible answer = A period (.)
Strongly Agree = 5	

Questions 2b, 7b, 9e, 17a-c, and 18k in the scoring tool are open-ended. Enter answers to these questions as they appear on the survey instrument.

Survey Unique ID	18k.Other Specify
Name_Tacoma_1	My neighbors went to a public meeting at city hall and gave me copies of their resources

For question 18a-j in the scoring tool, enter a "1" in the column for each item the respondent selected.

Survey Unique ID	18a.Person	18b.Online	18c.Focus Groups
Name_Tacoma_1	1		1
Name_Tacoma_2	1	1	

If the code "MISSING" appears in the Survey Unique ID column, the scoring tool is flagging that there is no project information for that particular respondent. Check the "Project Info" tab to add in the project information.

Survey Unique ID	18a.Person	18b.Online	18c.Focus Groups
Name_Tacoma_1	1		1
MISSING	1	1	

Step 1: Enter Project Information

In the Project Info tab:

1. Enter the project name, followed by a "_" (e.g. "Name_" vs "Name").
2. Enter the location of the activity or event, followed by a "_" (e.g. "Tacoma_" vs "Tacoma"). If entering Agency responses, include "Agency" in this column.
 - Agency responses **must** include "Agency" in this column for the tool to distinguish between, and calculate, Agency and Public scores.
3. Respondent Number will automatically generate after entering Project Name and Activity/Event Location.
4. The survey unique ID generates automatically. It combines the project name, location, and respondent number.
5. Enter the type of public involvement for the project. Some projects may only have one type while others may have multiple (e.g. in-person meetings, focus groups, etc.).
6. Enter the survey mode ("paper" or "online"). Scores include both paper and online responses.
7. (Optional) Enter the date the respondent took the survey. Date is required for making reports based on specific dates.

Tip —

Unique identifiers (IDs) tie each response to a particular project, which helps track respondents while keeping them anonymous. Online surveys automatically create unique IDs. Consider writing unique IDs on each paper survey.

Note —

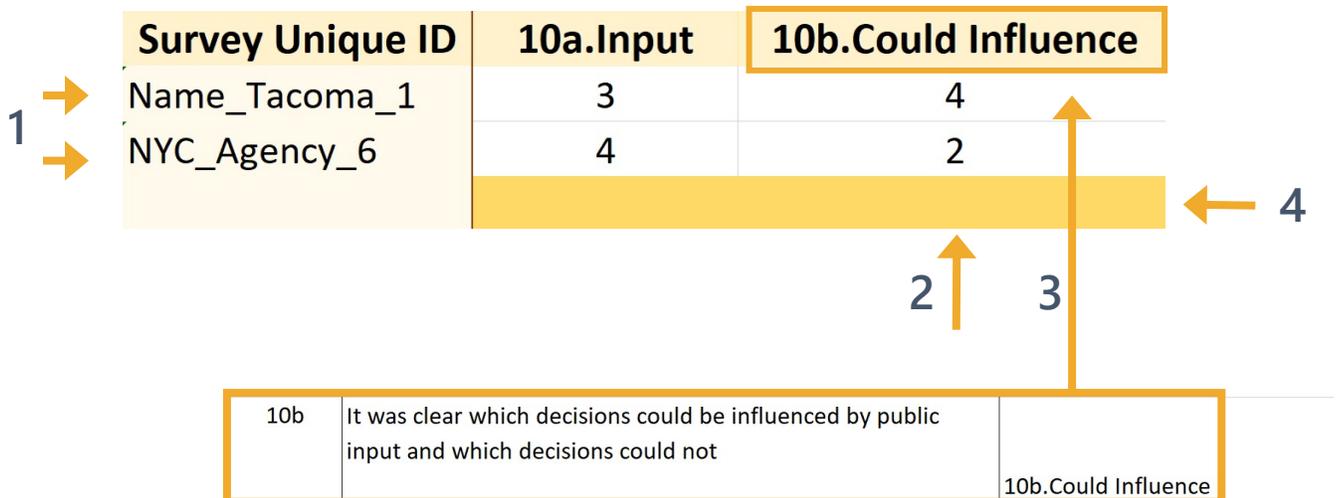
The other data entry tabs automatically pull project information from the Project Info tab.

1	2	3	4	5	6	7
Project Name	Activity/Event Location	Respondent Number	Survey Unique ID	Public Involvement Type	Survey Mode	Date
Name_	Tacoma_	1	Name_Tacoma_1	In-person meeting	Paper	
Name_	Tacoma_	2	Name_Tacoma_2	Online open house	Online	

Step 2: Enter Responses

On the data entry tabs for each indicator:

1. Responses for each survey taker are entered on a separate **row**.
2. Each item appears in its own **column**. Each item has both a number (e.g. 10b) and a label (e.g. 10b. Could Influence).
3. Item numbers and labels match those in the "Codebook" tab.
 - In the agency survey, agencies write in additional evidence to support their rating for each item. These "Evidence" items can be located in the Agency Item tab and identified by "Evidence" added on to the item label [e.g. 10a.Input (Evidence)]. Enter these open-ended responses as they appear on the survey.
4. Blank cells will appear shaded as yellow.
 - Paper survey responses are entered manually. Online survey responses can be copied and pasted from the data download from your preferred online survey platform.



Step 3(optional): Enter American Community Survey (ACS) Demographics Data

On the data entry tab for ACS Demographics:

- Each ACS estimate for the affected geographic area are entered on a separate **row**.
 - For easier reporting, response categories in the Scoring Tool match the format from the federal EJ Screener and the ACS, not necessarily the format of the demographic items in the Survey Tool.
 - Enter data from trusted sources, such as ejscreen.epa.gov or census.gov.
- Each statistic appears in its own **column**.

2
↓

ACS Demographics Format from https://ejscreen.epa.gov/mapper/index.html			
Population by race		ACS Estimates	Percent
	Total	9,666	100%
	White	4,955	51%
	Black	2,542	26%
	American Indian	230	2%
	Asian	1339	14%
	Native Hawaiian or Pacific Islander	212	2%
	Some Other Race	140	1%
	Population Reporting Two or More Races	248	3%
	Total Hispanic Population	738	8%
Population by sex			
	Male	4,781	49%
	Female	4,885	51%
<i>Note: There is no option for genders not listed here</i>			

1 →

Guidance on how to determine if response rate is adequate and if impacted groups are adequately represented

- Keep in mind -- the purpose of evaluating the effectiveness of public involvement is to improve, not to prove. This means that although a higher response rate is preferable, hearing from any of your constituents can be very helpful as you seek to improve your public involvement.



- It is useful to compare the demographics of the survey respondents to the demographics for the area impacted by the transportation project.



How to interpret survey scoring

How Scoring Works

1. Index scores are calculated on the Scores tab.
2. The scoring tool calculates the geometric mean across respondents for each item ("Item Scores" column) to produce an indicator score ("Indicator Scores" column). It then calculates the geometric mean of the indicator scores to produce the overall index score ("Overall Index Score").
3. Low effectiveness scores are highlighted in **red** (scores less than or equal to 2 out of 5).
4. Moderate effectiveness scores appear in **black** text (scores greater than 2 and less than 4).
5. High effectiveness scores are highlighted in **green** (scores greater than or equal to 4 out of 5).
6. A **blue** "MISSING" code highlights the lack of numerical data. Check the data-entry tab(s)...
 - if there is a "0" value, enter the correct score (see page 30 for data entry rules).
 - if all of the responses for that item are DK, NA, or a period ("."), no action is needed.
7. The overall index score will also be "MISSING" if one or more indicators are missing. More data will be needed to give a valid score.

Codebook				Public Scores		
Indicator	Item (Survey Questions)		Item Label	Item Scores	Indicator Scores	Overall Index Score
Influence and Impact	10a	I understood how my input and engagement would be used	10a.Input	3.6	2.7	3.2
	10b	It was clear which decisions could be influenced by public input and which decisions could not	10b.Could Influence	MISSING		
	10c	I understood when I could provide input to potentially influence project decisions	10c.When Influence	2.0		
	10d	Project decisions reflected public input	10d.Reflected Input	3.0		
	10e	If public input was not incorporated into a project decision, I understood the reasons why	10e.Understood Reasons	3.2		
	10f	I understood the purpose of the public involvement	10f.Purpose	2.3		
	10g	I understood how project decisions were made	10g.Decisions	2.5		
Transparency and Clarity	11a	I understood the <u>benefits</u> of the options/alternatives under consideration.	11a.Benefits	5.0	2.9	
	11b	I understood the <u>financial costs</u> of the options/alternatives under consideration	11b.Financial Costs	3.9		
	11c	I understood the <u>negative impacts</u> of the options/alternatives under consideration	11c.Negative Impacts	1.7		

Comparing Public and Agency Scores

- The discrepancy between how the public and the agency scored a particular item, indicator, and the overall public involvement is calculated on the right side of the Scores tab.
- Discrepancies are calculated by subtracting the Agency Score from the Public Score for the given item, indicator, or overall score.
- Negative discrepancy numbers indicate that the Public Score is less than the Agency Score for the given item, indicator, or overall index score. Negative scores occur when the agency scored itself more highly than the public scored the agency. Positive numbers represent the public scored the agency higher than the agency did.
- For context, a difference of "1" represents the difference between scores such as: "Strongly Agree" (5) and "Agree" (4) or "Disagree" (2) and "Strongly Disagree (1)."
- The total number of public and agency responses appear next to the discrepancy scores section.
- Enter dates in boxes at the bottom of the score tab to see how scores change for items, indicators, and the overall index scores over time. This function can be useful for running reports or exploring if scores changed over time. Demographics and other non-scored items do not filter by date.

Discrepancy			Total # Public: 5 people responded	Total # Agency: 2 people responded	
Items	Indicators	Overall			
A difference of "1" represents the difference between scores such as "Strongly Agree" and "Agree." Negative scores indicate Public Scores are less than Agency Scores.					
Public Score is Higher	1.0	-0.8			
Agency Score is Higher	-0.9				
Agency Score is Higher	-2.7				
Agency Score is Higher	-1.9				
Agency Score is Higher	-1.0				
Agency Score is Higher	-2.2				
Agency Score is Higher	-1.7				
	-1.0				
				15b Public involvement activities were held on a variety of days and times, to accommodate people with different schedules	15b.Different Schedules
			Accessibility	15c Child care or child-friendly activities were offered to families who attended	15c.Families
				15d Any barriers to participation were addressed in a timely manner	15d.Timely
			Overall	16 Overall, I was satisfied with the public involvement process	16.Overall Satisfied
Enter a date to the right to see index scores update for your date. See scores AFTER this date:					
Enter a date to the right to see index scores update for your date. See scores BEFORE this date:					
Note: Do not cut and paste dates.					

Viewing Demographics in Context

- Demographic comparisons are found on the far right of the Scores tab.
- Numbers and percentages give high-level information about how similar or dissimilar respondents are to the American Community Survey estimates of the project area.
- The structure of the page was purposefully made to coincide with the most general categories of the United States Federal Government's EJScreen tool for easier data entry and review (see epa.gov/ejscreen for more detail).
- Some demographics (e.g. linguistic considerations) include notes about differences in criteria or categories for the ACS and this survey instrument.

Representativeness						Discrepancy
Demographics	Population from ACS	Percent of population from ACS	Number of respondents	Percent of respondents		
Discrepancies represents the difference between respondent demographics and American Community Survey estimates. Negative discrepancies suggest fewer respondents than ACS estimates. This discrepancy is for informational purposes, since these numbers are expected to change based on how many surveys are received.						
Population by race						
Total	9,666	100%	4	100%	0%	Equal Percentage
White or Caucasian	4,955	51%	0	0%	-51%	ACS Score is Higher
Black or African American	2,542	26%	1	25%	-1%	ACS Score is Higher
American Indian or Alaska Native	230	2%	0	0%	-2%	ACS Score is Higher
Asian or Asian American	1,339	14%	0	0%	-14%	ACS Score is Higher
Native Hawaiian or Pacific Islander	212	2%	0	0%	-2%	ACS Score is Higher
Other race or combination of races	388	4%	3	75%	71%	Agency Score is Higher
Hispanic, Latino, or Latinx	738	8%	1	25%	17%	Agency Score is Higher

Guidance on how to identify public involvement aspects for improvement

Review the red, black, and green scores in the scoring tool to identify those aspects of public involvement with the lowest scores

1. Index scores are calculated on the Scores tab.
2. The scoring tool calculates the geometric mean across respondents for each item ("Item Scores" column) to produce an indicator score ("Indicator Scores" column). It then calculates the geometric mean of the indicator scores to produce the overall index score ("Overall Index Score").
3. Low effectiveness scores are highlighted in **red** (scores less than or equal to 2 out of 5).
4. Moderate effectiveness scores appear in **black** text (scores greater than 2 and less than 4).
5. High effectiveness scores are highlighted in **green** (scores greater than or equal to 4 out of 5).

SCENARIO 1			Public Scores		Agency Scores	
Indicator	Item (Survey Questions)		Item Scores	Indicator Scores	Item Scores	Indicator Scores
Influence and Impact	10a	I understood how my input and engagement would be used	3.2	3.1	4.4	4.2
	10b	It was clear which decisions could be influenced by public input and which decisions could not	2.8		4.1	
	10c	I understood when I could provide input to potentially influence project decisions	3.1		3.8	
	10d	Project decisions reflected public input	2.6		3.2	
	10e	If public input was not incorporated into a project decision, I understood the reasons why	4.5		4.9	
	10f	I understood the purpose of the public involvement	2.2		4.7	
	10g	I understood how project decisions were made	4.3		4.4	
Transparency and Clarity	11a	I understood the <u>benefits</u> of the options/alternatives under consideration.	4.4	3.2	4.7	4.1
	11b	I understood the <u>financial costs</u> of the options/alternatives under consideration	3.6		4.2	
	11c	I understood the <u>negative impacts</u> of the options/alternatives under consideration	4.8		3.9	
	11d	The public was kept up to date on project progress	1.7		3.3	
	11e	I had access to enough information about the project	1.9		3.8	
	11f	Information was easy to understand	4.0		4.6	
Timing	12a	The public involvement process lasted long enough to allow for public input on major project decisions	1.9	3.5	3.7	4.3
	12b	Project information was shared with the public well in advance of project decisions	4.9		4.8	
	12c	After receiving public information, I had sufficient time to understand the most important issues	4.6		4.5	
Inclusion	13a	Those affected by the project were encouraged to voice their opinions	2.3	2.9	4.5	4.0
	13b	Public involvement activities were held in locations that are affected by the project	3.7		4.2	
	13c	Public involvement activities were held at transit-accessible locations	2.8		3.4	

Interpreting Discrepancy Scores

- The discrepancy between how the public and the agency scored a particular item, indicator, and the overall public involvement is calculated on the right side of the Scores tab.
- Discrepancies are calculated by subtracting the Agency Score from the Public Score for the given item, indicator, or overall score.
- Negative discrepancy numbers indicate that the Public Score is less than the Agency Score for the given item, indicator, or overall index score. Negative scores occur when the agency scored itself more highly than the public scored the agency. Positive numbers represent the public scored the agency higher than the agency did.
- For context, a difference of "1" represents the difference between scores such as "Strongly Agree" (5) and "Agree" (4) or "Disagree" (2) and "Strongly Disagree (1)."

SCENARIO 1			Public Scores		Agency Scores		Discrepancy	
Indicator	Item (Survey Questions)		Item Scores	Indicator Scores	Item Scores	Indicator Scores	Items	Indicators
Influence and Impact	10a	I understood how my input and engagement would be used	3.2	3.1	4.4	4.2	-1.2	-1.0
	10b	It was clear which decisions could be influenced by public input and which decisions could not	2.8		4.1		-1.3	
	10c	I understood when I could provide input to potentially influence project decisions	3.1		3.8		-0.7	
	10d	Project decisions reflected public input	2.6		3.2		-0.6	
	10e	If public input was not incorporated into a project decision, I understood the reasons why	4.5		4.9		-0.4	
	10f	I understood the purpose of the public involvement	2.2		4.7		-2.5	
	10g	I understood how project decisions were made	4.3		4.4		-0.1	
Transparency and Clarity	11a	I understood the <u>benefits</u> of the options/alternatives under consideration.	4.4	3.2	4.7	4.1	-0.3	-0.9
	11b	I understood the <u>financial costs</u> of the options/alternatives under consideration	3.6		4.2		-0.6	
	11c	I understood the <u>negative impacts</u> of the options/alternatives under consideration	4.8		3.9		0.9	
	11d	The public was kept up to date on project progress	1.7		3.3		-1.6	
	11e	I had access to enough information about the project	1.9		3.8		-1.9	
	11f	Information was easy to understand	4.0		4.6		-0.6	
Timing	12a	The public involvement process lasted long enough to allow for public input on major project decisions	1.9	3.5	3.7	4.3	-1.8	-0.8
	12b	Project information was shared with the public well in advance of project decisions	4.9		4.8		0.1	
	12c	After receiving public information, I had sufficient time to understand the most important issues	4.6		4.5		0.1	

Sample summary report

Components of a Summary Report

- **Introduction:** Goals and structure of the index
- **Survey Methods:** Survey administration and response rate
- **Key Findings:** Important takeaways
- **Scores:** Detailed index results
 - Public's perceptions
 - Agency's self-assessment
 - Gap between public and agency perceptions
- **Areas for improvement:** Feedback from the public and agency staff
- **Demographics:** Who you heard from

Sample summary report

Project 1 Public Involvement Effectiveness Index Results

The Public Involvement Effectiveness Index

- Measures the effectiveness of the agency's public involvement (PI) across multiple dimensions
 - Influence and Impact
 - Transparency and Trust
 - Timing
 - Engagement
 - Accessibility
 - Overall Satisfaction
- Measures PI effectiveness at multiple levels
 - Items: Survey questions measuring aspects of the PI process
 - Indicators: Thematically groups items into dimensions of the PI process
 - Index: Aggregates indicators into an overall measure of the PI process
- Provides a score ranging from 1 to 5, indicating weak or strong performance, respectively. Scores are calculated at each level by taking the geometric mean, which reduces the influence of extreme ("outlier") responses.
 - Item score: Geometric mean of all responses to a particular survey question
 - Indicator score: Geometric mean of item scores
 - Index score: Geometric mean of indicator scores
- Facilitates comparison of the agency and the public's perspective on the PI process

Methods

- Surveys were distributed at nine in-person open houses and via email to attendees of the online open house who provided their email address.
- Paper and online surveys were collected at in-person and online open houses held April 10 to June 7, 2018.
- Of the 3,772 attendees (330 in-person, 3,442 online), 80 completed the survey (53 on paper, 27 online).

Key Findings

- Overall, the agency viewed the PI process more positively than the public. The agency's effectiveness scores were higher than those of the public. The agency's index score was 4.1; whereas the public's index score was 3.4 (about 17% lower).
- Across most indicators, the public found the PI process had moderate performance.
 - They scored the agency highest on the Engagement indicator.
 - The weakest areas concerned the public's understanding of decision-making (items 11b, 11d, 11e, 12e) and accessibility (items 16c, 16e).
- Across most indicators, the agency reported strong performance. The agency reported strongest performance in the following areas:
 - Sharing information about the PI process (item 12b, 13b) and doing so in a timely manner (item 13a)
 - Answering the public's questions (item 12d)
 - Engaging the public in the PI process (items 14b, 14bc)
- Items 12b, whether it was clear how PI would be conducted, and 13a, whether PI lasted long enough to allow for public input on major project decisions, produced the biggest gap between public and agency scores (public item score for both items = 3.4, agency item score for both items = 5).
- Feedback from the public indicates that collecting their input more often and doing more outreach would improve the PI process. To this end, the public requested using a Q&A format at meetings and more advertising for open houses. Agency staff made similar suggestions and also recommended communicating more clearly about how the public could shape the decision making process.

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Sample summary report

Public Involvement Effectiveness Index Results

Scores at the Item, Indicator, and Index level

Indicator	Question Number	Public Scores			Agency Scores			Discrepancy between Public and Agency Scores		
		Item	Indicator	Index	Item	Indicator	Index	Item	Indicator	Index
Influence and Impact	10a	4.0			4.0			0.0		
	10b	3.6			—			—		
	10c	3.3			—			—		
	10d	3.3			—			—		
	11a	3.1	3.2	3.4	4.0	3.8	4.1	-0.9	-0.6	-0.7
	11b	2.7			3.0			-0.3		
	11c	3.3			4.0			-0.7		
	11d	2.8			—			—		
	11e	2.7			—			—		
	11f	3.1			4.0			-0.9		
	12a	3.7			4.0			-0.3		
Transparency and Trust	12b	3.4	3.3		4.0	4.1		-1.6	-0.8	
	12c	3.3			5.0			-1.3		
	12d	3.7			4.0			-0.7		
	12e	2.8			5.0			-1.3		
	12f	3.0		3.0	-0.2					
	12g	3.1		4.0	-1.0					
	12h	3.6		4.0	-0.9					
	12h	3.6		4.0	-0.4					
Timing	13a	3.4	3.3	5.0	4.4	-1.6	-1.0			
	13b	3.7		5.0		-1.3				
	13c	3.1		4.0		-0.9				
	13d	3.1		4.0		-0.9				
	13e	3.5		4.0		-0.5				
Engagement	14a	3.8	3.7	4.0	4.6	-0.2	-1.0			
	14b	3.5		5.0		-1.5				
	14c	3.6		5.0		-1.4				
Accessibility	15a	4.2	3.5	4.0	3.7	0.2	-0.2			
	15b	3.0		4.0		-1.0				
	15c	3.6		4.0		-0.4				
	15d	3.8		4.0		-0.2				
	15e	4.2		4.0		0.2				
	16a	4.1		—		—				
	16b	3.3		4.0		-0.7				
	16c	2.4		2.0		0.4				
	16d	3.8		4.0		-0.2				
16e	2.9	4.0	-1.1							
Overall Satisfaction	17	3.3	3.3	4.0	4.0	-0.7	-0.7			

Legend: Interpreting item, indicator, and index scores



Note: "—" means that all responses to the item were skipped (16a), "don't know" (11d) or "not applicable" (10b, 10c, 10d, 11e) so a mean could not be calculated for the item or a discrepancy between public and agency scores could not be determined.

Sample summary report

Suggestions for Improving the Public Involvement Process

Feedback from PI attendees

The index also asked “What are the top three things that could have been done to improve the public involvement process?” Here’s what we heard from attendees:

1. Hold events in a Town Hall format (Q&A style), rather than an open house with storyboards.
2. Send more announcements about the open house.
3. Post flyers on transit vehicles so commuters see them.
4. It felt too early in the process for the public to provide much input.

Feedback from PI staff

The index also asked “What are the top three things that could have been done to improve the public involvement process?” Here’s what we heard from public involvement staff:

1. Provide clearer information about how the public can influence the decision making process
2. Conduct more targeted advertising to encourage online participation and survey responses

Who Completed the Index

The survey collected demographic information to better understand how representative and inclusive the public involvement process was. Where possible, we compared this data to 2016 American Community Survey estimates for cities in the region. These cities comprise the project’s target area of impact and/or places public involvement events were held.

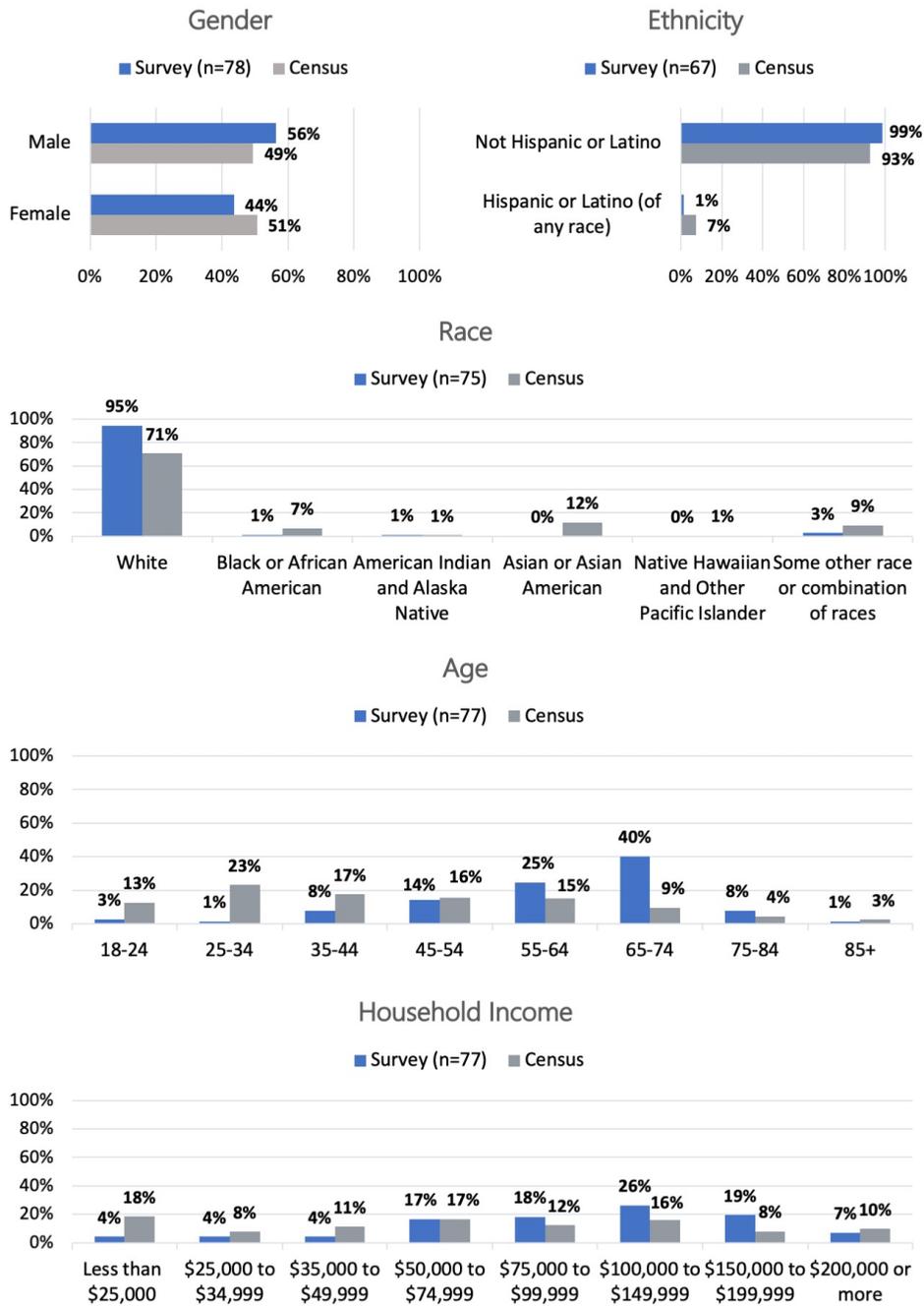
Survey respondents skewed male, older, and more affluent. 56% of all respondents were men and 88% were 45 years or more (49% were 65 or older). Roughly half (52%) were from households earning at least \$100,000 per year, and 35% were from households earning between \$50,000 and \$99,999 per year.

White, Non-Hispanics are over-represented (94%) among survey respondents, relative to Census data for the area. Hispanics, Blacks/African Americans, Asian or Asian Americans, and people who identified as another or a combination of races were underrepresented. Younger and lower-income individuals were also under-represented. Only 4% of respondents were under the age of 35 and only 8% came from households with incomes less than \$35,000.

Finally, the survey asked about accessibility-related demographics. Two respondents said they speak Spanish at home. Almost every respondent reported high levels of English proficiency in terms of reading and oral comprehension (only one person was not proficient in spoken English). Three people reported having a hearing impairment and three reported having a vision impairment. Two respondents reported a condition limiting their mobility and one other reported limited use of their right arm.

Sample summary report

Who Completed the Index



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