

# **Toolkit for Measuring Public Involvement Effectiveness in Transportation**

**Tuesday, July 30, 2019  
2:00-3:30 PM ET**

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**REGISTERED CONTINUING EDUCATION PROGRAM**




# Purpose

To discuss The National Cooperative Highway Research Program (NCHRP)'s [Research Report 905](#): Measuring Effectiveness of Public Involvement in Transportation Planning and Project Development

## Learning Objectives

At the end of this webinar, you will be able to:

- Describe how to use the Public Involvement Effectiveness Measurement Toolkit
  - Identify survey implementation practices
  - Describe how to use and score the public involvement effectiveness survey
  - Describe how to write concise summary reports that provide clear direction on areas for improvement
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# TRB Webinar: Toolkit for Measuring Public Involvement Effectiveness in Transportation

July 30, 2019



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# Introduction

## YOUR PRESENTERS



**Bruce Brown, Ph.D.**

*Senior Director – Client Services*



**Kate Gunby, Ph.D.**

*Director of Research*



**Anne Frugé, Ph.D.**

*Senior Research Associate*



**Shaun Glaze, Ph.D. candidate**

*Research Associate*



**Jamie Strausz-Clark, M.P.P.**

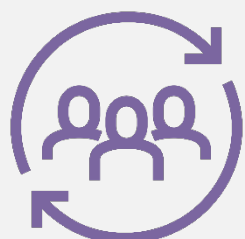
*Public Involvement Expert*



# BENEFITS OF MEASURING THE EFFECTIVENESS OF PUBLIC INVOLVEMENT

## The Toolkit Helps You...

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Adapt outreach



Pinpoint issues



Improve programs



Demonstrate outcomes

# BENEFITS OF THE PUBLIC INVOLVEMENT EFFECTIVENESS MEASUREMENT TOOLKIT

"The toolkit is user-friendly and "do-able" given the typical constraints faced by transportation agencies."

"The Public Involvement Effectiveness Measurement toolkit enables agency professionals to: track performance throughout the project lifecycle, identify strengths and weaknesses of public involvement activities, and inform decisions about the best way to engage constituents and allocate resources."

"The Public Involvement Effectiveness Measurement Toolkit is appropriate for use in connection with all types of projects: new facilities, changes to existing facilities, and planning efforts."

"There are few validated, practical methods for gauging the effectiveness of public involvement."



# PLAN FOR SESSION

**Overall Goal:** Teach transportation agency professionals and public involvement specialists how to use a rigorously tested, user-friendly toolkit to measure the effectiveness of public involvement.

## Steps:

1. Review learning objectives
2. Review toolkit contents
3. Review how to use the results
4. Conclusions
5. Questions

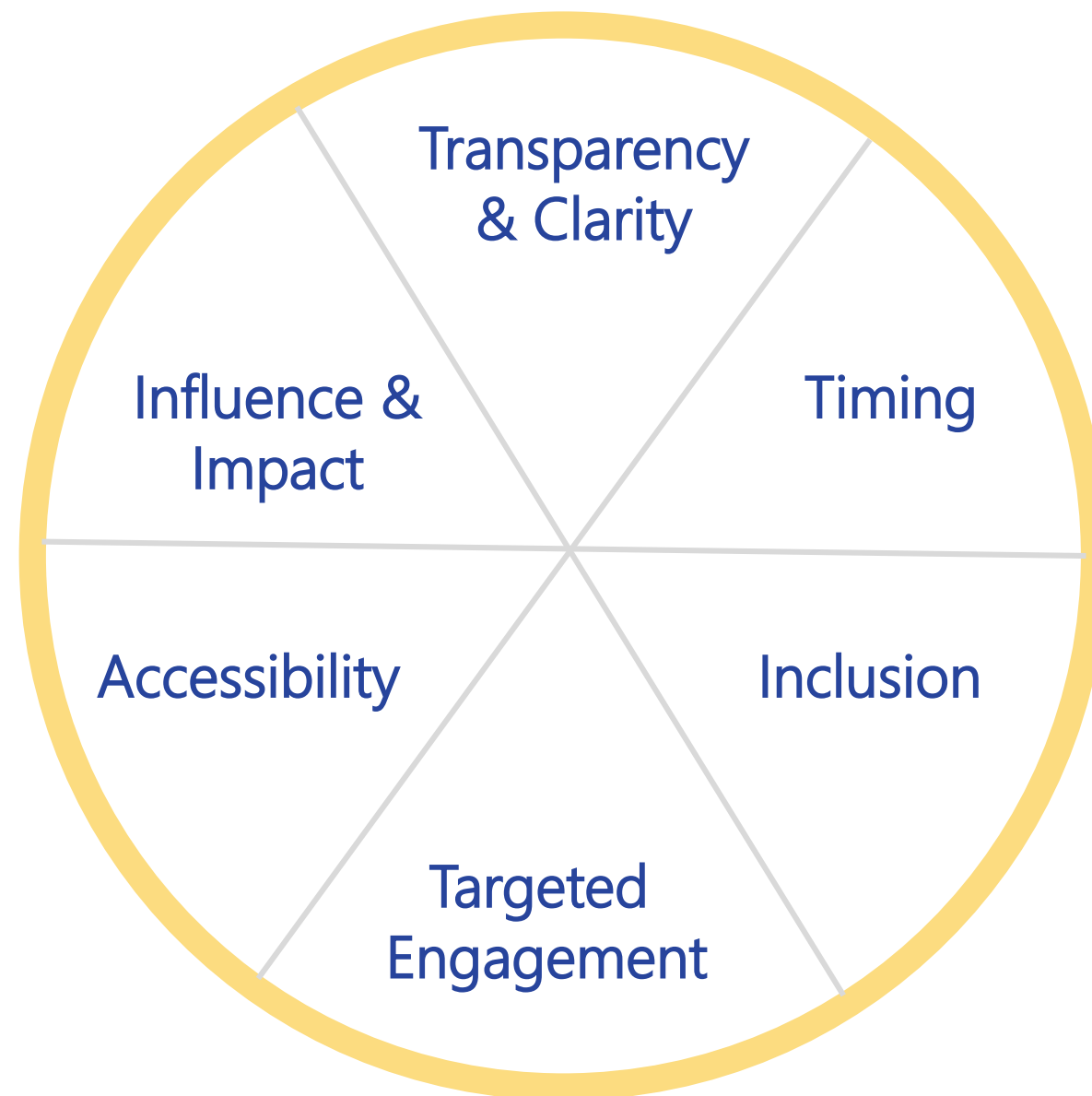
## LEARNING OBJECTIVES/OUTCOMES

- Ability to **overcome barriers** to measuring the effectiveness of public involvement
- Knowledge of **survey implementation best practices** to increase public participation in the survey
- Ability to **use and score** the public involvement effectiveness survey
- Ability to **write concise summary reports** that provide clear direction on areas for improvement in public involvement activities
- Increased **commitment to measuring** the effectiveness of public involvement

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# Toolkit

# PIE (PUBLIC INVOLVEMENT EFFECTIVENESS) INDEX



## PIE INDEX FRAMEWORK: INDICATORS

**Influence and Impact** – measures extent to which public feedback has an impact on project decisions

**Transparency and Clarity** – measures whether trust of government agencies has improved because of public involvement processes, and if agencies were transparent about the project

**Timing** – measures if public involvement started early enough and was of sufficient length and frequency to be valuable

## PIE INDEX FRAMEWORK: INDICATORS (CONTINUED)

**Inclusion** – measures if public involvement was inclusive and representative of all targeted and affected populations

**Targeted Engagement** – measures if public involvement included locations relevant to the targeted and affected populations

**Accessibility** – measures if public involvement activities used multiple methods for participation

# PUBLIC SURVEY: CONTENT – INDICATORS

6 indicators of effective public involvement, each indicator is composed of multiple survey questions (items) that are rated on a five-point scale of strongly disagree to strongly agree, and “don’t know” and “not applicable” response categories.

- Influence and Impact (7 items)
- Transparency and Clarity (6 items)
- Timing (3 items)
- Inclusion (3 items)
- Targeted Engagement (3 items)
- Accessibility (4 items)

## Example of Influence and Impact

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"/>



# PUBLIC SURVEY: CONTENT – DEMOGRAPHICS

**Respondent demographics** – allows for comparison to Census demographics

- How well respondent reads English
- How well respondent understands spoken English
- Languages spoken at home
- Gender
- Age
- Hispanic or Latino origin
- Race
- Income
- Disabilities

# PUBLIC SURVEY: CONTENT – FINAL QUESTIONS

- Overall satisfaction with the public involvement
- Top three ways public involvement could be improved
- Types of public involvement activities involved in for the project

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

Strongly disagree  Disagree  Neither agree nor disagree  Agree  Strongly agree  Don't know

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"/> |

# ABOUT THE ONLINE VERSION FOR USE WITH THE PUBLIC

- Can be used with most online survey platforms
- Add content by simply copying and pasting the content from the paper survey
- Most online survey platforms optimize the survey for use with tablets and smart phones
- Online survey address (URL) can be presented 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
- Data can be downloaded into Excel and then pasted into the survey scoring tool

## TIPS FOR USING THE SURVEY WITH THE PUBLIC

- Survey should be available in paper at public involvement events
- Survey should also be available online
- Consider using public members of advisory committees (if such exist) to urge attendees to complete the survey
- Consider offering incentives for completing the survey

# TIPS FOR USING THE SURVEY AT PUBLIC INVOLVEMENT EVENTS

- Tell respondents that they can return the survey by mail
- Provide pens/pencils
- Provide tablets and/or laptop computers with internet access
- Let people know they can also complete the survey on their smart phones
- Use signs to direct attendees to the survey
- Use signs to communicate the benefits of completing the survey
- Intercept attendees and urge them to complete the survey
- Present the Public Involvement Effectiveness Survey as just as important as other surveys and comment forms that may be part of the public involvement process

# ONLINE SURVEY FOR USE BY THE AGENCY

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	<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>	
The agency held public involvement activities on a variety of days and times, to accommodate people with different schedules	<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>	



# ONLINE SURVEY FOR USE BY THE AGENCY

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	<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"/>
The agency held public involvement activities on a variety of days and times, to accommodate people with different schedules	<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"/>





# ONLINE SURVEY FOR USE BY THE AGENCY

<p>The agency offered child care or child-friendly activities to families who attended</p>	<p>Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable</p>	<input type="text"/>
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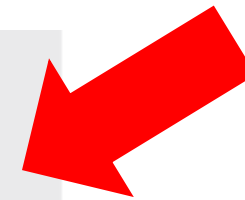


<p>If barriers to participation were identified, the agency addressed them in a timely manner</p>	<p>Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable</p>	<input type="text"/>
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# ONLINE SURVEY FOR USE BY THE AGENCY

The agency offered child care or child-friendly activities to families who attended	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
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If barriers to participation were identified, the agency addressed them in a timely manner	Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know Not applicable	
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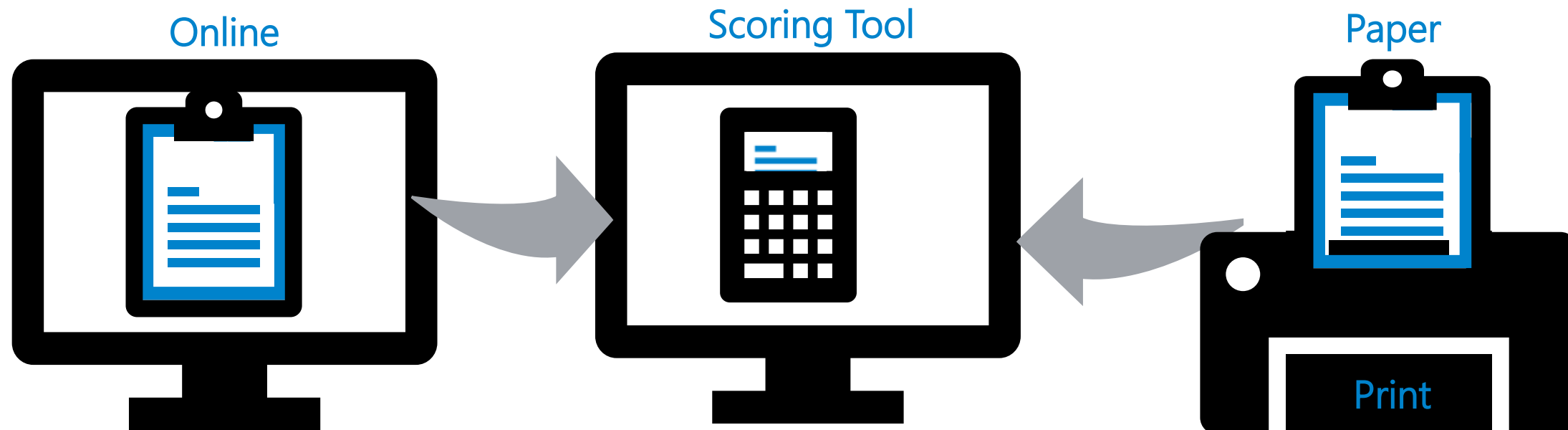


# EXCEL SCORING TOOL

- Copying and pasting the online data is quick and easy
- For paper surveys, follow the detailed rules on the next slides

**Tip:** Make the paper version match the online survey

- Follow the same question order
- Follow the same answer order
- Skip what's skipped and type out hand-written responses



# SCORING TOOL STRUCTURE

- Select "Codebook" tab to see how items are grouped into indicators

**Tip:** Some questions are demographic or qualitative and are not scored

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
	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		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		7b.Race Specify	No - Public Specific
	8	What was your total household income (before taxes) in the previous year?		8.Income	No - Public Specific
	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		9b.ADA Vision	No - Public Specific
	9c	A condition that limits your ability to walk or climb stairs		9c.ADA Walk	No - Public Specific
9d	Other conditions that might limit your participation in public involvement activities		9d.ADA Other	No - Public Specific	
Influence and Impact	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



# STEP 1: ENTER PROJECT INFORMATION

1. Enter the project name and location in the first columns

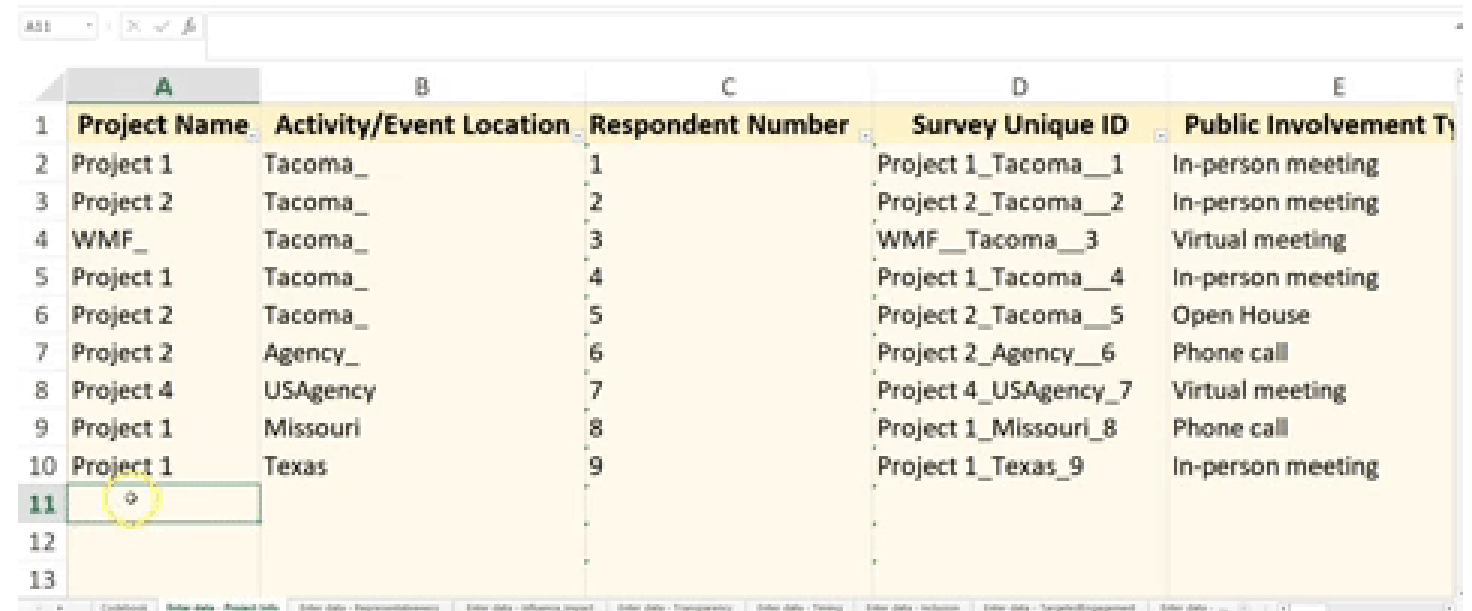
**Tip:** For Agency answers, type “Agency” in Activity column

2. Enter the type of public involvement for the project

3. Enter the survey mode (“Paper” or “Online”)

**Tip (Optional):** Enter the date of the survey. Date is required for making date-specific reports

## ANIMATED DEMONSTRATION



The screenshot shows an Excel spreadsheet with the following data:

	A	B	C	D	E
	Project Name	Activity/Event Location	Respondent Number	Survey Unique ID	Public Involvement Type
1	Project 1	Tacoma_	1	Project 1_Tacoma__1	In-person meeting
2	Project 2	Tacoma_	2	Project 2_Tacoma__2	In-person meeting
3	WMF_	Tacoma_	3	WMF__Tacoma__3	Virtual meeting
4	Project 1	Tacoma_	4	Project 1_Tacoma__4	In-person meeting
5	Project 2	Tacoma_	5	Project 2_Tacoma__5	Open House
6	Project 2	Agency_	6	Project 2_Agency__6	Phone call
7	Project 4	USAgency	7	Project 4_USAgency_7	Virtual meeting
8	Project 1	Missouri	8	Project 1_Missouri_8	Phone call
9	Project 1	Texas	9	Project 1_Texas_9	In-person meeting
10					
11					
12					
13					

### Best Practice —

Unique identifiers (IDs) helps track respondents while keeping them anonymous. Consider writing unique IDs on each paper survey.



## STEP 2: ENTER RESPONSES

1. If entering manually, enter each survey taker's answers into a new row

**Tip:** Item numbers/labels match those in the "Codebook" tab

2. Enter any open-ended responses as they appear on the survey

3. Blank or skipped cells will appear shaded as yellow

### ANIMATED DEMONSTRATION

	B	C	D	E	F
1	Survey Unique ID	10a.Input	10b.Could Influence	10c.When Influence	10d.Reflected Input
2	Project 1_Tacoma__6	5	3	1	1
3	Project 2_Tacoma__	3	2	2	1
4	WMF__Tacoma__3	2	4	2	3
5	Project 1_Tacoma__4	2	3	5	3
6	Project 2_Tacoma__5	1	3	3	5
7	Project 2_Agency__6	1	3	5	4
8					
9					
10					
11					
12					

#### Best Practice —

Type open-ended responses as they appear on the survey in Notes or Evidence columns. For questions like language, the tool tallies responses and helps with summary reporting.

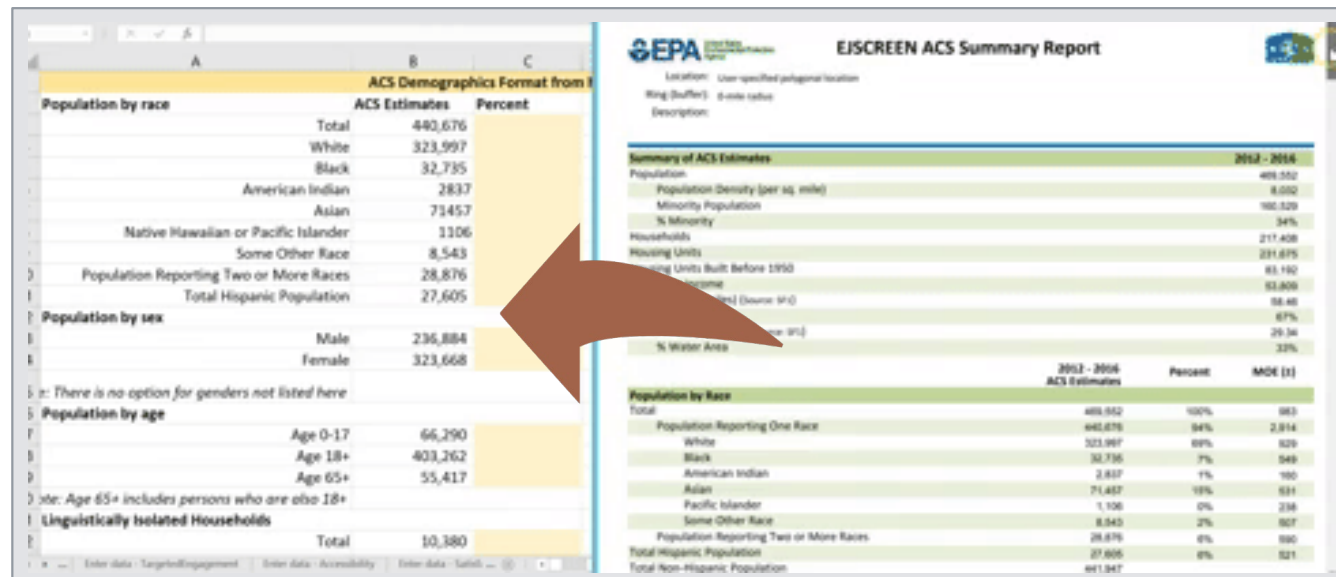
# STEP 3 (OPTIONAL): ENTER AMERICAN COMMUNITY SURVEY (ACS) DATA

On the data entry tab for ACS Demographics:

1. Open ACS data from EJSCREEN or another trusted source (e.g. factfinder.census.gov).
2. Copy data from ACS summary reports. (These estimates are the official demographics for the project's geographic area.)
3. Paste/Type ACS estimates into the scoring tool. They will appear alongside demographic data collected from the PIE Survey.

SCORING TOOL 

EJSCREEN 



ACS Demographics Format from		
	ACS Estimates	Percent
<b>Population by race</b>		
Total	440,676	
White	323,997	
Black	32,735	
American Indian	2837	
Asian	71457	
Native Hawaiian or Pacific Islander	1106	
Some Other Race	8,543	
Population Reporting Two or More Races	28,876	
Total Hispanic Population	27,605	
<b>Population by sex</b>		
Male	236,884	
Female	323,668	
: There is no option for genders not listed here		
<b>Population by age</b>		
Age 0-17	66,290	
Age 18+	403,262	
Age 65+	55,417	
: Age 65+ includes persons who are also 18+		
<b>Linguistically Isolated Households</b>		
Total	10,380	

Summary of ACS Estimates			
	2012 - 2014	Percent	MOE (t)
Population	440,676	100%	863
Population Density (per sq. mile)	8,052		
Minority Population	106,679		
% Minority	24%		
Households	217,408		
Housing Units	231,675		
Housing Units built before 1950	65,192		
Median Income	53,809		
Median Income (per 100)	58.48		
Median Income (per 100)	67%		
% Water Area	29.34		
% Water Area	33%		

Population by Race			
	2012 - 2014	Percent	MOE (t)
Total	440,676	100%	863
Population Reporting One Race	440,676	100%	2,814
White	323,997	74%	329
Black	32,735	7%	349
American Indian	2,837	1%	180
Asian	71,457	16%	531
Pacific Islander	1,106	0%	238
Some Other Race	8,543	2%	307
Population Reporting Two or More Races	28,876	6%	180
Total Hispanic Population	27,605	6%	321
Total Non-Hispanic Population	413,071		

## Best Practice —

Using EJSCREEN allows for custom location data. This is ideal for projects that affect multiple areas or for agencies interested in fine-grained reports.



## BEST PRACTICES FOR DATA ENTRY

- Survey responses are anonymous and assigned a unique ID for tracking purposes.
- Enter responses into the scoring tool (rows) exactly as they appear on the survey form. When in doubt, record the response as a period (.).
- Skip a question (columns) or indicator by leaving cells blank.
- The tool skips invalid data and highlights entry errors. 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).

### Best Practice —

Visit TRB for a free detailed copy of data entry rules and scoring at:  
[http://onlinepubs.trb.org/onlinepubs/nchrp/NCHRP\\_rpt\\_905UseandScoringGuidelines.pptx](http://onlinepubs.trb.org/onlinepubs/nchrp/NCHRP_rpt_905UseandScoringGuidelines.pptx)

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# What To Do with the Results

# PIE SURVEY SUMMARY REPORTS

## An Effective Summary Report Includes

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Performance  
overview



Context for  
performance measures



Insights for how  
to adapt

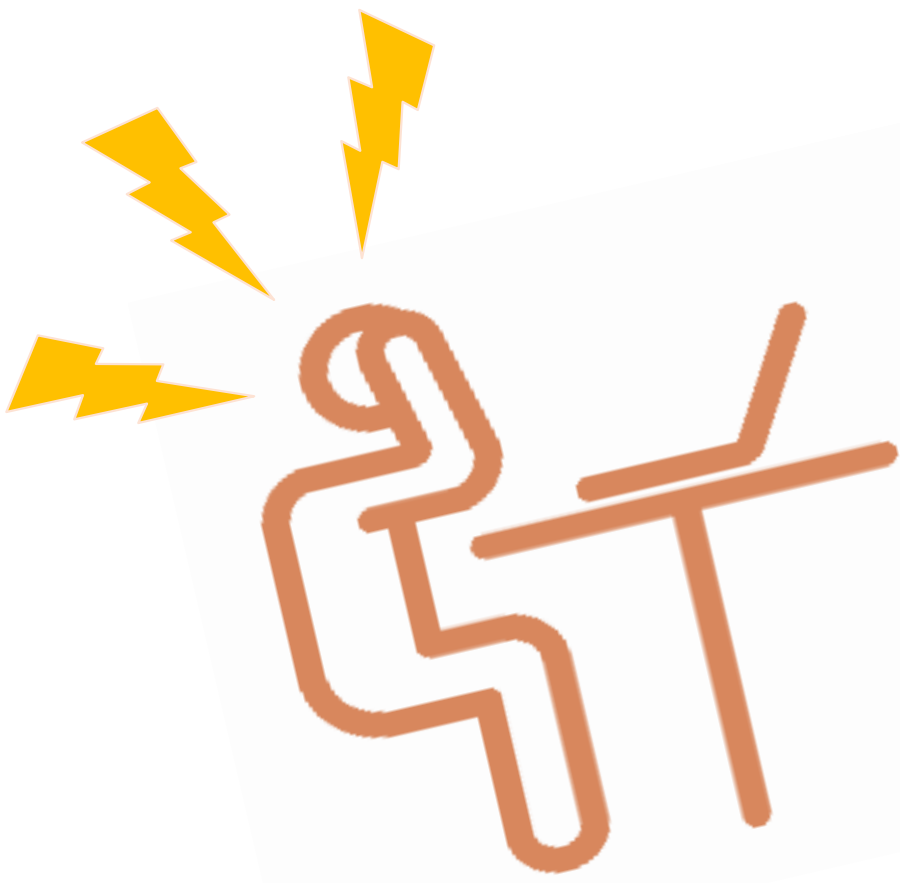


Information sharing

# 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





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	3.9	2.7	2.8	5.0	3.0	3.8	-1.1	-0.3	-1.0
	10b	2.9			5.0			-2.1		
	10c	3.2			2.0			1.2		
	10d	3.1			3.0			0.1		
	11a	2.5			2.0			0.5		
	11b	2.1			2.0			0.1		
	11c	2.4			2.0			0.4		
	11d	2.2			5.0			-2.8		
11e	2.2	3.0	-0.8							
11f	2.5	3.0	-0.5							
Transparency and Trust	12a	2.9	2.8	2.8	4.0	4.1	3.8	-1.1	-1.3	-1.0
	12b	2.6			4.0			-1.4		
	12c	2.6			4.0			-1.4		
	12d	3.2			5.0			-1.8		
	12e	2.5			5.0			-2.5		
	12f	2.6			3.0			-0.4		
	12g	2.9			4.0			-1.1		
	12h	3.2			4.0			-0.8		
Timing	13a	2.9	2.9	2.8	4.0	3.6	3.8	-1.1	-0.7	-1.0
	13b	3.1			5.0			-1.9		
	13c	2.8			2.0			0.8		
	13d	2.9			4.0			-1.1		
	13e	2.8			4.0			-1.2		
Engagement	14a	2.8	3.1	2.8	5.0	4.2	3.8	-2.2	-1.1	-1.0
	14b	3.3			3.0			0.3		
	14c	3.3			5.0			-1.7		
Accessibility	15a	3.4	3.0	2.8	5.0	4.2	3.8	-1.6	-1.1	-1.0
	15b	2.6			5.0			-2.4		
	15c	3.3			5.0			-1.7		
	15d	3.4			3.0			0.4		
	15e	3.5			5.0			-1.5		
	16a	3.9			5.0			-1.1		
	16b	2.8			4.0			-1.2		
	16c	2.4			2.0			0.4		
	16d	2.6			5.0			-2.4		
	16e	2.9			—			—		
Overall Satisfaction	17	2.5	2.3	2.8	4.0	4.0	3.8	-1.5	-1.5	-1.0

# UNDERSTANDING WHAT SCORES MEAN

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	3.9	2.7	2.8	5.0	2.9	3.6	3.8	2.8	-1.1	-1.0	-1.5
	10b	2.9			5.0			-2.1				
	10c	3.2			2.0			1.2				
	10d	3.1			3.0			0.1				
	11a	2.5			2.0			0.5				
	11b	2.1			2.0			0.9				
	11c	2.4			2.0			0.4				
Transparency and Trust	11d	2.2	2.8	2.8	5.0	2.9	3.6	3.8	2.8	-0.8	-1.0	-1.5
	11e	2.2			3.0			0.8				
	11f	2.5			3.0			0.5				
	12a	2.9			4.0			1.1				
	12b	2.6			4.0			1.4				
	12c	2.6			4.0			1.4				
	12d	3.2			5.0			1.8				
	12e	2.5			5.0			2.5				
Timing	12f	2.6	2.9	2.8	3.0	2.9	3.6	3.8	2.8	-1.9	-1.0	-1.5
	12g	2.9			4.0			1.1				
	12h	3.2			4.0			0.8				
	13a	2.9			4.0			1.1				
	13b	3.1			5.0			1.9				
Engagement	13c	2.8	3.1	2.8	2.0	4.2	4.2	3.8	2.8	0.8	-1.1	-1.5
	13d	2.9			4.0			-1.1				
	13e	2.8			4.0			-1.2				
Accessibility	14a	2.8	3.0	2.8	5.0	4.2	4.2	3.8	2.8	-2.2	-1.1	-1.5
	14b	3.3			3.0			0.3				
	14c	3.3			5.0			-1.7				
	15a	3.4			5.0			-1.6				
	15b	2.6			5.0			-2.4				
	15c	3.3			5.0			-1.7				
	15d	3.4			3.0			0.4				
Overall Satisfaction	15e	3.5	2.3	2.8	5.0	4.0	4.0	3.8	2.8	-1.5	-1.5	-1.5
	16a	3.9			5.0			-1.1				
	16b	2.8			4.0			-1.2				
	16c	2.4			2.0			0.4				
	16d	2.6			5.0			-2.4				
16e	2.9	—	—									
Overall Satisfaction	17	2.5	2.3	2.8	4.0	4.0	4.0	3.8	2.8	-1.5	-1.5	-1.5



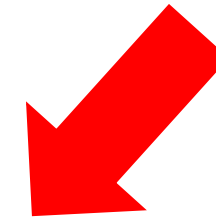
Index Scores

Overall performance of the PI program

# UNDERSTANDING WHAT SCORES MEAN

Indicator Scores

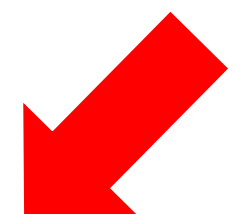
Performance in one area of PI



		Public Scores			Agency Scores			Discrepancy between Public and Agency Scores		
Indicator	Question Number	Item	Indicator	Index	Item	Indicator	Index	Item	Indicator	Index
Influence and Impact	10a	3.9	2.7		5.0	3.0		-1.1	-0.3	
	10b	2.9			5.0			-2.1		
	10c	3.2			2.0			1.2		
	10d	3.1			3.0			0.1		
	11a	2.5			2.0			0.5		
	11b	2.1			2.0			0.1		
	11c	2.4			2.0			0.4		
	11d	2.2			5.0			-2.8		
	11e	2.2			3.0			-0.8		
	11f	2.5			3.0			-0.5		

# UNDERSTANDING WHAT SCORES MEAN

Item Scores  
Performance on one survey question



Indicator	Question Number	Public Scores		Agency Scores			Discrepancy between Public and Agency Scores		
		Item	Indicator Index	Item	Indicator Index	Item	Indicator Index	Index	
Influence and Impact	10a	3.9	2.7	5.0	3.0	-1.1	-0.3		
	10b	2.9		5.0		-2.1			
	10c	3.2		2.0		1.2			
	10d	3.1		3.0		0.1			
	11a	2.5		2.0		0.5			
	11b	2.1		2.0		0.1			
	11c	2.4		2.0		0.4			
	11d	2.2		5.0		-2.8			
	11e	2.2		3.0		-0.8			
	11f	2.5		3.0		-0.5			



# DIVING DEEPER INTO INTERPRETATION

## Identifying Patterns, Adjustments, and Gaps

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Consistent patterns  
in scores



Performance within  
communities

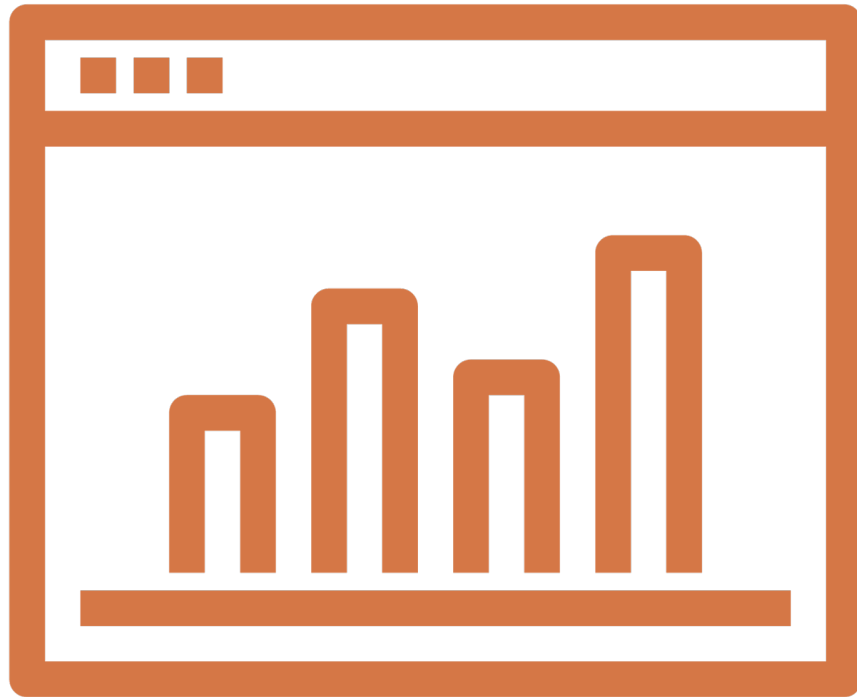


Assess demographic reach,  
adjust strategies as needed

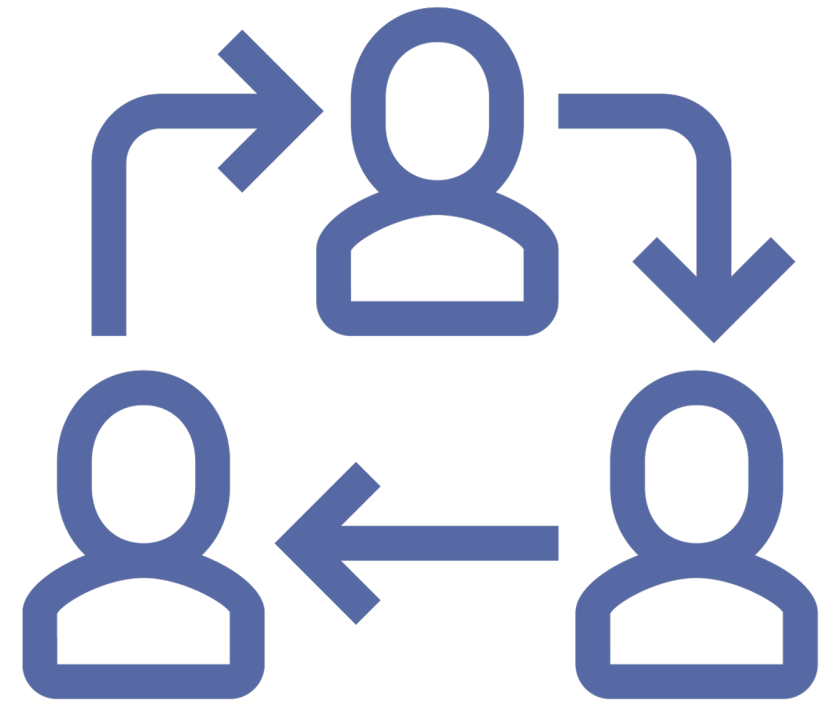


Gap between public and  
agency perceptions

## COMMUNICATING NUANCE



Use project dashboards to show results over time, actions to course-correct



Adapt outreach and demonstrate commitment to continuous improvement

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# Conclusions

# CONCLUSIONS

- User-friendly surveys and scoring tool to measure the effectiveness of public involvement
- Detailed guidelines for using and scoring the survey available from TRB
- Benefits:
  - Adapt outreach
  - Pinpoint issues
  - Improve program
  - Demonstrate outcomes

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Questions?

For the toolkit, go online:

<http://www.trb.org/Main/Blurbs/179069.aspx>

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For more information contact:

Bruce Brown

bbrown@prrbiz.com

# Today's Participants

- Bruce Brown, *PRR*, [bbrown@prrbiz.com](mailto:bbrown@prrbiz.com)
- Anne Frugé, *PRR*, [afruge@prrbiz.com](mailto:afruge@prrbiz.com)
- Shaun Glaze, *PRR*, [sglaze@prrbiz.com](mailto:sglaze@prrbiz.com)
- Jamie Strausz-Clark, *PRR*, [jstrausz-clark@prrbiz.com](mailto:jstrausz-clark@prrbiz.com)
- Kate Gunby, *PRR*, [kgunby@prrbiz.com](mailto:kgunby@prrbiz.com)



# Panelists Presentations

<http://onlinepubs.trb.org/onlinepubs/webinars/190730.pdf>

*After the webinar, you will receive a follow-up email containing a link to the recording*



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- Getting involved is free!
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- Become a Friend of a Committee (<http://bit.ly/TRBcommittees>)
  - Networking opportunities
  - May provide a path to become a Standing Committee member
- For more information: [www.mytrb.org](http://www.mytrb.org)
  - Create your account
  - Update your profile

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