

Evaluating Inclusive Program Practice

David J. Bernstein, Ph.D.
DJB Evaluation Consulting
Gaithersburg, Maryland

Presented October 30, 2020
2020 American Evaluation Association Conference

Outline for the Session

- Introduction: About the Project
- Definitions: Inclusive Planning, Participant
- Pathway to Inclusion
- Inclusion Performance Measures
- Assessing Inclusiveness Tips
- Former Grantee Post-Grant Survey
- Inclusive Planning Guide
- Questions and Answers

Inclusive Coordinated Transportation Project



- A.K.A. Transit Planning for All Project
- Funded by the U.S. Department of Health and Human Services Administration for Community Living

Partners

- Community Transportation Association of America (CTAA)
- Institute for Community Inclusion at UMass Boston
- National Association of Area Agencies on Aging (n4a)
- DJB Evaluation Consulting

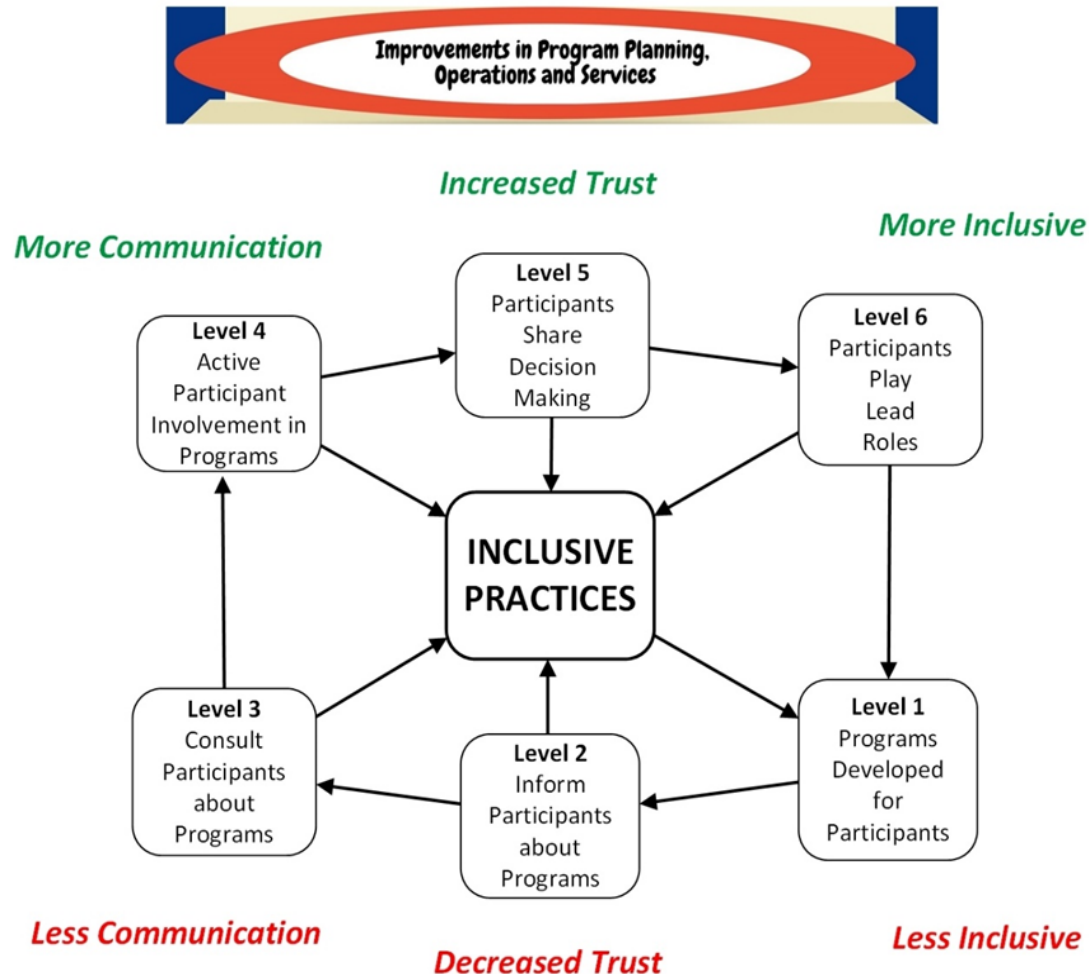
What is Inclusive Planning?

A process in which stakeholders, including participants (people with disabilities and older adults), partner organizations, and coordinated transportation partners are actively and meaningfully involved in transportation planning.

What is a Participant?

- Older adults and people with disabilities (including people with intellectual and developmental disabilities) who are actively and meaningfully involved in programs.
- Serve as key advisers and informants, information resources, decision-makers, and leaders.
- Empowered to act independently and exert influence on decisions, activities, outcomes.

Pathway to Inclusion



About the Pathway to Inclusion

- Lower levels on the Pathway (Levels 1-3): less communication, decreased trust, and less inclusive
- Higher levels of the Pathway (Levels 4-6): more communication, increased trust, and more inclusive
- The Pathway is a continuum
- Clockwise progression from lower levels of inclusion to higher levels
- Programs conduct activities at any level necessary for planning and operations
- Inclusive programs can provide a number of examples of activities at different levels
- Pathway not one way; some planning periods may be less inclusive
- Over time more examples of higher levels of inclusion will develop

Pathway Level 1

- Programs Developed for Participants
- Little or no involvement of participants
- Few programs are at Level 1
- Level 1 is a context
- It is unlikely that any program will succeed without some participant inclusion

Pathway Level 2

- Inform Participants About Programs
- Programs provide information to current and potential participants.
- Communication is generally one-way (from program to participants)
- Purpose: Communicate to stakeholders.
- Examples: Brochures, websites, emails, social media, community presentations by program staff or consultants

Pathway Level 3

- Consult Participants about Programs
- Programs engage in individual or group discussions or data collections with people with disabilities and older adults
- Purpose: Collect feedback from participants about current services, unmet needs, and potential services
- Examples: Surveys, focus groups, community meetings

Pathway Level 4

- Active Participant Involvement in Programs.
- Participants, through steering committees or other activities, play active, meaningful roles in planning and program activities that serve people with disabilities and older adults
- Purpose: Build credibility; expand resources
- Examples: Participants led person-centered activities; participants review program materials

Pathway Level 5

- Participants Share Decision Making
- Participants share in the process of making decisions regarding planning and operations of programs.
- Purpose: Decision-making expands influence (“Nothing about us without us.”)
- Examples: Participants consider program and policy alternatives, share influence in decision-making.

Pathway Level 6

- Participants Play Lead Roles
- Individual participants (not representing partner organizations) take on leadership roles in program planning and operations
- Purpose: Programs for people with disabilities and older adults led by participants
- Examples: Participants assume responsibility for planning and carrying out project tasks

Overall Pathway Level: 5 Steps

1. TRACK Inclusive Activities
2. REVIEW Inclusive Activities (Inclusively)
3. SCORE the Overall Pathway Level
4. PLAN to Increase Inclusive Activities
5. REPORT Overall Pathway Level

Active and Meaningful Inclusion

	Non-Meaningful Inclusion	Meaningful Inclusion
Non-Active Inclusion	<ul style="list-style-type: none"> • Not active. Not meaningful. • Little or no involvement of participants. • Programs serve participants with little or no input from, or perspectives of the populations being served. • <u>Pathway</u>: Level 1. 	<ul style="list-style-type: none"> • Meaningful but not active inclusion. • Participant involvement is passive. • “In the room,” not actively involved. • Well-intended programs gather useful, meaningful perspectives of participants (surveys or research). • Communication is one way. • <u>Pathway</u>: Levels 2, 3.
Active Inclusion	<ul style="list-style-type: none"> • Participants actively included, but do not feel they have an impact on decision-making, leadership, or outcomes. • May lead to “tokenism.” • Participant involvement intermittent/temporary because active input not valued, influential, or does not produce results. • <u>Pathway</u>: Levels 2, 3, 4. 	<ul style="list-style-type: none"> • Participants are actively and meaningfully involved in planning. • Participants play active role in program development, decision making, and leadership. • Participant feel their opinions are heard and make a difference. • <u>Pathway</u>: Some participants involved at Levels 4, 5, 6. Others may be involved at Levels 2, 3.

Round 5-6 Pathway Ratings

Grantee	Pre-Grant-Year 1	Post-Grant Year 1	Post-Grant Year 2
Boulder County	Level 3-4	Level 5	Level 5+
Easterseals Mass	Level 3-4	Level 5	Level 5-6
Greater Portland COG	Level 2-3	Level 3-4	Level 5-6
Hopelink	Level 2-3	Level 5	Level 5
Maryland Dept. of Transportation MTA	Level 2-3	Level 3-4	Level 4-5
Neighbor Network of Northern Nevada	Level 3	Level 5	Level 5
People for People	Level 2-3	Level 4	Level 5

Inclusion Performance Measures

Outputs

- A1. # of unduplicated participants on steering committees
- A2. Total # of participants who attended meetings (duplicates OK)
- A3. # of inclusion/participation needs/barriers/problems identified by participants
- A4. # of inclusion/participation solutions identified by participants

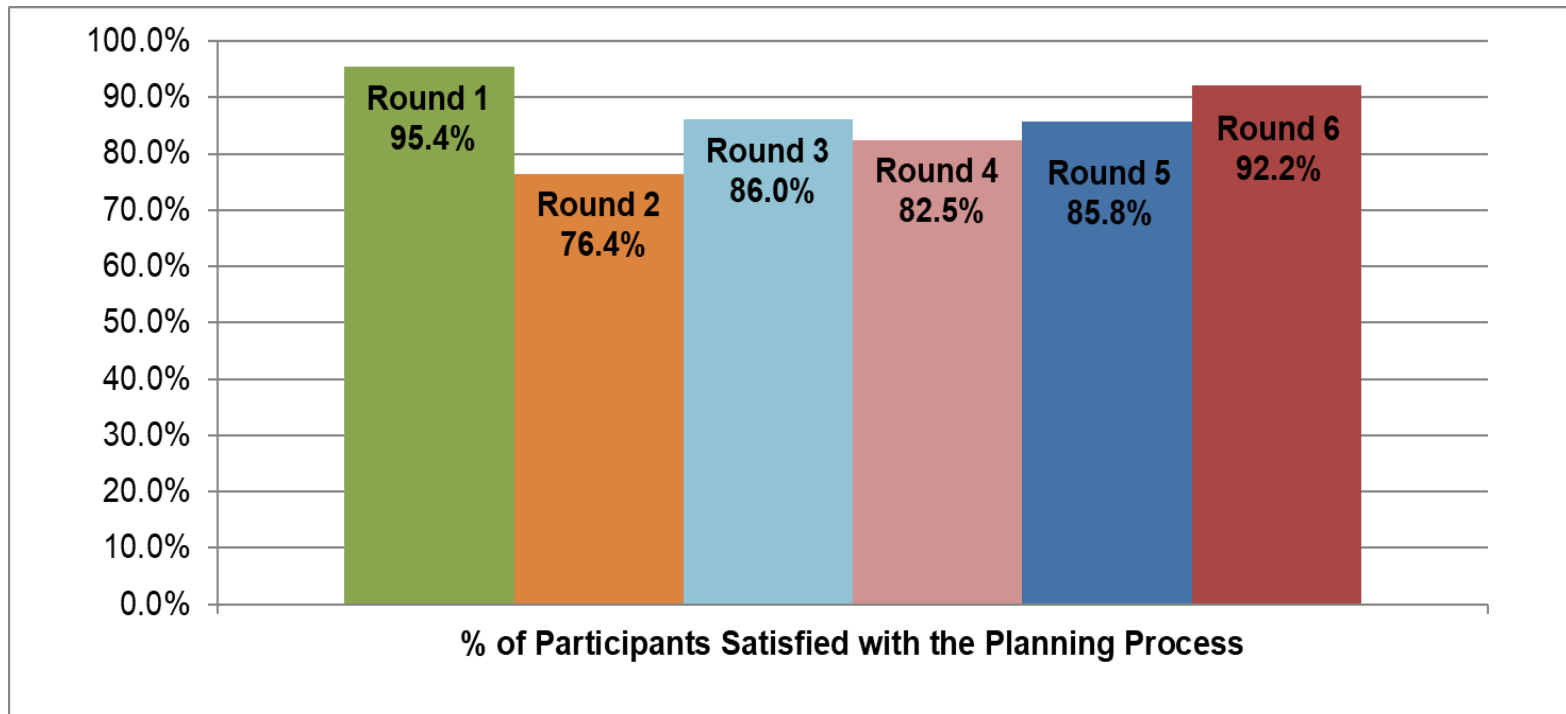
Outcomes

- B1. # of additional or new participants engaged in planning process
- B2. # of inclusion/participation barriers/problems vetted/referred to responsible parties
- B3. # of inclusion/participation solutions implemented (partially or fully)

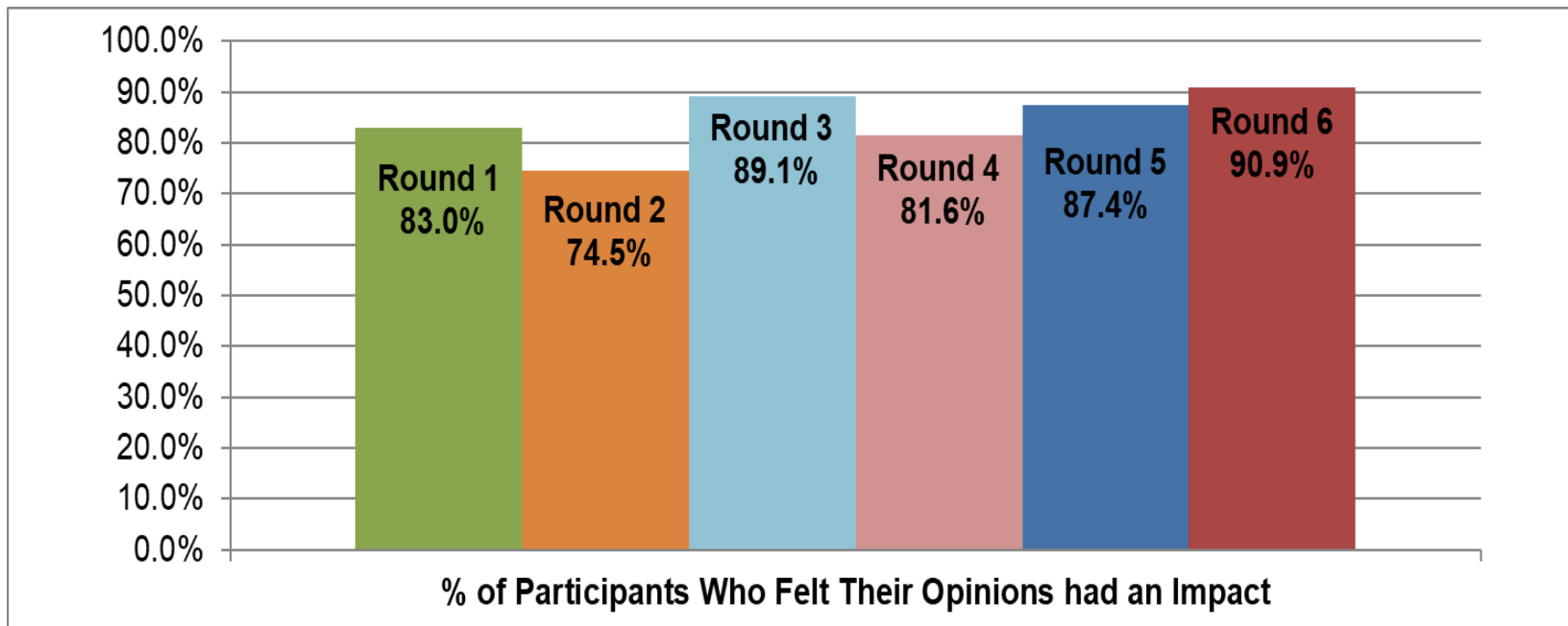
Satisfaction Measure

- C1. % of participants satisfied with the planning process
- C2. % of stakeholders/partners satisfied with the planning process
- C3. % of participants who felt their opinions had an impact on planning, activities

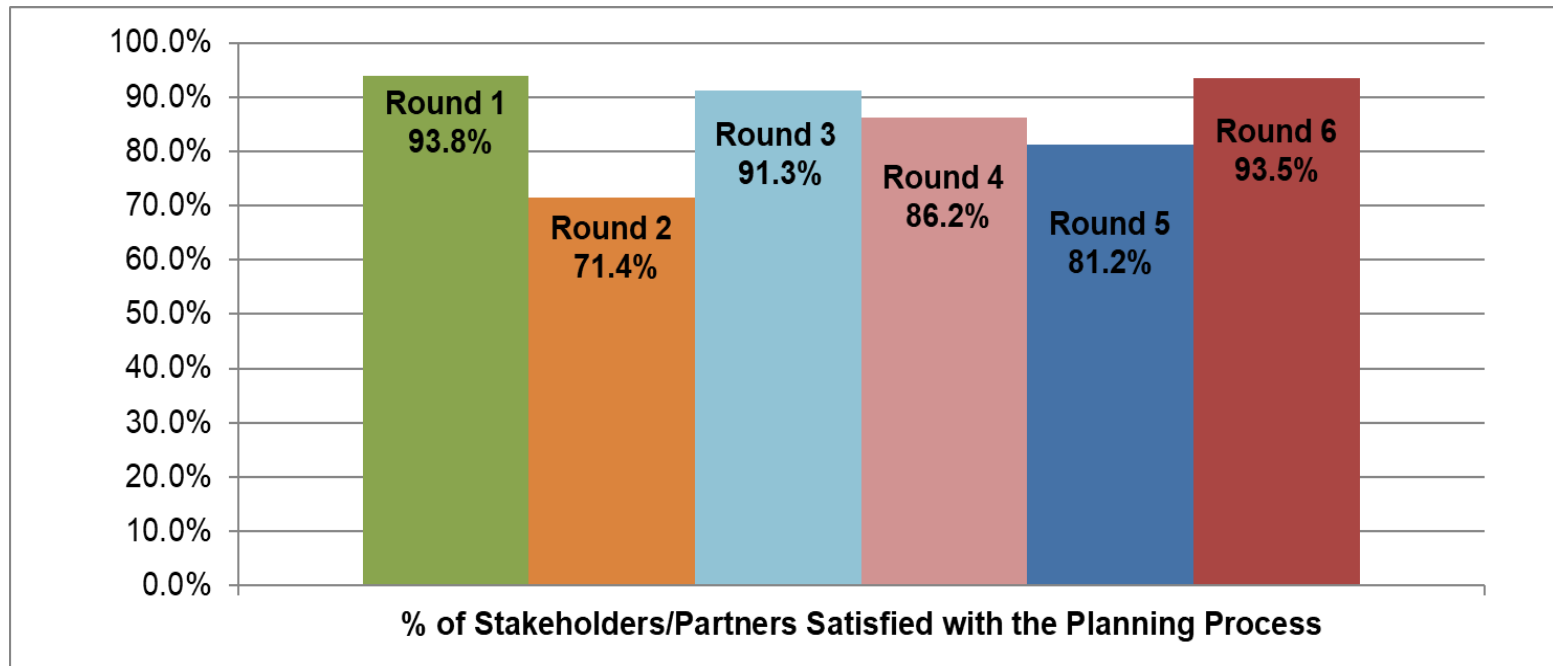
Participant Satisfaction: Planning



Participant Opinions: Impact



Stakeholders/Partners Satisfaction



Hot Tip: Assess Inclusion

- Discuss the Pathway to Inclusion to inclusively set a baseline.
- Do participants feel included?
- Do participants attend meetings? Are meetings held in a time/place so they can participate?
- Are participants' opinions sought?
- Ensure that what organizers are hearing is what the participants intended.

Hot Tip: Track Inclusion

- Set up a system to routinely and regularly collect objective data/examples.
- Develop a survey to collect feedback on inclusiveness and use it regularly (see <https://transitplanning4all.org/resources/hopelinks-inclusive-planning-toolkit/> (P. 49).
- Monitor results
- Track inclusiveness and program results.
- Investigate irregularities in results.

Hopelink Satisfaction Survey

Satisfaction Survey

Inclusive Transportation Planning Satisfaction Survey

1. Are you an older adult and/or a person with a disability?

☐ Yes ☐ No

Indicate whether you disagree or agree with the following statements.
Circle one response. The scale goes from **Positive to Negative**.

2. I was satisfied with the planning process today.



3. My participation/comments had an impact on the planning or activities.



4. Were you asked to review any materials/information?

☐ Yes ☐ No if yes, answer #5

5. If yes, the materials were useful for people with disabilities or older adults.



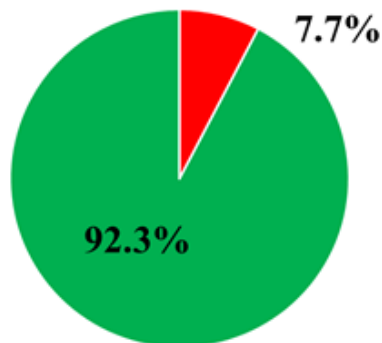
If you were dissatisfied with anything, please let us know what we could have done better:

Sustaining Inclusion Research

- Grants awarded in six rounds 2013 to 2019
- 3 rounds: nonprofit/government agencies open, competitive process (Rounds 1, 4, 5)
- 3 rounds: existing grantees (Round 2, 3, 6)
- Grants ranged from 7 months to 30 months
- 38 former grantees eligible for survey
- 68.4% of former grantees responded (n=26)
- Responses self-reported, not verified

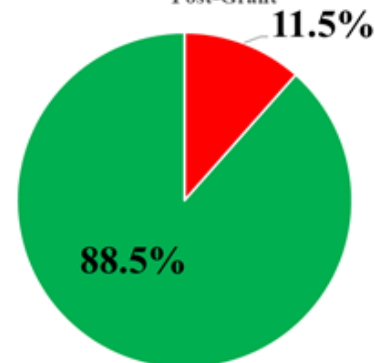
Sustaining Inclusiveness (n=26)

1a. Inclusive Coordinated Transportation Continued Post-Grant Overall Frequency



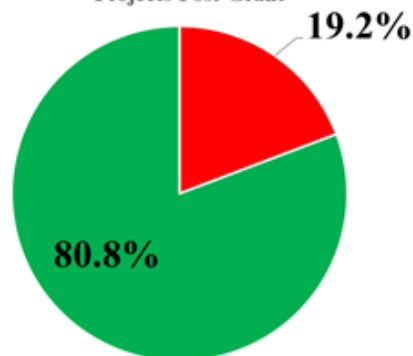
■ Never/Once ■ More Than Once/Consistently

1d. Participants Involved in Operations Post-Grant



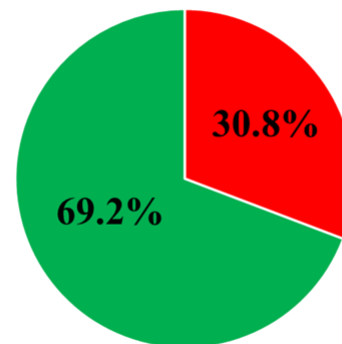
■ Never/Once ■ More Than Once/Consistently

1e. Participants Involved in Leading Other Projects Post-Grant



■ Never/Once ■ More Than Once/Consistently

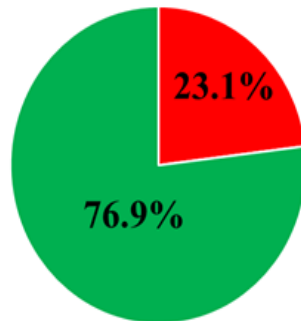
1h. Coronavirus Pandemic Impacted Continued Use of Inclusive Planning



■ Never/Once ■ More Than Once/Consistently

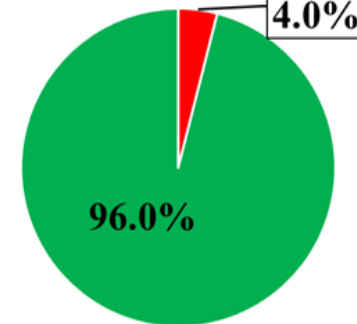
Post-Grant Outcomes (n=26)

2a. As a Result of the Grant, the Number of Transportation/Mobility Options Increased



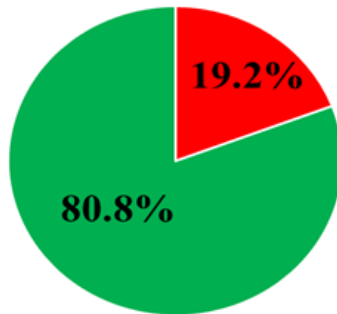
■ Never/Once ■ More Than Once/Consistently

2b. As a Result of the Grant, Awareness of the Value of Community Transportation Increased



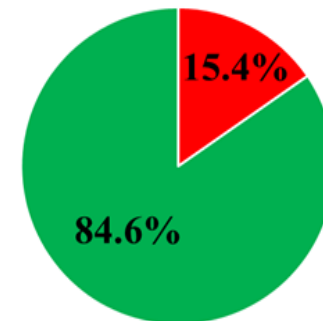
■ Never/Once ■ More Than Once/Consistently

2c. As a Result of Involvement of Participants, Quality of Transit Improved



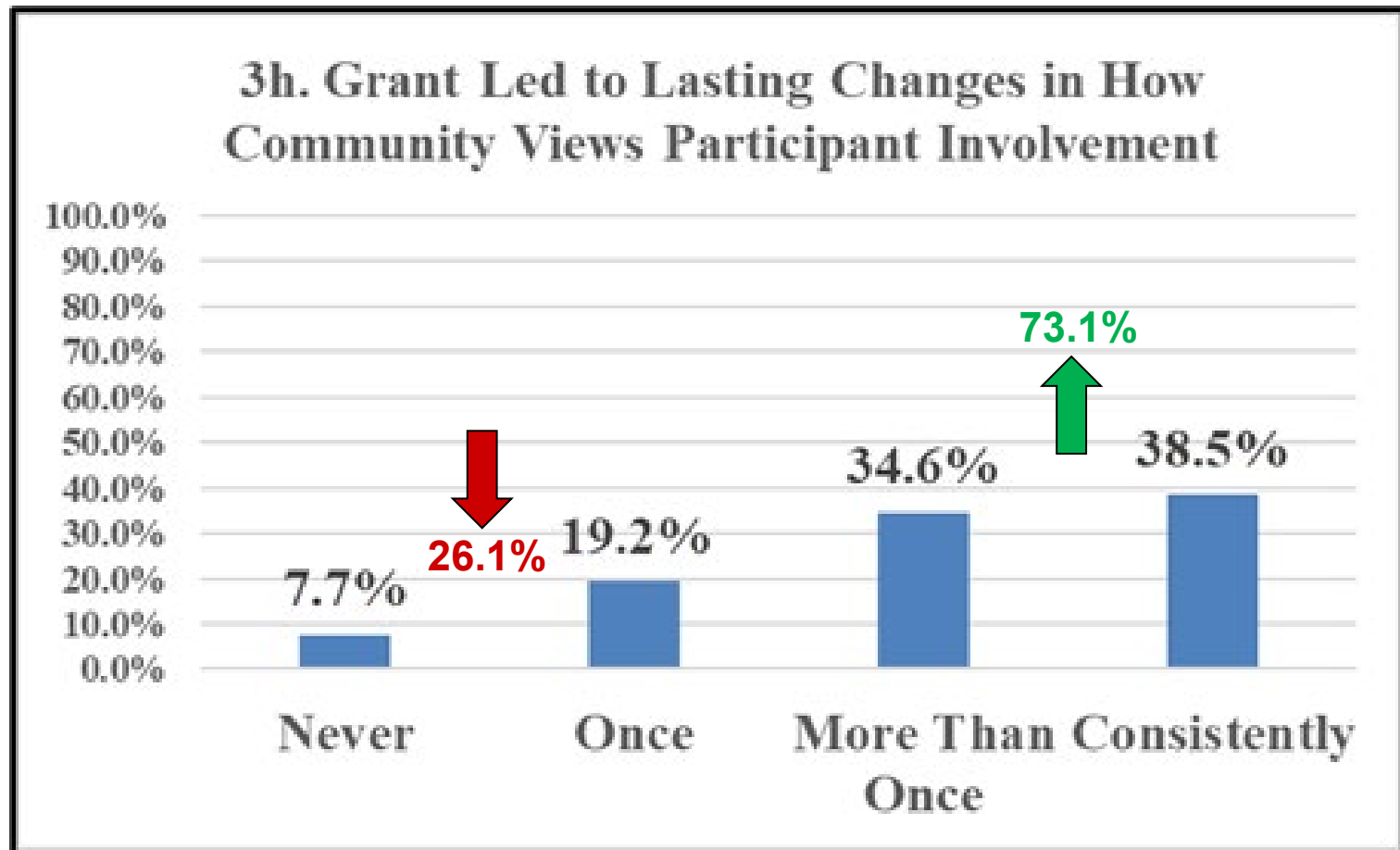
■ Never/Once ■ More Than Once/Consistently

2d. Inclusion Resulted in Realistic Improvements to Transit & Mobility Post-Grant



■ Never/Once ■ More Than Once/Consistently

Perceptions of Involvement (n=26)



Inclusive Planning Guide



Inclusive Planning Guide

This guide to inclusive planning is built from the knowledge and experience gained from the local projects sponsored by the ACL-funded Transit Planning 4 All program. This is a brief step-by-step introduction to the inclusive planning process. It is our belief that thoughtful and sincere inclusive planning leads to better programs.

Outcomes from the inclusive process include:



Shared Knowledge

Shared Knowledge

As the participants in the process work together, they learn from each other and create solutions based on this sharing.



Sensitive Design

Sensitive Design

Transit programs designed by those using the service will be more sensitive to their needs.



Support for Implementation

Support for Implementation

Groups and individuals involved in the design of a project will become advocates for the project as it moves to implementation and beyond.



Building Community Capacity

Building Community Capacity

In addition to improving the transit program, the process of inclusive planning builds the knowledge and skills of participants that they can take into other aspects of community building.

A well-developed and inclusive planning process goes through five phases outlined below. You may explore these individually or work through each in sequence.



1. Explore



2. Design



3. Implement



4. Evaluate



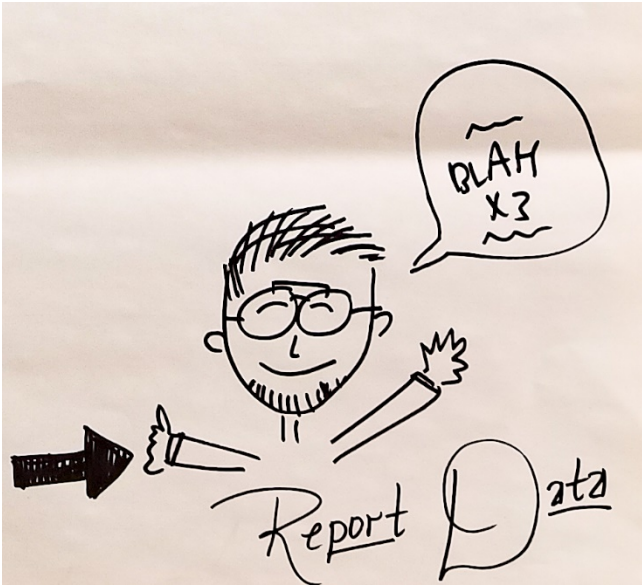
5. Sustain

View phase 1. Explore →

Connect with TP4A on social media:



Questions and Answers



For more information on the Transit Planning for All Project, visit:
<https://transitplanning4all.org/>

David J. Bernstein, Ph.D., DJB Evaluation Consulting
djbeval@gmail.com
@DJBernstein (Twitter)
<https://www.linkedin.com/in/davidjbernsteinphd>