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PEER-TO-PEER
TEEN TRAFFIC SAFETY
PROGRAM GUIDE

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16. Abstract This guide examines the importance and benefit of investing in peer-to-peer teen traffic safety programs as part of a broader strategic initiative. It identifies the essential elements of a peer-to-peer program determined through research and discussion with an expert panel and others working with teens or in the teen driving and/or traffic safety arenas, and outlines why each is important. A compendium of teen led traffic safety programs that incorporate all or many of the essential elements follows. These programs are benchmarks against which State Highway Safety Offices can assess their own programs or others they may be funding, or to help determine whether they have the capacity to build a program or invest in one that is already established. The document concludes with a list of resources that States and their partners may wish to consult for additional guidance in planning, implementing, and evaluating peer-to-peer teen traffic safety programs.			
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Contributors

List of Abbreviations and Acronyms

BACCHUS	Boosting Alcohol Consciousness Concerning the Health of University Students
B2B	Booster to Belts
BIANJ	Brain Injury Alliance of New Jersey
CDC	Centers for Disease Control and Prevention
CHOP	Children's Hospital of Philadelphia
CNFLP	California Friday Night Live Partnership
CSP	Champion Schools Program
CYC	California Youth Council
DHCS	Department of Health Care Services
FACS	Family and Consumer Sciences
FACTS	Families Acting for Community Traffic Safety
FAQs	Frequently Asked Questions
FCCLA	Family, Career and Community Leaders of America
FDSL	Ford Driving Skills for Life
FNL	Friday Night Live
GAMMA	Greeks Advocating Mature Management of Alcohol
GCMS	Gibson City-Melvin-Sibley High School
GDL	Graduated Driver License
GHSA	Governors Highway Safety Association
IPARD	Investigation, Planning & Preparation, Action, Reflection, Demonstration
KTSRC	Kansas Traffic Safety Resource Center
KTSRO	Kansas Traffic Safety Resource Office
MOHSP	Michigan Office of Highway Safety
NASPA	National Association of Student Affairs Administrators in Higher Education
NCAA	National Collegiate Athletic Association
NJDHTS	New Jersey Division of Highway Traffic Safety
NJM	New Jersey Manufacturers Insurance
NSL	National Service learning
NYLC	National Youth Leadership Council
NSNC	National Social Norms Center
OTS	Office of Traffic Safety
PI	Project Ignition
POL	Popular Opinion Leader
PSAs	Public Service Announcements
RSA	Road Safety Assessment
RTNC	ReduceTNCrashes
S4SD	Strive 4 a Safer Driver
SADD	Students Against Destructive Decisions
SAFE	Seatbelts Are for Everyone
S.E.E. Model	Safe, Early, Effective
SEPLA	Schools, Educators, Police Liaison Association
SHSO	State Highway Safety Office
SCL	SADD Leadership Council
SMART	Specific, Measurable, Action-Oriented, Reasonable, and Time-Specific

SOP	Standard of Practice
SRO	School Resource Officer
TDS	Teens in the Driver Seat
THSO	Tennessee Highway Safety Office
TTI	Texas A&M Transportation Institute
UA	University of Arizona
UDS	U in the Driver Seat
VHSO	Virginia Highway Safety Office
VSP	Virginia State Patrol
YAC	Youth Advisory Councils
YOVASO	Youth of Virginia Speak Out About Traffic Safety
YSA	Youth Service America
YTS	Youth Transportation Safety
WHO	World Health Organization

Why a Guide?

Motor vehicle crashes are the leading cause of death for U.S. teens (Centers for Disease Control and Prevention, 2015). Graduated driver licensing laws, which delay full licensure to allow teens to gain experience under low-risk conditions, are credited with reducing teen driver involved fatal crashes by as much as 30 percent (McCartt et al., 2010). In 2016, drivers 16 to 20 years old involved in fatal motor vehicle traffic crashes had the highest involvement rate (36.76) per 100,000 licensed drivers, compared to all the other age groups (NHTSA, 2018).

Recognizing the need to go beyond GDL, some States develop and implement teen traffic safety programs that address the behavioral issues typically associated with novice driver crashes – alcohol, drugs, distraction caused by cell phones and other teen passengers, drowsiness, late-night driving, low seat belt use, and speeding. Other States provide grant funding to organizations with expertise in delivering novice driver interventions. Whether administered by the State or another entity, many of these are peer-to-peer, school-based programs designed to help teens not only identify those behaviors that cause them the greatest risk on the road, but also recognize that they have the ability and power to act to address them.

Why peer-to-peer? And what should an effective teen led intervention look like? How can State highway safety offices, which are tasked with addressing the behavioral safety issues that plague the Nation's roadways and contribute to an estimated 94 percent of traffic crashes, ensure an investment in peer-to-peer programming pays off?

This guide examines the importance and benefit of investing in peer-to-peer teen traffic safety programs as part of a broader strategic initiative. It identifies the essential elements of a peer-to-peer program determined through research and discussion with an expert panel and others working with teens or in the teen driving and/or traffic safety arenas, and outlines why each is important.

A compendium of teen led traffic safety programs that incorporate all or many of the essential elements follows. These programs are benchmarks against which SHSOs can assess their own programs or others they may be funding, or to help determine whether they have the capacity to build a program or invest in one that is already established. The document concludes with a list of resources that States and their partners may wish to consult for additional guidance in planning, implementing, and evaluating peer-to-peer teen traffic safety programs.

Peer-to-Peer Education:
What It Is and Why It Is Important

For purposes of this guide, a peer-to-peer teen traffic safety program is defined as one in which teens:

- Identify a traffic safety problem specifically affecting them and other teens in their schools and communities;
- Formulate and implement plans that educates their peers about the problem and how to address it; and
- Evaluate how they did delivering that intervention (process) and addressing the problem (outcome).

The goal then is to harness the power of youth to promote the adoption of safe behaviors by both the teens delivering the intervention and the teens receiving it.

Teens who regularly participate in positive social projects designed to help their peers and others are less likely to engage in risky behaviors (Benton, as cited in Varenhorst, 2004). And in the case of the interventions included in this guide, the latter are also being positively affected. But another by-product of youth involvement in leading peer-to-peer efforts is that they develop critical social skills such as friendship making, caring, assertiveness, and resistance; form positive values, especially looking out for the well-being of others; and begin to understand their "meaning and purpose in life" (Benton, as cited in Varenhorst, 2004).

A Historical Perspective

Peer education is not new. It has been around since the 19th century, but gained momentum in the United States in the 1960s and 1970s as a method for delivering health-related information (e.g., influenza prevention, dangers associated with drug use, protected sex) to students on college campuses (Parkin & McKegany, 2000). The concept got a significant boost in 1975, when BACCHUS, Boosting Alcohol Consciousness Concerning the Health of University Students, was established at the University of Florida to help student leaders promote health and safety with a focus on alcohol awareness and abuse prevention. Ten years later, GAMMA, Greeks Advocating Mature Management of Alcohol, was formed to broaden BACCHUS' reach with fraternity and sorority members. Today the BACCHUS Initiatives, now part of the National Association of Student Affairs Administrators in Higher Education, is recognized as the largest active peer-to-peer organization in higher education (NASPA, 2017).

But what exactly is peer-to-peer education? In its simplest form, peer-to-peer education involves people with "similar characteristics or experiences learning from each other" (de Vreede et al., 2014). This interaction among like people is foundational, but so, too, is ownership. Rather than someone outside the group (such as an adult) telling the peers (teens) what to do or how to do it, members of the peer group take on all decision-making responsibility. Peer educators are typically self-motivated, welcome the opportunity to share what they know with others in their peer group, and can do so with facilitated training and through established, peer-centric communications channels (including social media) that are culturally and linguistically appropriate (Parkin & McKegany, 2000; Juarez et al., 2006). For these reasons, peer-to-peer education is considered an efficient, empowering, and low-cost way to reach a specific audience.

The reach of such an initiative, however, can go well beyond the peer group to impact the norms, actions, policies, and practices of an entire community (Kerrigan & Weiss, as cited in de Vreede et al., 2014). Youth, for example, are credited with mobilizing their peers to ignite national and international reform movements embraced by people of all ages that address a host of issues. So why not traffic safety?

Motor vehicle crashes are the leading cause of death for children and young adults ages 5 to 24 (CDC, 2015b). The notion that teens are both willing and able to successfully undertake educating their peers about this problem, and should be encouraged to do so, is supported by leading U.S. and international public health and safety organizations including NHTSA, the Centers for Disease Control and Prevention, the U.S. Department of Health and Human Services/Substance Abuse and Mental Health Services Administration, and the World Health Organization. The United Nations Convention on the Rights of the Child declares that youth have a right to express their opinions and fully participate in all matters affecting them. Therefore, young people should be encouraged to use their energy, creativity and unique perspective to deliver information and programs to their peers that discuss how to protect themselves on the road.

Modes of Peer Influence
It is important to understand that there are four modes of peer influence that can operate simultaneously and counteract each other (Brown & Theobald, as cited in Karcher et al., 2004).

- Peer pressure – typified by the relationships teens have with friends and others they meet
- Group norms – teens are not only influenced by peers they have formal (e.g., teammates, classmates) and informal (e.g., platonic and romantic friends) relationships with, but also by groups to which they would like to belong or fit in with
- Modeling – teens copy a particular behavior or avoid it at all costs
- Opportunities – teens create situations in which certain behaviors can occur

All four must be considered when designing a peer-to-peer intervention (Karcher et al., 2004). Not doing so could result in the intervention doing more harm than good.

But what about the negative connotation of peer pressure that is often identified with the teenage years? Undoubtedly, this a time when youth are less likely to be supervised and more likely to engage in activities – some possibly risky such as texting while driving, drinking and driving, or speeding – with their friends. For this reason, many peer-to-peer interventions focus on helping teens build skills to resist peer pressure that could prompt them to engage in unsafe and unhealthy behaviors.

Program Expansion: Service Learning
Some school-based peer-to-peer programs are referred to as service-learning initiatives. Identified as one of six promising approaches to civics education, service learning occurs when students have "opportunities to apply what they learn [by] performing community service that is linked to the… curriculum… and instruction" (Gibson & Levine, as cited in Root, 2016). For example, creating and displaying anti-texting while driving posters is service. Studying the effects of cognitive distraction on driving is learning. When teens review local and State crash data to identify the impact of distraction on safe driving, develop a campaign to educate their school and community about the importance of keeping their *heads up, eyes forward,* present their findings to the Department of Transportation in their State with a request to display that message on variable message boards, and their request is granted,

that is service learning. (This was accomplished by students participating in the Champion Schools Program, included in the Program Compendium of this guide.)

Proponents of this approach say that it "embeds the topic teens are addressing more deeply within a school's culture and makes connections to academic goals" (NYLC, 2016a). Research studies confirm that service-learning participation not only enhances "student civic competencies and engagement," but also increases participants' "awareness of societal issues and [their] willingness to take active roles" when compared to non-participants (Furco, as cited in Root, 2016; Root, 2016).

Part of a Broader Strategy

Whatever the nomenclature – service learning, peer to peer, peer helping, youth engagement – enlisting teens to educate other teens about traffic safety problems in school-based settings should be one component of a broader *environmental* strategy for preventing teen driver crashes and the resulting injuries and fatalities. Researchers examining the impact of programs designed to increase seat belt use by teens, for example, concluded that the most successful are those reaching not only teens, but also their families, schools, neighborhoods, and communities. That is because the choice to buckle up or not is influenced by a teen's personal beliefs, as well as family members and peers, exposure to media messages, community norms and cultural standards, and the visibility and ticketing practices of law enforcement (Vlahov & Galea; Pickett et al.; Schulz & Northridge; Vlahov et al.; Auchincloss & Hadden, as cited in Juarez et al., 2006). Therefore, effective initiatives must address both risk and protective factors and include a combination of "knowledge content, social norming, personal commitment, and resistance skills strategies" (Fell et al., as cited in Juarez et al., 2006).

Similarly, a guide for preventing underage drinking and driving recommends the adoption of strategic interventions that not only address the problem at the individual or group (peer) level, but also at the institutional, community, and public policy levels. These strategic interventions focus on knowledge, attitudes, and behavioral intentions; environmental change (e.g., alcohol-free options, social norms, alcohol availability and promotion, policy/law enforcement); health protection; and intervention and treatment (Zimmerman & DeJong, 2003).

What might this look like from the health protection perspective? A community establishes a safe ride program so students on the local college campus who are drinking do not drive. It is promoted to individual students via campus signage and social media that explains how to access the new service. Student groups educate their members about the dangers of drinking and driving and encourage them to pledge not to drink and drive and use the new program (Zimmerman & DeJong, 2003).

These examples illustrate that teens do not make decisions about engaging in safe and unsafe behaviors in isolation, but in an environmental context that encourages or discourages risk taking. Therefore, peer-to-peer education should not be viewed as a stand-alone countermeasure, but as one component of a multi-faceted approach that targets the social (family and peers), physical, economic, and legal factors that shape a teen's environment (Zimmerman & DeJong, 2003).

The Essential Elements of a Peer-to-Peer Program

Peer-to-peer education is a viable component of a broader teen traffic safety strategy. But what are the essential elements of a peer-to-peer program? Teens, adult sponsors, traffic safety advocates, and researchers agree that the most "authentic, meaningful and active" programs share the following "success indicators" (HeartWood Centre for Community Youth Development [HeartWood], 2013).

- ✓ Teen led
- ✓ Inclusive
- ✓ Sustainable (adult support and resources)
- ✓ Facilitated training
- ✓ Clearly defined, measurable learning objectives tied to a teen identified problems
- ✓ Positive
- ✓ Incentives and recognition
- ✓ Evaluation

States looking to build or assess a peer-to-peer teen traffic safety program should incorporate or require these elements.
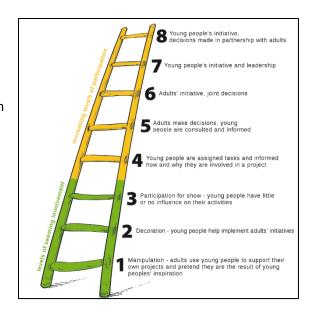
Teen Led: Teens Are in Charge

Perhaps one of the most difficult things for adults to do is to allow young people to lead. But that is exactly what must happen; the dynamic must shift from adults providing programs, information and skills to youth, to youth providing the intervention to their peers (Karcher et al., 2004). That means that a peer-to-peer teen traffic safety program must be structured so that teens are in charge. As one long-time peer-to-peer program provider explained:

> *Adults need to learn to be quiet and not jump in. We need to let teens work their way to it. If given the opportunity, teens will do more than they thought possible. If adults prescribe, teens will just check the boxes* (Spavone, personal conversation, 2017).

What is billed as a peer-to-peer program, however, is often in reality an adult-led effort.

How To?
Tools such as Roger Hart's *Ladder of Participation* (1992) (at right) can help a SHSO determine the authenticity and degree of youth participation in a peer-to-peer program. The lowest rungs of the ladder in green describe initiatives where adults can say youth are involved, but young people have little or no voice in how they are involved or an understanding of the issue. The yellow five rungs reflect increasing degrees of youth engagement with the top rung reflecting a true youth-led initiative, one where teens make the decisions in partnership with adults. That means that teens take the lead in identifying the problem by developing and delivering the intervention, as well as overseeing all aspects of their work including

8 Young people's initiative, decisions made in partnership with adults

7 Young people's initiative and leadership

6 Adults' initiative, joint decisions

5 Adults make decisions, young people are consulted and informed

4 Young people are assigned tasks and informed how and why they are involved in a project

3 Participation for show - young people have little or no influence on their activities

2 Decoration - young people help implement adults' initiatives

1 Manipulation - adults use young people to support their own projects and pretend they are the result of young peoples' inspiration

increasing levels of participation

levels of seeming involvement

governance. Adults, meanwhile, step back and allow youth to be the catalysts unless or until teens ask them to assist.

Providing youth opportunities to engage in meaningful experiences that allow them to express their opinions and have them taken seriously helps them build skills and competencies, bolsters their confidence, and leads to the formation of aspirations (United Nations, 2004). It can also strengthen relationships between teens and adults, leading to more inclusive and sustainable initiatives (Geggie, as cited in HeartWood, 2013.)

Research also confirms that interventions directed at teens are more successful when they are developed and implemented by their peers rather than government entities or adult experts. That's because the teen leaders know how, when, and where to deliver the message using authentic voices that resonate with their peers (Juarez et al., 2006). Teens who participate in true youth-led programs report greater satisfaction and sense of accomplishment, and often continue to serve as peer educators after they graduate (Backett-Milburn & Wilson, 2000).

In Texas, home of the junior high and high school versions of the *Teens in the Driver Seat* program (included in the Program Compendium), teens led the effort to expand the program to colleges and universities. TDS alumni felt the program made a difference in their schools and communities, and recognized the need for a similar peer-to-peer program in higher education. This prompted the *U in the Driver Seat* program operating at 20 campuses across the State (Fischer, 2016).

Inclusive: All Teens Are Welcome
One of the challenges of peer-to-peer programming – especially when delivered in a school-based setting – is inclusiveness. Typically, the students who are already participating in other activities (athletics, student government, honor society, the arts) are more likely to volunteer for a club or project that gives them the opportunity to serve in leadership capacities. In fact, another model for peer delivery – the POL (popular opinion leader) approach – is founded on the premise that the most popular and socially influential members of a group can be recruited and trained to effectively deliver interventions to their peers that result in behavior change (Kelly, 2004).

The intent of peer-to-peer program providers interviewed for this guide, however, is to engage all teens, not just the most popular or active. That means attracting youth representing a myriad of cultures, ethnicities, abilities, genders, and economic backgrounds.

How To?
One way to do that is to take a cue from the POL approach – identify the various segments within the target population and then who is most influential within each of the informal and formal social networks (Kelly, 2004). Enlisting those teens who have their peers' ears can foster greater diversity among the peer team as well as bolster the likelihood that their intervention resonates with all students, including those most at-risk.

Bringing together diverse youth from different backgrounds also provides an opportunity to promote cultural and gender understanding as well as breakdown stereotypes, and dispel misinformation. While diversity and tolerance may be taught in schools, an inclusive peer-to-peer program – one where everyone does not look, think, or act the same – provides youth an opportunity to put what they learn into practice. The more diverse the group, the greater the opportunity to develop critical social skills

such as the ability to understand an alternate point of view along with empathy, active listening, and conflict resolution (Karcher et al., 2004).

Rallying around a common goal can help bring together youth who may not typically interact or socialize. Teens' collective desire to encourage their peers to adopt a positive behavior (e.g., buckle up, stow their cell phones, take away the keys from a drinking driver) can, in fact, be transformative. As one teen participating in the national peer-to-peer program, Students Against Destructive Decisions, put it in an outreach video, "It doesn't matter what religion you are, what color you are… we are all a SADD family" (2017).

Sustainable: The Critical Role of Adults

How do you sustain a peer-to-peer teen traffic safety program when the teens tasked with ownership turn over every year? Where does the funding come from? One constant in this dynamic process are the adults who work directly with teens to provide support and guidance along with the resources needed to keep a peer-to-peer initiative going. Explained one long-time peer advocate working in higher education, "Students [involved in peer-to-peer programs] identify the problem and how they're going to address it. Adults figure out how to pay for it" (Quinn-Zobeck, personal conversation, 2017).

Typically referred to as advisors these adult allies are teachers representing a variety of subject areas, student assistance or guidance counselors, administrators, and/or safety advocates. Some are motivated by a personal loss resulting from a motor vehicle crash or other incident and share what they have learned with teens. A knowledge of traffic safety, however, is not critical. What an effective adult advisor must have are an understanding of the youth culture, strong group facilitation skills, and the ability to provide positive reinforcement and meaningful feedback that motivates and inspires teens (Kelly, 2004).

Teens actively involved in peer-to-peer initiatives point to this adult support as essential for success. Said one long-time SADD member:

> There's always another project or event, fundraiser or meeting to attend, and without a caring adult there to lend a hand or give advice, it would make the peer-to-peer aspects of the activities a challenge. Sure, our goal is to work together as teens, but to really make a difference in traffic safety, our peer-to-peer efforts need the full support of an adult. It's the collaboration between the teens working and brainstorming together and the adults providing positivity and advice that [spark] progress… (Bindle, personal conversation, 2017).

How To?

At the start of a new program year or session, the advisor is likely to assume a more pronounced leadership role as teens learn about each other and how to work together. That may include facilitating training to foster positive group dynamics along with delivering a primer designed to guide teens through the intervention planning process. As teens develop leadership skills, the adult role changes from leading to guiding. Explained a program provider, "we create the platform and teens take the stage" (Henk, personal conversation, 2017).

Adult advisors also play a pivotal role in institutionalizing peer-to-peer programs. Most teen led programs are highly visible due to their affiliation with schools, but it is not enough for the key decision makers such as administrators or board of education members to see what the students are doing. They

need to know the intervention is having a real impact. Adult advisors can help students frame their results in terms that speak to these decision makers. This is important since most programs, whether based in schools or another community setting, are typically defined as extracurricular activities or clubs. Peer-to-peer teen traffic safety programs must be recognized by those in charge as important and provided both the financial support and human resources needed to ensure long-term viability.

One exception is Family, Career, and Community Leaders of America, which functions as an integral part of the Family and Consumer Sciences education curriculum taught in schools. Certified family-and-consumer-sciences teachers incorporate peer-to-peer programming into their classrooms providing students the opportunity to identify and address traffic safety problems affecting their peers. Even so, the students involved with FCCLA and other peer-to-peer programs conduct fundraisers, solicit donations and/or apply for grants (the latter is often handled by the adult advisor) to cover the costs associated with their peer outreach activities. Here again adult advisors play a critical role as they balance the work of the project based on the expectation of funders and stakeholders, while "supporting the development of teens whose enthusiasm may lead them down some unpredicted paths" (Beckett-Milburn et al., 2000).

Facilitated Training: Investing in Success
Training, for both teens and adults, is essential for the success of a peer-to-peer program. In fact, teens who receive ongoing training and support are more effective in interacting with their peers than those who do not (DuBois et al., as cited in Karcher et al., 2004).

How To?
Teen training should be consistent with what they are expected to do, which means not only providing factual information about teen traffic safety, but also guidance on how to work together as a team, communicate using a shared language, consider each other's ideas, listen actively, and organize and manage resources (e.g., people and money) (Walker & Avis, 1999; Youth Service America, as cited in Cairn, 1992). Once teens are working cooperatively, they also need training to help them identify a specific teen traffic safety problem that they want to address ideally based on teen crash data, determine what works to change the behavior associated with that problem, and learn how to develop and implement an effective intervention using a formal planning process such as a logic model, decision tree or action plan. (A sample logic model and additional resources are provided at the end of this guide.) Finally, facilitated discussion sessions (a form of training) during which teens reflect on their work should be conducted to help them learn from their experiences and apply them to their work (Cairn, 1992).

Peer-to-peer program alumni-led training is preferred and highly effective (Mathie, as cited in Walker et al., 1999). In lieu of past program participants, adults with the appropriate expertise can lead the training, which should include interactive exercises that provide teens an opportunity to learn about and engage with each other and try out new skills. That facilitator could be the peer-to-peer program advisor. Like teens, the adults who work with them should receive training to help them communicate and facilitate meetings with young people, as well as mentor and serve as positive role models.

States currently funding peer-to-peer initiatives or considering doing so should consider whether training and other tools supporting the work of teens and adults are available. All the peer-to-peer teen traffic safety programs included in this guide's compendium provide training to teens and adults through annual state or national conferences, regional or local meetings and webinars. In-person and

online training, toolkits and other resources are available as well to help teens and new and seasoned advisors develop and enhance their skills and build and implement successful programs.

At national peer-to-peer program conferences sponsored by FCCLA, the National Youth Leadership Council, and SADD, for example, general sessions and workshops – many teen led – focus not only on health and safety issues affecting teens and their peers, but also proven countermeasures for addressing them. Opportunities to focus on self- and group-development (e.g., time management, team building, leadership) are also provided through skill-building sessions. The BACCHUS Initiatives, meanwhile, offers resources and conferences along with Certified Peer Education Training for college students and a train-the-trainer program.

Clearly Defined, Measurable Learning Objectives Tied to a Teen-Identified Traffic Safety Problem: Do Your Homework Before Taking Action

Before teens can take action to address a specific teen-related traffic safety problem, they need to clearly define and understand it. It is not enough for teens involved in a peer-to-peer traffic safety program to decide *we are going to stop teens from crashing* or *encourage our peers to buckle up*. Both are noble goals, but success is unlikely if the teens fail to identify just how big the problem is, the root causes, and who within their peer group is likely to be involved (Pullen-Seufert & Hall, 2008).

That means teens must do their homework – review State, regional, and local crash and other teen-related data (citation, seat belt use); conduct observational, public opinion, and/or awareness surveys with their peers; and interview the local law enforcement before deciding how to educate their peers. These critical baseline data help teens determine the most appropriate activities (countermeasures) to address the problem. This data is also the yardstick against which they will measure success at the end of their program (Pullen-Seufert et al., 2008).

Before they can measure success, teens also need to develop learning objectives (or goals) linked to the problem they have identified. These objectives should be SMART – Specific, Measurable, Action-Oriented, Reasonable, and Time-Specific, which aligns with what many sub-recipients are required to include in grant applications submitted to SHSOs. Here are several examples of SMART objectives addressing teen traffic safety issues.

- To increase seat belt use by Anytown High School students by 5 percent by the end of the school year.
- To decrease texting while driving by Anytown High School students by 10 percent by the end of the school year.
- To increase the number of parents of Anytown High School driver education students who can identify the provisions of our State's GDL law by 25 percent by the end of the first marking period.
- To reduce the number of liquor stores that serve minors by 20 percent in 12 months.

Gaining consensus among the peers is critical, since what gets measured must be linked to their objectives. Teens then use these objectives to formulate their evaluation plan (discussed below), which is vital for determining if they actually did what they set out to do (process evaluation), and if what they did made a difference (outcome evaluation).

How To?

Formal planning can be overwhelming to teens (and adults) who may view it as stifling their creative process. However, tools such as logic models (also called road or outcome maps, theory or models of change), decision trees, or action planning worksheets can help them connect the dots between the problem they are trying to solve, the resources and activities they will use to address it, and the objectives they hope to achieve. A simple example is provided below (links to other tools are included in the Additional Resources found at the back of this guide).

PROBLEM	INPUTS	OUTPUTS		OUTCOMES - IMPACT		
		Activities	*Participation*	*Short-term*	*Interim*	*Long-term*

Problem: Problem or opportunity to be addressed (e.g., increase awareness of the crash risk for teen drivers and strategies for reducing that risk).

Inputs: Resources invested in the program (e.g., volunteers, money, time, equipment, material)

Outputs: Activities to be conducted to address the problem and the anticipated participation level (e.g., host a teen driving night to reach 200 parents and teens)

Outcomes: Desired individual or community short-term change in learning (knowledge, attitude, skills), mid-term change in action (behavior, policy, practices), long-term change in condition (environment, morbidity and mortality, quality of life)

The most common reason why peer-to-peer education programs fail is lack of clear aims and objectives (Walker & Avis, as cited in Hampton et al., 2005). By using a logic model or similar tool, teens have a road map to help them plan, implement, monitor/reflect, and build both internal and external support for their initiative. This map also clearly and succinctly shows organizations providing financial or other resources the link between the teens' activities and objectives (outcomes). Teens should also use their road map to develop a detailed work plan that details who will do what, by when, and with what resources.

For SHSOs looking to leverage peer-to-peer education to impact teen traffic safety, youth can and must do this work. Good programs provide both training (as discussed previously) and planning tools, as well as adult guidance to ensure teens are successful. Research validates that when youth are involved in voluntary, but structured peer activities that provide opportunities and challenges for "sustained concentration and commitment," they remain actively involved, "motivated and persistent" (Fantuzzo et al., and Larson, as cited in Karcher et al., 2004). Without formalized planning, a peer-to-peer teen education program risks becomes a feel-good exercise that lacks impact and deprives teens of the opportunity to develop critical skills.

Be Positive: Scare Tactics Don't Work!

Research confirms that positive learning experiences and messaging are more likely to motivate teens to choose safe behaviors and refrain from risky ones (Hobart & William Smith Colleges, 2017). That is because teens want to fit in and do the right thing. Many teen led traffic safety programs, however, focus on the negative by telling peers what not to do or employ scare tactics such as graphic crash images and re-enactments, that are shown to "paralyze audiences, elevate stress and anxiety and produce only short-term effects on behavior" (Children's Hospital of Philadelphia, 2017).

How To?

Another approach is to dispel the myths teens may have about a perceived social norm (for example, *no one at school buckles up*) by communicating the actual norm (*actually, 85 percent of Anytown High School students always buckle up)* through campaigns, interactive programs, or demonstrations such as a seat belt convincer, math or physics lessons that use Newton's law to illustrate crash forces, personalized normative feedback, and other initiatives (H&WSC, 2017). Why does this work? Teens' perceptions of what their peers think and do strongly influence their own attitudes and behaviors, but those perceptions are often inaccurate. If more teens are in fact making safe rather than unsafe choices when it comes to traffic safety, a social norming campaign can help correct misperceptions and promote positive behavior (National Social Norms Center, 2017).

To do this effectively, teens must gather data from their peers to identify the actual norms associated with the traffic safety behaviors and attitudes they want to address and then develop and deploy tactics conveying what their peers are actually doing (H&WSC, 2017). Having this information delivered via peers – particularly those who are held in high esteem or considered *cool* – enhances its credibility. Also important is the length of the intervention; a long-term effort of at least 12 months or more is more likely to result in the desired behavior change (NSNC, 2017).

What else can SHSOs and their partners do to help ensure the success of peer-to-peer initiatives? The NYLC (2017), which joined with NHTSA to pilot and support the peer-to-peer teen traffic safety program, Project Ignition (included in the Program Compendium), recommends:

- Pre-testing messages to gauge teen response;
- Communicating information that teens do not already know;
- Combining communication strategies with other proven prevention countermeasures, such as advocating to change or enforce a law or policy that influences behavior;
- Giving teens the opportunity to experience and discuss individually and in small groups what you want them to understand, consider if and why they should care, and what they want to do about it;
- Providing role playing and other opportunities to help teens build skills to resist peer pressure to engage in unsafe behaviors and/or skills to encourage and hold teens accountable for the promoted safe behaviors; and
- Including parents by educating them about the importance of setting limits and discussing driver safety with their teens. Sharing a sample parent/teen driving agreement with families can help with this endeavor; it is a tool for prompting discussion and ongoing dialogue about traffic safety.

Finally, teens involved in peer-to-peer traffic safety programs typically create collateral material – posters, flyers, brochures, buttons, t-shirts – that is displayed, distributed or worn in schools and their communities to create awareness and encourage action. Brochures and flyers alone are not effective. However, they can be when used as part of the social norming approach to convey what *most teens are doing* or when integrated with other strategies, particularly those where teens engage one-on-one with each other (Kelly, 2004; NYLC, 2017). Additionally, one-way messaging delivered through lecture, or public service or public address announcements are far more effective when they are accompanied by experiential, hands-on activities or facilitated reflection and discussion (NYLC, 2017). For example, coupling a distracted driving presentation by a victim advocate with the opportunity to text and drive a golf cart on a course set up in the school parking lot, can be a dynamic learning experience.

Incentives and Recognition: Sweetening the Pot to Bolster Participation

Providing incentives and recognition can be effective tools for motivating young people to participate in peer-to-peer teen traffic safety programs. Some teen led traffic safety programs use incentives like gift card drawings to encourage peers to adopt a particular behavior such as always wearing a seat belt when riding in a motor vehicle. Research suggests that "incentives seem to change what people do" (Allan & Fryer, 2011), but usually for the short rather than long-term. That is because incentives or rewards do not change a person's underlying attitude, which is essential for an "enduring commitment to a value or action" (Kohn, as cited in Baer, 2014). For this reason, incentives should be used in conjunction with other strategies – such as the social norming approach discussed earlier – to help teens recognize the value or personal benefit of adopting a particular behavior.

How To?

What is used to incentivize teens is also important. Researchers working with adolescents as well as adults contend that monetary incentives are not necessarily the best carrot for bolstering motivation. Instead, they point to low-cost rewards such as pizza parties as highly effective since they give students the opportunity to celebrate (Allan et al., 2011; Baer, 2014; Springer et al., 2015). On the other end of the spectrum, some peer-to-peer teen traffic safety programs use a school-wide concert, interactive assembly/event or technology to reward not only the teen leadership team, but also the entire student body for developing and implementing an effective intervention. These rewards are often tied to participation in statewide or national competitions, which are shown to increase interest and enthusiasm among teens.

Recognition is also a powerful motivator. Students who were offered up to $100 for regular attendance at tutoring sessions were no more likely to attend then if they were offered nothing at all. But when students received a certificate of recognition for regularly attending tutoring sessions, their participation increased 42 percent when compared to a control group (Springer et al., 2015). For peer-to-peer teen traffic safety programs, recognizing students at assemblies, board of education or town council meetings, or in the local press reinforces their work and reminds them of their role and status within the school. Publicly handing out awards or certificates of recognition also fosters "an atmosphere of transparency among peers and might contribute…to increased competition in terms of rewards and achievement" (Allan et al., 2011).

Parents also play a pivotal role in motivating their teens. A parent is likely to view receiving a letter or call from their son or daughter's school as bad news. But when it is the principal or superintendent commending their teen for helping their peers to be safe on the road, parents can reinforce that recognition by providing praise and ongoing encouragement (Springer et al., 2015).

But do teens who are actively engaged in peer-to-peer education programs need an incentive or reward to participate? While many teens who participate in or assume a leadership role in peer initiatives are self- or intrinsically motivated, providing external (extrinsic) motivation can help sweeten the pot. An evaluation of teen peer-to-peer programs addressing impaired driving, for example, found that SADD members stayed involved and active not only because they believed in what they were doing and felt their chapter's goals and activities were worthwhile, but also because of the individual benefits they acquired such as personal growth, social support, friends, and prestige (Leaf & Preusser, 1995). Like SADD members, students involved in the Teens in the Driver Seat Program (included in the compendium), are motivated by the opportunity to do meaningful projects designed to educate their peers about how they can protect themselves on the road. They also like that they can earn prizes and recognition for their TDS teams and schools, and serve on teen advisory boards (students are selected via an application process and are leveraging their involvement to earn college scholarships) made up of peers from in and outside of Texas (Fischer, 2013).

Borrowing a term from management, the "motivators – personal growth, recognition, responsibility, and challenging work" – are just as important to teens as adults (Baer, 2014). This merits a caution: "continual, meaningful progress" rather than incentives and rewards, should be the focus of peer-to-peer teen traffic safety programs (Amabile, as cited in Baer, 2014).To ensure that happens, teen led programs need a "catalyst" that allows work to move forward -- clear objectives and the resources to accomplish them as discussed previously – and a "nourisher" that supports youths' intrinsic needs by "showing respect and providing emotional support" (an adult advisor, parents) (Amabile, as cited in Baer, 2014).

Evaluation: Did the Peer-to-Peer Program Make a Difference?

All traffic safety countermeasures should be evidence-based, which means they should be evaluated. The notion of conducting a formal evaluation can be daunting not only to youth, but also adult advisors and program providers. Evaluation, however, does not have to be complicated since what gets assessed is whether the program went as planned and if it achieved the learning objectives the teens established during the planning process. Therefore, evaluation should be included at the start of the peer-led project so that it helps frame the questions that will be asked and clarifies the problem that teens are attempting to address (Seufert-Pullen et al., 2008).

There are two types of evaluation – process and impact/outcome (also known as implementation and summative). A process evaluation determines whether the peers did what they intended to do by tracking what happened. For example, if teens are planning to make seat belt presentations in driver education classes that include taking a pledge to always buckle up, a process evaluation would keep track of the number of presentations given, the number of students reached at each presentation, and how many took the pledge. Conducting this evaluation at the start of and throughout the intervention allows teens to spot implementation problems and either fix them or scrap the effort. It can also bring any resource issues (e.g., manpower, material, time, money) to light including whether the project was completed on budget and on time.

While process evaluation is important and helps teens take corrective action (particularly if their program is long-term or will be replicated from one school year to the next), impact evaluation holds greater importance. An impact/outcome evaluation is tied directly to the learning objectives teens

established for their program. That means it is measuring things they can observe and quantify such as behaviors, knowledge, attitudes, opinions, and awareness (Seufert-Pullen et al., 2008).

How To?
Surveys are often used to conduct evaluation. For example, if increasing teen seat belt use is the objective of a peer-to-peer education program, teens might conduct an observational survey before delivering the educational intervention to determine the percentage of their peers who are buckling up (the baseline rate) and again after it is delivered to gauge the intervention's impact. The survey should be conducted at the same time of day, on the same day of the week, and for the same length of time using the same data collection procedures to ensure a valid comparison.

Teens participating in the high school-based SAFE program (included in the compendium) administered by the Kansas Traffic Safety Resource Office, for example, receive in-person training as well as review a video that explains how to conduct an observational seat belt survey using an instrument supplied by KTSRO. Teens conduct the observations before, halfway through and at the end of the six-month intervention. All data is shared with KTSRO, which tracks how each school is doing to meet its objective of increasing seat belt use and to assess overall program impact.

Surveys that collect information about the target audience's attitudes, knowledge and opinions are also commonly used to evaluate peer-to-peer programs. Teens typically are asked to complete a pencil and paper survey immediately before and after participating in an educational program. For the responses to be relevant, the survey questions should relate directly to the program objectives. While it is okay to ask process-related questions in the post-survey, such as *Did you enjoy the presentation?* or *Did the speaker hold your interest?*, the responses to these questions should not be used to gauge success in meeting the program's learning objectives.

A caution: Teens (and adults) may be tempted to try and make a link between their peer-to-peer program and preventing crashes and saving lives. This requires conducting a full-scale research project that most teens lack the ability or resources to do. Peer-to-peer teen traffic safety program providers, on the other hand, should be evaluating the efficacy of their programs to ensure they are having the intended impact (based on their own learning objectives) and share those results with their stakeholders and funders. This should occur even if the research indicates that something did not work as planned. This information is instructive, not an indication of failure. That is because it not only provides an opportunity to learn more about the problem and revise the approach going forward (Seufert-Pullen et al., 2008), but also can be helpful to other entities working in the teen traffic safety arena.

Finally, any claim that a program has prompted a change in the number or severity of crashes or reduced injuries or fatalities must be validated through research conducted by a skilled evaluator. Even then, a distinction must be made between a causal relationship (implementation of the program caused a reduction in crashes) and a correlation (the program was implemented and crashes dropped, but the drop may have been caused by something else, such as reducing driving by teens) (Seufert- Pullen et al., 2008).

Now What?
It is not enough to simply identify the essential elements of a peer-to-peer program. How are they being put into practice? What follows are descriptions of 11 peer-to-peer programs that illustrate how these elements can effectively spark teen engagement and action. Not all the programs highlighted have been

evaluated by NHTSA. After reviewing this compendium, be sure to check out the free resources –
planning, evaluation, and messaging tools, youth programming toolkits, and more – that can be used to
build a successful teen peer-to-peer traffic safety program or breathe new life into one.

Program Compendium

Teens in the Driver Seat

KEY FACTS
Purpose: To leverage the influence peers have with each other to increase awareness of primary teen driving risks or behaviors
Target Audience: Junior high, high school, and college students
Geographic Focus: Texas-based and activated in 40 States
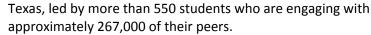**Funding: SHSOs, DOTs, MPOs, and State Farm**
Contact/Website: Russell Henk, *r-henk@tamu.edu*;
www.t-driver.com

Established in 2002 as a pilot program to facilitate and support a peer-to-peer traffic safety intervention at a high school in San Antonio, Texas, the Teens in the Driver Seat program has evolved to include a junior high component as well as a college edition, U in the Driver Seat. While TDS has engaged with students at 1,000 Texas junior high and high schools, the program is also active in 40 other States with the largest concentrations in Georgia, Nebraska, Colorado, and California, resulting in a national reach of more than 1.3 million youth. UDS, meanwhile is currently active on 22 college and university campuses across Texas, led by more than 550 students who are engaging with approximately 267,000 of their peers.

These various peer-to-peer program elements are administered and managed by the Youth Transportation Safety program at Texas A&M Transportation Institute, with funding from several State safety offices, State Farm's Texas Zone, and local metropolitan planning organizations. The Texas Association of Student Councils and the Texas FCCLA chapters are also actively involved with the program at the junior high and high school levels.

The objective of TDS is to leverage the influence peers have with each other to increase awareness of the primary teen driving risks or behaviors – distraction caused by electronic devices and other young passengers, driving at night/driver fatigue, speeding, lack of seat belt use, and driving impaired by alcohol and/or other drugs – as well as their inexperience in the driving environment and how to take action to protect themselves. UDS' initial focus has been on preventing alcohol and drug-impaired driving, but that is being expanded to include other risk factors for college-age students including distraction and drowsy driving.

Both programs provide students a base-set of education-outreach resources centered around these risky behaviors. One of the core resources is a program planner-calendar populated with seasonal outreach concepts and ideas, important dates related to traffic safety such as National Teen Driver Safety Week and National Distracted Driving Awareness Month, as well as TDS and UDS program deadlines for annual competitions, contests, applications, and nominations.

TDS and UDS, however, are not adult-driven. They are fully youth-led, year-round initiatives that are grounded in positive peer-to-peer messaging that promotes community service and leadership along with the use of incentives to reward good driver and passenger behavior. The programs do not employ scare tactics and use only positive, teen-driven and delivered messaging. Youth are responsible for developing action plans and implementing activities, which use a four-step process that YTS officials describe as helpful guidance rather than prescriptive requirements:

1. Identify team and project leaders representing a cross-section of students and grade-levels.
2. Develop an action plan (with their adult sponsor) for designing and delivering safety messages to their peers. This plan is based on the findings of a pre-assessment – a survey students in the school complete to determine their level of awareness of the top five risks for young drivers (described above).
3. Execute the action plan which includes a series of projects such as pledge drives, assemblies, interactive activities at sporting and other extracurricular events designed to sustain message delivery throughout the school year.
4. Conduct a post-program assessment to gauge changes in risk awareness and driving behaviors.

Regional YTS staff are available to provide help and guidance upon request, such as survey design and analysis and executive summaries that discuss the teens' plan and chart their progress. However, the goal is to minimize the adult fingerprints so the program remains credible to teens. Teens also guide the programs' future direction and content through TDS and UDS advisory boards composed of high school and college students who are chosen through an application process. Any new program initiatives either originate from or are thoroughly vetted by these boards prior to implementation. TDS' 70 board members (representing eight States) meet quarterly and at the annual TDS Summit, while UDS' 10 board members (all Texas-based) meet monthly via conference call or Skype. A scholarship program is also offered annually to applicants from these boards, and members receive letters from YTS documenting their community service hours.

Incentives and competitions help generate excitement and bolster teen engagement. For example, student teams earn points for school and community-based activities they lead or participate during the year. That includes use of the TDS app that lets users earn points for miles they log as undistracted drivers. (Students earn safe driver badges for achieving points they can redeem for gift cards during the year.) YTS also sponsors mini-contests during the school year to draw attention to specific teen driving issues, generate discussion and new outreach ideas, and increase social media. Random gift card drawings help to bolster participation. These, however, are designed to supplement, not replace, teen led activities.

Many of these mini-contests are associated with the program's expanding social media campaigns and messaging using TDS and UDS Facebook, Twitter, Instagram, and Snapchat profiles. TDS strives to post teen-friendly content in conjunction with national and regional traffic safety campaign material.

Annual awards are distributed at the State and national level (junior high to college) and recognize the top three student teams with cash prizes, while the first-place team in each age category receives the TDS or UDS Cup. All schools that do not finish in the top three but accumulate a minimum of 35 points and complete the annual awareness and behavior survey (included in the resource kit and discussed below) are recognized as Outstanding TDS or UDS Program Schools and each student leader receives a certificate. Teams achieving this honor for multiple years receive plaques and large banners they can display in their schools.

These awards are typically presented at the annual TDS Summit and UDS Symposium held in Texas. Teens and their advisors hear from guest speakers and share their favorite peer-to-peer outreach ideas and activities at these largely celebratory gatherings, which also draw the media, legislators, public officials, and safety advocates. Adult sponsors, who are instrumental to the teen led teams' success, are also recognized. The SponStar Awards are presented annually to an adult advisor in each program category who is nominated by his or her student team members. The winners receive cash awards and plaques, and letters of thanks and recognition are sent to the sponsors' superintendents or appropriate academic supervisors.

The programs' effectiveness in achieving its objectives is gauged annually through completion of a voluntary and anonymous survey that assesses student awareness of the top teen driving risks along with self-reported driving behavior. Available in online and hard copy formats, it has been conducted since 2007 and is the largest data set of its kind in the Nation, according to YTS officials. Using strict criteria, YTS conducted an analysis of survey data (school years 2007 to 2015) for seven geographically diverse schools in Texas and found statistically significant improvement in risk awareness and self-reported driving behavior in nearly all areas, except for driving under the influence of alcohol. The results led YTS to conclude (Henk, 2017):

> ...the *TDS Program is having a positive influence among teens at schools where the program has longevity and consistent activity. While the general levels of improvement over time are positive, there is still substantial room for improving upon this progress.*

YTS has also been analyzing teen-collected pre- and post-observational seat belt and electronic device use data (for teens at high schools; adults at junior, junior-senior and schools with small teen driving populations) through a TDS initiative. *Zero Crazy* encourages teens to end the crazy habits of not wearing a seat belt and driving distracted. The teen led project includes a pre-observation, several weeks of peer-to-peer messaging and outreach, followed by a post-observation. YTS provides the data collection sheet along with technical guidance regarding how to safely and effectively observe and document unbelted and device-distracted drivers. Schools that complete and return all pre- and post-observation data receive $100 gift cards and customized reports summarizing their results.

Data analysis indicates that both interventions are having a positive impact. Schools involved in the seat belt project for multiple years have higher pre-intervention use levels and continue to increase their belt use rates. At the same time, schools involved in the distracted driving activity for several years have lower pre-observation rates than first year schools. In both cases, YTS officials point to the value of sustaining these activities along with the need for "persistent, consistent messaging" (Henk, 2017). Analysis of data associated with the distracted driving app has indicated a statistically significant decrease in distracted driving (Munira et al., 2017).

The effectiveness of the TDS program in raising teen awareness of top driving risks, seat belt and cell phone use, and transporting their peers, along with its impact on reducing the frequency of teen driver crashes was assessed through peer reviewed research conducted by TTI staff. The analysis found significant gains in awareness and reductions in risky behaviors, along with a nearly 15 percent reduction in teen driver crashes (Geedipally et al., 2012). As a result, TDS has been honored with 10 national awards and recognized as a safety best practice by NHTSA, GHSA, Texas Department of Transportation, the National Safety Council, the American Association of State Highway and Transportation Officials, and the Institute of Transportation Engineers.

California Friday Night Live Partnership

KEY FACTS
Purpose: To harness the power of youth to address traffic safety issues affecting young people across the State
Target Audience: Students in grades 4 to 12
Geographic Focus: California
Funding: California Department of Health Care Services, California Office of Traffic Safety, the Allstate Foundation
Contact/Website: Lynne Goodwin, lgoodwin@tcoe.org; http://fridaynightlive.org/

Begun as a pilot program in Sacramento in 1984 to harness the power of high school students to help reduce Friday night deaths and injuries caused by impaired teen motorists, Friday Night Live has evolved to a statewide initiative providing peer-to-peer programming for thousands of youth in grades 4 to 12 in nearly every county. These include: *Friday Night Live* for high school youth, *Club Live* serving middle school students, *FNL Kids* for students in grades 4 to 6, and *FNL Mentoring,* which promotes one-on-one peer-to-peer mentoring by high school students to middle schoolers. In addition, the *California Youth Council* is composed of FNL teens from across the State that provides input to CFNLP's adult staff, help move issues affecting young people across the State, and guide and support implementation of the annual Youth Traffic Safety Summit. The California Friday Night Live Partnership is the statewide office that oversees and provides training, tools, program development, and evaluation.

The California Department of Health Care Services, which allocates funds to counties, builds FNL programming into its allocation. The California Office of Traffic Safety funded the FNL pilot and has been a primary funder ever since, supporting the program's evolution and innovation. The county-level organizations that house FNL programs vary – mental health departments, offices of education, non-profit health and prevention agencies – but all adhere to the same youth development standards of practice, which provide participants of all ages:

- A physically and emotionally safe and risk-free environment, where they can be who they are;
- Opportunities for community engagement that include learning about their community and its resources, interacting and working with their community to address youth issues, and giving back and serving others;
- Opportunities for leadership and advocacy, where they participate in decision-making and assume leadership roles, learn to constructively express their opinions and hear from others, and take action on issues or projects they care about in their school and community;
- Opportunities to build caring and meaningful relationships with their peers and adults, that include feeling supported emotionally, that their needs are met by adult advisors, and that they belong and are contributing to their chapter's success; and
- Opportunities to engage in interesting, relevant and challenging skill building activities.

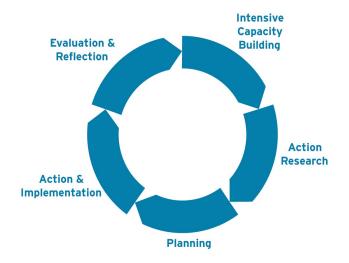The FNL programs are delivered through chapters. At the high school level, approximately 80 percent of FNL chapters are school-based, and many are strongly supported by school administration. Others are housed in community or recreation centers, churches, foster/group homes, even juvenile facilities. An FNL program is designed to foster a dynamic and interactive partnership between teens, adult advisors,

and county coordinators. Every project is a team effort involving all three players, and every success is shared.

However, the chapter's work is teen led: Youth set the goals; coordinate and conduct all meetings and activities; plan and implement membership outreach to engage a diversity of youth from non-traditional leaders to youth in recovery and with multiple ethnic and cultural backgrounds; and develop projects and activities where they can contribute their respective skills and build new ones. Advisors are there to assist and provide support for goal setting, youth and adult outreach, and chapter assessment and reflection; secure resources such as meeting space; and facilitate training. Coordinators, meanwhile, ensure chapter goals and activities adhere to FNL's standard operating procedure; provide access to information, resources, tools and training; and help open doors for each chapter's outreach efforts.

Ensuring that all CFNLP programs are youth driven and led is just one of 10 operating principles that guide each chapter's work. All FNL initiatives are also tasked with having clearly defined and measurable goals, based on research and objective data; and conducting periodic evaluation to not only assess progress, but also refine, improve and strengthen the program's effectiveness.

To help teens do this, the CFNLP developed the FNL Chapter Project Guide, a comprehensive step-by-step road map designed to help them move from forming their group to surveying their school and community, gathering information about the problem they plan to address, identifying the appropriate countermeasure, making a plan, and implementing and evaluating what they did. This *FNL Road Map* is broken into five parts (illustrated to the right) – capacity building, research, planning, implementation, and evaluation – with each leading to next thereby fostering a continuous cycle of youth partnering with adults to build healthier, safer communities.

Included within the guide are a variety of team-building activities, checklists, tools, and templates. In the assessment section, for example, teens learn about the various methods for conducting research, such as surveys, interviews, focus groups, community mapping, and data analysis along with the pros and cons of each and how they can be used in combination with each other. Worksheets help teens take what they uncovered through their research, identify the issue they want to address, and develop short, intermediate and long-term objectives that hone in on who they will reach out to. The tactics and resources they have and need are discussed in the planning section. Additional guidance and worksheets are provided to help teens translate this information into action by developing a comprehensive plan with clearly delineated tasks and deadlines.

Several other resources discuss strategies and tools for developing a teen led initiative and how to start a traffic safety campaign. Teens also participate in an annual statewide Youth Traffic Safety Summit, sponsored by the California Office of Traffic Safety and the Allstate Foundation, where they receive training in developing and implementing traffic safety campaigns as well as building leadership skills.

The 2-day event provides youth the opportunity to showcase their work and ideas, collaborate and network, as well as celebrate their success.

The FNL chapter initiatives are referred to as opportunities rather than projects or activities. These opportunities, which vary from chapter to chapter, may include community service-learning and social action initiatives designed to bring about change, leadership and advocacy where youth serve on community or advisory boards or commissions, positive message campaigns, and relationship and team-building days or retreats. One opportunity that all FNL chapters are encouraged to participate in is [Roadwatch](). Held annually on the same day throughout California, chapter members observe drivers in an intersection near their school for one hour and keep track of how many are distracted using a CFNLP tally sheet. Next, they analyze their findings using guidance provided by CFNLP (that align with common core math objectives) and submit their data to a statewide database. CFNLP compiles the results and shares them with the media. The goal is to raise awareness about the extent of California's distracted driving problem and motivate community action.

Participating in this environmental scan has motivated FNL teens to develop and implement distracted driving educational campaigns within their schools and communities, as well as identify other traffic-safety-related issues. For example, teens in one chapter noticed that many of the distracted motorists they observed were driving service-related vehicles. That prompted them to meet with the management of local companies, share their findings and recommend that they institute distracted driving policies. The youth also developed and delivered lunch and learn programs to their employees to promote safe driving practices. Another chapter noted how difficult it was to cross a street near their school and worked to get a traffic light installed, while FNL teens in a neighboring community helped to move the installation of sidewalks near their school from low to high priority on a list of pending roadway improvement projects.

While all FNL chapters assess how they did delivering their opportunities (process evaluation) and share their outputs (e.g., number of activities, peers and others reached), the CFNLP annually conducts a youth development survey to measure the progress of FNL programs in implementing the Standards of Practice (discussed earlier) and achieving outcomes that focus on youth development. The survey has been validated by researchers at the University of California Berkley School of Social Work and aligns with the No Child Left Behind Act and Safe and Drug Free Schools and Communities legislation. It is administered to both FNL and Club Live chapters, and the findings report is shared with youth and their adult advisors and coordinators to guide self-assessment (the appendix includes a step-by-step approach with worksheets to reflect on the data and take action) and program improvements (Tebb, 2016).

The most recent findings (2015 and 2016) indicate that FNL and Club Live are serving ethnically, culturally, linguistically, and socio-economically diverse youth. These young people feel supported in their effort to not use alcohol, tobacco and other drugs; are committed to increasing their commitment to school and learning; and want to learn how to keep themselves and their peers safe (Tebb, 2016).

Family, Career and Community Leaders of America

KEY FACTS

Purpose: To help youth develop skills that ensure their success as adults
Target Audience: Middle and high school students
Geographic Focus: All 50 States, Puerto Rico, and the Virgin Islands
Funding: Student dues, conferences, sales of educational material and merchandise, individual and corporate donors, foundations, fundraising (at local chapter level)
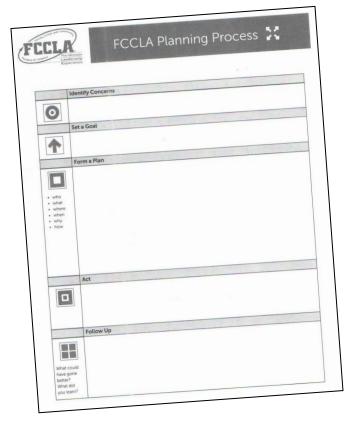**Contact/Website: Sandy Spavone, sspavone@fcclainc.org; www.fcclainc.org**

A Federally recognized Career and Technical Student Organization, Family, Career and Community Leaders of America engages middle and high school students in career exploration, service-learning projects, and competitive events that address issues affecting teens and their peers, as well as their families and communities. Founded in 1945, FCCLA serves more than 160,000 students annually through a network of more than 5,300 chapters. The organization's purpose is to help youth develop interpersonal, problem solving, decision making, cooperation, leadership, global citizenship, activism and other real world skills that will ensure their success as adults.

This work begins in the classroom, where students partner with a certified Family and Consumer Sciences teacher (who also serves as the chapter adviser) to explore youth concerns ranging from teen pregnancy, substance abuse and peer pressure, to the environment, nutrition, and traffic safety. FCCLA chapter activities are incorporated into classroom lesson plans providing students the opportunity to lead the learning experience. These activities align with and enrich the FACS education standards by providing youth opportunities to plan, implement, and evaluate individual and group action; build relationships; accept responsibility; learn to appreciate diversity; adapt to change; experience leadership; and more.

FCCLA provides FACS teachers/chapter advisers and their students/members a menu of topics from which to choose. One of the most popular is FACTS, Families Acting for Community Traffic Safety, a peer education program that helps young people discover and practice how to save lives through awareness, action and advocacy of proven personal, vehicle and road safety practices. A *FACTS Program Guide* curriculum facilitates learning and doing. It is organized into three units – Your Safety, Vehicle Safety, Road Safety. Each includes background information along with pre- and post-knowledge tests (used to assess student learning); subtopics (drowsy driving, seat belt use, driving in inclement weather, sharing the road with trucks, vehicle maintenance); resources (activities, worksheets, handouts, links to traffic safety websites); coordination with youth planned peer-events; integration of family, career and community topics; project ideas (conduct an awareness week, develop and deliver a traffic safety lesson to elementary students, create a trivia game students play at lunch, host an after school workshop); lesson plans; and career ideas.

FCCLA Planning Process

Identify Concerns

Set a Goal

Form a Plan
- who
- what
- where
- when
- why
- how

Act

Follow Up
What could have gone better? What did you learn?

As students work through the FACTS units, they identify projects – short-term, one-time activities or a more in-depth series of events – they would like to complete either individually, as a group or chapter-wide using the FCCLA planning process. This planning tool provides youth a five-step process for turning their interest into action considering each person's abilities and learning styles. The process calls for students to:

• Identify their concerns – by doing research, conducting interviews, surveying peers and collecting and analyzing data;
• Set a clear and measurable goal (objective);
• Form a plan – the who, what, when, where, and how, along with the cost, resources, and how it will be evaluated;
• Act – implement the plan and keep tabs on how it is going so adjustments can be made and lessons learned shared with others; and
• Follow up – to assess what did and did not work (process evaluation) and its impact (e.g., number of peers reached, was the goal achieved).

The planning process is completely student-led and stays true to the tenets of peer-to-peer education – youth develop and deliver the information to their peers. The teacher/adviser provides support, encouragement, and feedback while ensuring students use the FCCLA planning process and stay positive and on track.

Each activity culminates with an evaluation and reflection session, where students review all data collected before, during and at end of their initiative. They also complete an evaluation grid and share evidence backing up their claim that a project did or did not work, as well as discuss how the project went and what they learned from the experience. Students also take the time to celebrate what they did and to recognize individual and team accomplishments.

One traffic safety project FCCLA members have enthusiastically embraced is the Teen Road Safety Assessment, which is included in the *FACTS Road Safety* unit. Working with local law enforcement and other community partners such as State Farm agents and SHSOs, teens study intersections adjacent to their school to assess school-related traffic and the safety of pedestrians, and identify hot spots. The Teen RSA work begins in the classroom where students learn what it entails, build their peer team, select and research an intersection, and identify partners. Next, they conduct the Teen RSA on at least two different times of the day and in varying weather and traffic conditions using a tool provided by FCCLA. Finally, the teens assume the role of road safety advocate as they share their findings with peers, school and government officials, family members, and the media.

In Southwest Virginia, members of the FCCLA chapter at Union High School conducted an RSA and identified the need for improved infrastructure on the major arterial that provides access to their school as well as an elementary and middle school. The teens worked with their town council and Virginia

Department of Transportation officials to redesign the roadway with a roundabout and identified partners who helped to get it installed at a fraction of the cost. The FCCLA students also educated their peers and the public about how to navigate the roundabout using models provided by VDOT. The effort earned the teens a national FACTS Roadway Safety Award (see below).

In addition to examining roadway infrastructure, FCCLA members also observe and record behaviors prompting action such as advising their peers to be extra cautious at intersections, conducting campaigns promoting the use of seat belts and child safety seats, or speaking to parents at back to school nights to reinforce the importance of being positive driving role models.

While the Teen RSA is not formally evaluated, more than one thousand students from 71 schools in 22 States conducted RSAs during the 2016-17 school year. FCCLA collected and analyzed the data from each RSA and found that youth feel roadway safety measures need to be taken now to address issues with faded crosswalk markings, signal timing at school crossings, a lack of crossing guards at intersections, missing or improper signage to denote school zones and more. Students are using these findings to call for roadway improvements and to educate their peers about actions they can take to protect themselves.

To bolster FACTS activities, chapters are encouraged to submit a description of their work to the National FCCLA office for recognition at the teen led National Leadership Conference, where cash awards of $1,000 are presented to the top high school and middle school projects, and $500 to the runner up. Innovative activities are also featured on the FCCLA website and in its magazine, *Teen Times*. The 5-day conference that is attended by nearly 8,000 also provides FCCLA members and their advisers opportunities to learn, share and network through interactive workshops and leadership sessions. Training is also available at the State and local level through conferences, workshops and webinars. In addition, FCCLA has partnered with GHSA and Ford Driving Skills for Life to award $500 cash prizes to the top FACTS activity in every State. This partnership helps to connect State Highway Safety Offices with schools in their respective States that are engaged in peer-to-peer initiatives.

FCCLA is funded primarily through student dues, conferences and merchandise sales, with additional support provided by individual and corporate donors and foundations. A fee is also charged for some educational material such as the FACTS program. In Montana, the 65 FCCLA chapters have been partnering with the SHSO since 2014 to address priority issues in the State Highway Safety Plan using FACTS as a springboard. Federal grant funds were used to purchase the FACTS program and provide mini-grants to chapters to develop and implement peer-to-peer traffic safety activities. These are judged at the local and State level with the winners advancing to the national conference (described above).

SADD (Students Against Destructive Decisions)

Students Against Destructive Decisions was founded in 1981 in Massachusetts to help teens take action against underage drinking and driving. Three decades later, SADD's mission is to empower young people to successfully confront the risks and pressures they face daily through peer-to-peer education initiatives administered through student-run school or community-based chapters. These chapters are active in all 50 States with support from adult advisors (typically teachers representing a variety of subject areas, student assistance counselors or traffic safety advocates), State coordinators or contacts (who help with chapter development, technical support and communications), and the national SADD staff.

SADD provides the tools, such as its annual Chapter Power Packet, which are filled with tips, tactics, worksheets, and activities that inspire teens to take action through community-based initiatives. In doing so, teens develop core competencies such as leadership, problem-solving, team building, program management, and communication. All youth seeking support for healthy and safe development are welcome. However, chapter members are expected to model positive behaviors and convey the correct social norm that *most of us are doing the right thing* when interacting with their peers, families and others in the community.

Recognizing that motor vehicle crashes are the leading killer of teens (CDC, 2015b), traffic safety is one of three core issues SADD members address (the others are substance abuse and personal health and safety). Each year, chapters are invited to come together as a nation and demonstrate the positive power of youth by conducting SADD STRONG! campaigns targeting the core issue areas. To help teens jumpstart their campaigns, SADD makes downloadable activity guides featuring planning and evaluation tools, idea starters, media templates, and other information available via its website.

During the *Rock the Belt* campaign held in conjunction with National Teen Safe Driving Week (October), for example, SADD members promote the importance of wearing a seat belt *in every vehicle, in every seat, every time*. They are encouraged to kick-off the week by surveying their peers to determine the current teen belt use rate with a goal of increasing that through a series of fun, interactive activities. They then host a *Quick-Click Challenge*, a fast-paced competition designed to see which teen team can click their belts the fastest. During *Chalk the Walk*, students are invited to create seat belt reminders on

school and neighborhood sidewalks using colorful chalk, or form a human *Living Seat Belt* chain around their school or town hall to spread awareness and prompt media attention. Another idea is to hold a *Seat Belt Fashion Show*, where duct tape is used to illustrate how buckling up can be fashionable. At the end of the week, the chapter conducts a post-intervention survey to determine whether it helped increase seat belt use as well as awareness.

Another SADD STRONG! campaign, *Is it Worth the Risk?*, is conducted annually in April during National Alcohol Awareness Month to call attention to underage drinking. Chapter members employ peer-to-peer prevention strategies to engage not only their friends and classmates, but also parents and community members. Suggested activities include encouraging teens to take prom and graduation pledges or form a chain of life (a paper chain with each link representing a student who agrees to be responsible, caring and make good decisions) that is hung in a prominent location in the school, hosting community panels to discuss underage drinking and how to address it including enforcing or establishing social host laws, or sending safe prom and graduation letters to service providers such as limousine drivers, florists, tuxedo shops, or liquor stores asking them to help keep teens safe.

Chapters that conduct these and other SADD STRONG! campaigns and SADDvocacy activities between October and June can earn stars (one, two, or the "Rockstar") for completing and reporting their activities to the national office through the WE ARE SADD STRONG! Achievement and Recognition Program. Additional recognition is given at the annual National Conference, where chapters, individual members, and advisors and coordinators are cited for their creativity, impact and leadership. That is also where the members of the SADD Leadership Council (SLC) are announced. Chosen through a stringent application process, SLC members serve a one-year term and are involved in planning, implementing and evaluating the National Conference. These 10 teens from across the nation work directly with the SADD staff and board of directors on new and continuing projects and provide guidance and support to new and existing chapters, while maintaining leadership roles in their local chapters. They are also often called upon to represent SADD at other conferences, media events and task force meetings.

Building on the success of SADD STRONG!, SADD piloted a new peer-to-peer roadway safety initiative – UR the Key – with chapters in Florida, Indiana and Illinois. Using a *Student Activity Guide* and a *Policy Task Force Manual*, SADD members conducted monthly activities, many in partnership with law enforcement and safety organizations as well as local government and businesses to call attention to teen traffic safety issues such as seat belt use, impaired driving and distraction caused by electronics and passengers. At the same time, they established task forces composed of government, education, traffic safety and community leaders to review local youth traffic safety-related enforcement policies and procedures; share their findings with their peers, parents, community members, and the media; and take action to strengthen or enforce them. Both *UR the Key* documents, which have been updated since

the pilot to include teen and advisor suggestions, provide step-by-step guidance to help teens successfully engage with their peers and build sustainable partnerships with adults.

SADD relies on a mix of revenue sources – government and State contracts, corporate sponsorships, foundation grants, individual giving, and royalties from the sale of SADD products and educational material – to fund its work. At the local chapter level, students conduct fundraisers, solicit donations, and some receive school funding to support their initiatives. Some chapters receive grants from SHSOs for teen traffic safety initiatives. In 2017 the Tennessee SADD chapter – in partnership with the State Highway Safety Office – was the recipient of a grant from GHSA and the National Road Safety Foundation to develop, implement and evaluate a peer-to-peer drowsy driving action plan.

NHTSA funded research to evaluate the effectiveness of SADD's work in addressing impaired driving through school-based peer-to-peer education. Examining awareness, crash and other data from schools with and without SADD chapters, the researchers concluded that schools with peer-to-peer organizations like SADD had "measurably greater anti-drinking and drinking/driving activity" and students who were more likely to have positive attitudes about refraining from drinking and driving. They also noted that peer-to-peer programs such as SADD are an "important component of an overall community strategy" for addressing underage drinking, drug use and impaired driving (Leaf et al., 1995).

SAFE (Seatbelts Are For Everyone)

KEY FACTS
Purpose: To compel young drivers to buckle up and refrain from distracted driving.
Target Audience: High school students
Geographic Focus: Kansas with some activity in Missouri and Oklahoma
Funding: Kansas Traffic Safety Resource Office, seat belt violation fines
Contact/Website: Laura Moore, lmoore@dccca.org; www.ktsro.org/safe

The teen peer-to-peer Seatbelts Are For Everyone program got its start in Kansas in 2008, when the Crawford County sheriff decided something had to be done to compel more young drivers to buckle up. Nine years later, SAFE has been adopted by teens in slightly more than a third of the State's 474 public and private high schools reaching approximately 59,000 teens in 64 of Kansas' 105 counties (61%). In addition, SAFE has expanded across the State line and is now conducted in a small number of high schools in Oklahoma and Missouri. The program has been honored by GHSA and the National Safety Council.

SAFE is organized and led by student teams composed of members of existing clubs or groups such as FCCLA, Student Council, National Honor Society, Kansas Association for Youth or classes (law, service learning). To promote diversity and enlist teens with key skills, some high schools start a SAFE Club and recruit members from other organizations and athletic teams.

While teens lead the initiative in their schools, adults play a critical role helping to support their work. Four Law Enforcement Liaisons (LELs) under contract with the Kansas Department of Transportation (KDOT), reach out to local law enforcement to introduce the SAFE program and encourage their participation. Local chiefs of police and sheriffs then help to bring school officials and other traffic safety advocates to the table by offering support and resources. Each teen led SAFE club or team typically has a school sponsor (usually an administrator, teacher, or parent) that helps them firm up the program schedule and budget as well as generate earned media. Law enforcement and safety advocates may also be enlisted to help with the teen-planned outreach activities, which can include interactive activities, speakers, assemblies, the production of public service announcements, social media blitzes, and other school and community events.

The SAFE program capitalizes on teens' buying power by utilizing both positive and negative rewards to change behavior. Teens have six chances every month during the school year to win a $25 Visa gift card in return for signing a pledge to buckle up. This reward is coupled with a high visibility, youth-focused enforcement period in March that carries the threat of a $60 fine if they fail to live up to their promise.

These incentives and sanctions are incorporated into a schedule of outreach and educational activities planned and implemented by teens throughout the school year.

Before beginning their campaigns, teens receive training in how to conduct a scientifically valid seat belt observational survey that is required before (to establish a baseline), midway through (prior to enforcement), and after all education and enforcement activities. This training is provided annually to all new schools and upon request to returning schools. A 13-minute training video is also available on the SAFE website, where teens can also access guidance and planning documents, survey forms, and other information to help them plan and implement their campaigns. All survey data must be submitted to the Kansas Traffic Safety Resource Office, which administers the program in partnership with the SHSO.

KTSRO conducts the data analysis, shares it with teens and the SAFE Coalitions, and compiles it into a final report.

KTSRO also emails a bi-weekly newsletter to SAFE advisors to share with students. It includes important dates, tips and reminders; articles about and pictures of teen led activities; press coverage; and fundraising and scholarship opportunities. The newsletter also includes information about opportunities to help teens expand their outreach. For example, SAFE Club members are invited to conduct the Booster to Belts program for children in kindergarten to third grade. If they do, their Club receives a $150 speaker reimbursement (after delivering the intervention) that can be used for any purpose. Teens take the lead by contacting their local elementary school principal to request permission to present the B2B program. Next, they apply online via the KTSRO website and once approved receive a kit with all the items to deliver the B2B program including a kid-friendly PowerPoint, Booster Rooster dog tags for the children, and educational material for teachers to help reinforce the buckle up message throughout the school year. Finally, teens fill out a program completion form and e-mail it with several presentation photos to KTSRO.

Students, local law enforcement, and sponsors are recognized at the annual statewide traffic safety conference sponsored by KDOT. Awards are presented to the school with the highest overall seat belt use rate and the largest increase in belt use, and to individual students and law enforcement officials who have had a significant impact on implementing SAFE in their schools and communities. In addition, all seniors participating on a SAFE team receive cords to wear at their high school graduation in recognition of their leadership (a recommendation made by past teen participants).

Since its inception SAFE has been funded by a grant from the SHSO. Additional support has been provided by government agencies, law enforcement associations, public health organizations, and businesses. In 2017 a bill was signed into law increasing the fine for violating Kansas' seat belt law for adults 18 and older from $10 to $30. The additional $20 must be deposited in a newly established Seat Belt Safety Fund, administered by the State Secretary of Transportation, to fund expansion of the SAFE program. The legislation is expected to infuse $20,000 to $30,000 a month into the program.

Wichita State University is evaluating the program's impact and the findings will be submitted for publication in a peer reviewed journal in 2018. In the meantime, a KTSRO analysis of seat belt survey data indicates that belt use among teens at SAFE schools has increased 22 percent from the 2010 baseline (65%) to the 2017 final survey (87%). It should be noted that the seat belt use for all Kansas teens increased 20 percent during the same period (from 65% to 85%; this includes teens at SAFE and non-SAFE schools). The most recent results (2017) show a 4-percent gain from the baseline (83%) to the final survey (87%). One high school finished with 100 percent usage, while nine recorded belt use rates of 98 to 99 percent. Three schools observed post-intervention seat belt use rate gains of 24 to 27 percent (KSTRO, 2017).

Project Ignition

KEY FACTS
Purpose: To help youth develop and implement sustained campaigns that address teen driving safety issues in their schools and communities.
Target Audience: High school students
Geographic Focus: Nationwide
Funding: NHTSA (funded best practices toolkit), corporations and foundations, fundraising (by participating schools)
Contact/Website: Elizabeth Koenig, ekoenig@nylc.org; https://nylc.org/project-ignition/

The National Youth Leadership Council's Project Ignition program was established in 2003 to help youth develop and implement sustained campaigns that address teen driving safety issues in their schools and communities. PI leverages the peer-to-peer approach in concert with service learning to foster youth leadership and embed the topic of teen driver safety within their school's culture by making connections to academic goals. The program also provides training to adult allies (teachers, counselors, safety advocates) to help them support youth.

Funding for PI was provided by State Farm for a decade, with the monies used to provide small grants to schools through a competitive application process. Selected schools then formed their PI clubs or teams, often composed of students from existing leadership organizations such as SADD and student government, that identified the extent of their local teen driving issue, developed their campaign and then conducted numerous activities during the school year to educate their peers and promote the adoption of safe behaviors. At the end of the year, schools were invited to showcase their work at the National Service-Learning Conference (attended by teens working on projects in a variety of areas), where the top ten PI projects were judged and prizes awarded to the school with the most impactful and innovative campaign.

At Gibson City-Melvin-Sibley High School in Illinois, for example, the 43-member PI team's first campaign focused on reducing speeding and increasing seat belt use due to a recent run-off-the-road crash involving local twins, one of whom died. In subsequent years, the students conducted surveys to identify the major road safety problems in their community and then used what they learned to build their campaigns, which have addressed myriad issues – from distraction and how to avoid head-on crashes, to railroad safety and maintaining vehicle control when driving on loose gravel and in changing weather conditions. The PI team worked with their peers in the art and music departments to develop billboards and public service announcements, that were displayed and aired through the support of local businesses. Teens distributed information

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and items emblazed with their safety messages (such as golf towels, ice scrapers, stress footballs and toothbrushes) at high school athletic events, random seat belt safety checks and even dentist offices. They also hosted interactive events, speakers, and special days to call attention to traffic safety.
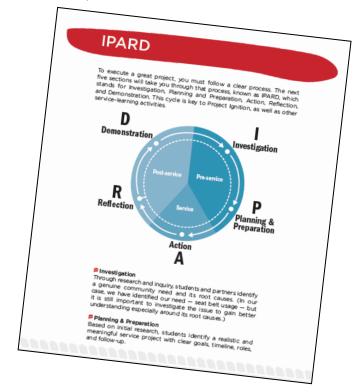
In addition to promoting safety in their school and local community, GCMS' PI team was awarded funds by the Illinois Department of Transportation to share their process with other school and community groups across the State. One of those presentations was made to education and safety officials and teens in Tazewell County, where 15 novice drivers had died in motor vehicle crashes over a 15-month period. That sparked development of the statewide peer-to-peer program, Operation Teen Safe Driving (which ended in 2015 after an 8-year run), a partnership between the SHSO, Ford Driving Skills for Life and Allstate. OTSD, in conjunction with the State's GDL law, is credited with reducing teen traffic deaths in Illinois by 58.7 percent, falling from 155 teen lives lost in motor vehicle crashes in 2007 to 64 in 2014 (Illinois Department of Transportation, 2015). The program is also credited with reaching more than 450,000 teens and 3.7 million people within the OTSD communities (IDOT, 2015).

In 2014, after support from State Farm ended, NYLC teamed with NHTSA to encourage PI schools to apply for funding from NYLC to complete a 2-year service-learning project focused on increasing seat belt use in their local communities. Selected schools were also required to mentor a neighboring school in the second year of the project based on what was learned in year one. PI schools were directed to document their work on NYLC's website and collaborate with the organization and other schools to develop strategies proven to increase teen (and adult) seat belt use, and attend NYLC's 2015 national conference to present their programs. In return, teens and their teachers received professional development in service learning, a $1,500 stipend to implement their project in the first year, a $2,200 stipend to attend the 2015 national conference and the opportunity to do so again in 2016, and national recognition from both NYLC and NHTSA.

A product of that initiative is the Project Ignition: Teen Driver Safety Best Practices Toolkit. Developed with the assistance of PI Leader Schools GCMS, Belton (Belton, MO), Har-Ber (Springdale, AR), and New Foundations Charter (Philadelphia, PA), the toolkit is designed for use by educators to help teens leverage the principles of service-learning to develop, implement and assess a peer-to-peer project addressing seat belts or any teen traffic safety issue. It includes activities and worksheets to help foster team-building and leadership; research and investigation; resource mapping; and Investigation, Planning, Action, Reflection, and Demonstration (IPARD). It also includes an overview of the K-12 Service-Learning Standards for Quality Practice, which support the entire service-learning experience from getting started to moving through the IPARD process and beyond.

NYLC is no longer formally administering the PI program, however, the model is still used in some schools. These schools are invited to showcase their campaigns at the NSCL, where a full day of workshops is available for teens and their advisors and anyone interested in initiating a service-learning, peer-to-peer traffic safety program. Belton High School students attending the 2016 conference reported a 2-percent increase in seat belt use at the end of their year-long campaign (measured through pre- and post-surveys and seat belt checks). GSMS students credit their seat belt campaign with helping to save the life of a student, who was properly restrained in a seat belt at the time of a crash. Meanwhile, Har-Ber High's PI team used student-signed pledge banners – prominently displayed the entire school year – to reinforce the importance of buckling up. The effort paid off: a post-campaign observational survey found that teen seat belt use increased 13 percent (NYLC, 2016b).

Step UP! Be a Leader, Make a Difference

KEY FACTS
Purpose: To educate students to be proactive in helping their peers and others engage in prosocial behavior
Target Audience: Students in grades K-12 and college/universities
Geographic Focus: Nationwide
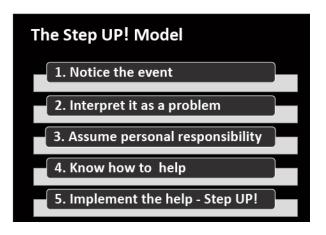**Funding: University of Arizona and NCAA (fee charged to schools for on-site training)**
Contact/Website: Becky Bell, bell@arizona.edu; http://stepupprogram.org

First launched with student athletes at the University of Arizona in 2008 following 2 years of extensive research and testing, Step Up! is a prosocial behavior and bystander intervention program that educates students to be proactive in helping others. Developed by the University's C.A.T.S. (Commitment to an Athlete's Total Success) life skills director in partnership with the National Collegiate Athletic Association, the program is based on the premise that when people learn what factors prompt prosocial behavior, they become more aware of why they sometimes do not help a person in need and, as a result, may be more likely to step up and help in the future. This, says the program's creator, makes the principles of Step UP! applicable to any topic, including teen traffic safety.

As a result, Step UP! is used by hundreds of colleges and universities as well as K-12 schools across the United States. (All schools must refer to it as Step UP! but may use their school name in conjunction with the logo.) It received a Student Affairs Administrators in Higher Education Gold award and has been identified as a best practice by the NCAA Sports Science Institute.

Research indicates that most problematic behaviors on college campuses (such as alcohol abuse, hazing, eating disorders, sexual assault, discrimination) involve bystanders, and students believe that bystander intervention would be appropriate and effective in many situations they encounter. However, they admitted needing help learning skills to intervene (University of Arizona, 2017). The goals of Step Up!, therefore, are to: raise awareness of helping behaviors, increase motivation to help, develop the skills and confidence to respond to problems or concerns, and ensure the safety and well-being of the person offering the help and others.

The Step UP! Model

1. Notice the event
2. Interpret it as a problem
3. Assume personal responsibility
4. Know how to help
5. Implement the help - Step UP!

The Step UP! training is customizable, but there are elements that must be addressed, including explaining the bystander effect (the tendency not to step up when others are present), barriers that prohibit people from intervening, the five decision-making steps (see box), perspective taking, the S.E.E.

(Safe, Early, Effective) model, and scenarios, which allow students to devise and apply Step UP! strategies.

This training is delivered by program staff or a student or adult that has completed the train-the-trainer program (the latter takes approximately five hours and can be completed at the annual Step UP! Conference, via webinar or at a specially arranged session). All facilitator tools are provided at the training or available on the Step UP! website. The initial student training takes approximately 90 to 105 minutes. All students complete a pre- and posttest to their understanding of the program's key concepts. Several process-related questions are also included to help improve program content and delivery. Facilitators are encouraged to bring students back for one workshop or group session to educate them about topics such as alcohol, anger, depression, hazing and sexual assault using scenarios that help the students identify and apply Step UP! strategies.

Research evaluating the effectiveness of the Step UP! program at the University of Virginia using a pre- and post-intervention survey found that it increased "the likelihood of students recognizing risky situations, assuming personal responsibility for the situation, and using effective tools for intervening safely." It also identified recommendations to improve the program, such as implementing a follow-up survey to determine long-term program effects, collecting identifiable student data to link pre- and post-intervention scores, revising the delivery of the program to incorporate more school/real life and racially diverse examples and scenarios, that it be given to first-year college students, and that follow-up be provided after the training (Long, 2012).

This research and all other data collected through surveys and focus groups are used by the Step UP! staff to ensure the program evolves to meet student needs. For example, information on social and cultural identifiers – such as age, gender, race, sexual orientation, body size, religious/political beliefs – was recently added to the training (now version 5.0) based on student suggestions. A web-based training evaluation instrument was also developed to collect confidential data on the program's impact nationally (several demographic and process-related questions addressing program delivery are also included). Facilitators receive confidential data summarizing their students' responses.

All schools that have adopted the program are encouraged to market it to students using social media and collateral material like water bottles, lanyards, t-shirts, and posters. They are also encouraged to share worksheets, videos and other tools they use to supplement the training with Step UP! staff.

Strive 4 A Safer Drive

KEY FACTS
**Purpose: To help youth develop and implement
school and community-based peer-to-peer campaigns
that address the leading causes of teen crashes in
Michigan**
Target Audience: High school students
Geographic Focus: Michigan
Funding: Michigan Office of Highway Safety Planning and Ford Driving Skills for Life
Contact/Website: Linda Fech, fechl@michigan.gov; www.michigan.gov/msp/0,4643,7-123-72297_64773_58984---,00.html

The Michigan Office of Highway Safety Planning launched its statewide peer-to-peer teen traffic safety program, Strive 4 a Safer Driver in 2011. It is modeled after Illinois' highly successful *Operation Teen Safe Driving* program, which ended in 2015 after helping to lower teen traffic fatalities across the State to record lows (IDOT, 2015). Like Illinois, Michigan partners with *Ford Driving Skills for Life*, which provides grant funding for participating high school as well as a half-day hands-on driving event for all students involved in the S4SD program.

All Michigan high schools interested in participating must submit an application that clearly and succinctly explains the peer-to-peer activities (a minimum of three) the student-led team, supported by an adult advisor, will implement to address at least one of five teen driving issues – speeding, distracted driving, winter driving, seat belt use, and impaired driving. The teens must also include their campaign name or slogan on the application with an estimated budget showing how they will use the $1,000 FDSFL grant. Their campaign must provide opportunities for all students at their school to participate, incorporate information and tools found on the FDSFL website, involve the community and local media, and be evaluated.

The teen led S4SD teams are typically comprised of students involved in SADD, National Honor Society or another student group. Some schools start a S4SD Club, while others involve a class in what becomes a peer-to-peer service-learning project. The radio station staff (students in grades 6 to 12) at one school, for example, led a campaign, which included production of original safety jingles. Those jingles prompted other students to join in and help expand the outreach. Being involved on a S4SD team provides each student the opportunity to gain leadership, problem solving, teamwork, and project management experience. They also showcase their creativity and ingenuity, while positively affecting their friends, classmates, family members, and others in their communities.

To bolster school awareness and participation in the program, OHSP partners with State, county and local law enforcement agencies, whose members are working in or regularly interacting with school administrators and/or students. Some officers serve as S4SD advisors. Health education nurses are also championing the program, while injury prevention coordinators work with teens to bring traffic safety speakers and interactive activities into their schools.

To help teens jumpstart their campaigns and stay on task, the OHSP developed an online resource packet, which includes a checklist for successful campaigns, FAQs, a program timeline (campaigns begin in early December and run through mid-March), an idea starter, speaker/program/resource lists, grant expenditure guidelines, helpful hints (including develop a formal plan with written objectives and activities), a sample judging score sheet, and other material. Recognizing the challenge that evaluation poses to teens, OHSP is expanding the evaluation information in the packet to include pre- and post-knowledge tests teens can administer to their peers. For schools conducting seat belt and/or distracted driving campaigns, OHSP recommends the teens conduct pre- and post-observational surveys to gauge behavior change. Teens also are encouraged to document and report outputs resulting from their outreach efforts such as the number of students or community members reached, pledges collected or social media posts generated.

All teams must submit a final written report, accompanied by a PowerPoint or video, to OHSP at the end of March. The report must describe the who, what, when, and how of each activity along with the results; how FDSFL was used; community outreach and media involvement; and their success in achieving campaign objectives. Incomplete S4SD reports are disqualified from judging and the school's students are ineligible to attend the hands-on driving event. Judging is conducted by S4SD sponsors, who use a five-point scale to rate campaign and individual activity impacts; school, community and media engagement; and other factors. The top five schools receive a cash prize ranging from $1,500 for first place to $500 for fifth.

S4SD has not been formally evaluated to determine its effectiveness in addressing the five teen driving issues, its impact on teen awareness of these issues or their understanding or adoption of positive behaviors (e.g., buckling up, reducing their speed in winter weather, stowing their cell phones) that will keep them safe. However, S4SD schools are reporting strong engagement with teens and widespread community support for their safety campaigns.

ReduceTNCrashes

Launched by Tennessee Tech and the Tennessee Highway Safety Office in 2013, ReduceTNCrashes is based on one simple idea: increasing traffic safety activities reduces traffic crashes. Using branding and innovative marketing, the program capitalizes on the NHTSA-recommended program delivery best practices of saturation, involvement and outreach by making it easy and rewarding for the target audience – teens – to conduct peer-to-peer traffic safety activities in their schools. To do that, TN Tech built a web portal – ReduceTNCrashes.com – that enables teens, after assessing traffic safety awareness in their school and community, to select from a menu of State and national traffic safety activities available in Tennessee, conduct and report on the activities, and earn recognition for educating their peers about proven safe driving practices.

To participate, teens register their school via the website. Next, they review the activities which range from something as simple as posting buckle up signs in the school parking lot to conducting a much more involved community-wide safety awareness day. The greater the activity's potential outreach, the more points a school earns. Once the activity is completed, teens upload the results (event name, date, peers/organizations involved) to the web portal including photos showing their peers engaged in activities and any press coverage it generated. These reports along with a global leader board showing total points by school are posted on the website to spark creativity and foster competition. (All schools begin a new school year with zero points, but the leader board shows all points a school has accumulated since first joining the program.) At the end of the school year, the THSO sends a safety award (bronze, silver or gold based on total accumulated points) to each school in recognition of the students' efforts.

While the program's objective is to help teens take action to increase their peers' awareness of the extent of the young driver crash problem through the delivery of school and community-

based safe driving activities, RTNC is also helping to empower students to be leaders. For example, an internship at a local hospital inspired a Walker Valley High School student to spread the message to his peers and community members by leveraging RTNC activities. Surviving a car crash compelled another teen to join her local SADD chapter and work with her peers to conduct a series of safe driving events at Gibson County High School. Both schools, along with two others, achieved Gold level status (3,000 or more points) at the end the 2016-2017 school year (all are active SADD chapters). Six others attained silver (1,300 or more points), while nine schools reached bronze (100 or more points).

The website gives TN Tech the ability to track all schools and learn what teens are interested in doing to engage with their peers. Most conduct activities that generate awareness about teen traffic safety at what TN Tech classifies as a basic level – hanging banners, distributing information about the State's GDL law, posting outdoor signage. One popular activity is THSO's statewide social media campaign #ThumbsDownTN, which involves peers talking with each other about the dangers of distracted driving and how to be safe behind the wheel. Talking points are provided on the RTNC website to get the conversation going. Following their talks, teens are asked to post photos of their peer outreach on social media using the campaign hashtag.

To date, 193 schools have signed up through the RTNC portal, resulting in the completion of 910 traffic safety activities (an average of 303 a year) that have reached approximately 160,000 students. Prior to RTNC, an average of 30 school-based teen safe driving activities were conducted annually in Tennessee (Liska personal conversation, 2017). Schools learn about the program through emails directed to school superintendents. These point out the increased crash risk for novice drivers along with each county's teen driver crash ranking based on an analysis of crashes involving

Tennessee drivers 15 to 24 years old. Additional promotion is provided by the Tennessee Departments of Education and Health along with champions (e.g., school resource officers, health coordinators, SADD advisors) working in schools. Many of these adults also provide support and guidance to the students leading their school's RTNC team. TN Tech staff members are available as well to assist schools and welcome input from teens, who not only request help setting up events, but also offer suggestions for new activities.

The effectiveness of RTNC has not been formally evaluated. TN Tech has reviewed 2013-2016 teen/young adult crash data for the counties represented by the 15 most active high schools participating in the program (determined by points earned and activities conducted). They found that the number of crashes involving 15- to 24-year-olds in the corresponding counties decreased for nine of the schools, remained the same for one, and increased in four (Liska, personal conversation, 2017).

A process evaluation component has been added to the activity reporting section of the website which schools must complete to earn points. Teens are asked to indicate if any other school group or organization was involved with the activity, if the instructions for scheduling the activity were clear, and whether the teens and their peers enjoyed the activity. They are also invited to offer comments and/or suggestions related to the activity. TN Tech carefully reviews this information and provides feedback to all activity/program partners.

YOVASO (Youth of Virginia Speak Out)

KEY FACTS
Purpose: To educate, encourage and empower youth to be traffic safety advocates in their schools and communities
Target Audience: Middle and high school students
Geographic Focus: Virginia
Funding, Virginia Highway Safety Office, Virginia State Police, community donations
Contact/Website: Mary King, mary.king@vsp.virginia.gov; http://www.yovaso.org

Formed in 2001 by the Virginia Division of Motor Vehicles Highway Safety Office, Youth of Virginia Speak Out About Traffic Safety is a statewide peer-to-peer program that educates, encourages and empowers youth to be traffic safety advocates in their schools and communities. (YOVASO is now under the auspices of the Virginia State Police and funded by VHSO.) The YOVASO program helps middle and high schools establish and maintain school-based, peer-to-peer service-learning clubs. Through these clubs, which are supported and guided by a school resource officer or teacher sponsor, students learn about novice driver crash causation factors and prevention strategies. Youth engage in developing and delivering messages to their peers that:

- Educate them about how to reduce their risk of crashes, injuries and fatalities;
- Encourage them to make positive changes in driver, passenger and traffic safety behaviors; and
- Empower them to become advocates by educating and encouraging each other to be safe and responsible drivers and passengers.

Each club strives to create a safety culture in their school where being a safe driver or passenger is the "cool" thing to do. To do that, high school YOVASO members focus on promoting the benefits of seat belt use; the dangers of speeding, impaired and distracted driving; how to be a good passenger; defensive driving; and compliance with the State's Graduated Driver License law. Middle school members also focus on seat belt use, but take a slightly different approach when it comes to passenger safety, developing messages that encourage their classmates to speak up or call a parent if the driver is engaging in risky behaviors. They also discuss developing safe driving attitudes and behaviors before licensure and how to be safe in traffic whether riding in a vehicle, bicycling or walking. Each club, however, is encouraged to conduct research to identify a specific traffic safety problem in their school and community, and act to address it.

YOVASO helps get the ball rolling by making fun and easy-to-implement safety campaigns available to all participating clubs throughout the school year. Each campaign has a slogan that may be modified to fit a

school's needs, free collateral material provided upon request (like banners, tip cards, mini footballs) and a competition to bolster participation (clubs may elect to participate, but not compete).

For example, the annual fall kick-off campaign – Save Your Tail-gate, Buckle Up! – is designed to help youth influence their peers to form a lifelong safety habit by reminding them that seat belts are critical safety equipment for every driver and passenger. A comprehensive packet provides an overview of the four-week campaign, statistics, call to action activity ideas, sample announcements and tweets, and the competition components. Competing high school clubs, for example, must conduct:

- An unannounced pre- and post-campaign seat belt check (guidance and a sample survey form are included in the packet);
- A creative seat belt event at a home football game that engages a large percentage of the student body (e.g., pep rally; pre- or post-tailgate party with interactive activities, food and music);
- Home football game activities (e.g., safety booth, public address announcements, halftime buckle up contest, putting a seat belt on the team mascot)
- Call to action activities held during the school day (e.g., posters, school announcements, newspaper articles).

Competing middle schools also must conduct the seat belt checks, a creative event (in school) and call to action activities. At the end of the campaign, clubs submit their seat belt check data and a detailed, well documented report. They may also upload pictures, videos, media coverage and other supporting material to their club Facebook page, the YOVASO Flickr or YouTube account or email them to the YOVASO staff. (All non-competing schools are required to complete the seat belt checks and one or more campaign components, and submit a final report to document use of campaign resources.)

A cash prize (funded through community donations) of $500, $250, and $150, along with a banner, is awarded to the top three middle and high school teams. Schools are judged on successful completion of all required components, their campaign's impact on seat belt use, and the effectiveness and originality of their creative event.

In addition to the seat belt and other YOVASO campaigns, a variety of free resources – such as costumed characters, banners, DUI goggles, and brochures – are available to help clubs engage with their peers. This includes ScanEd, an interactive two-part driver and passenger safety program presented by YOVASO and the VSP. In the first segment, a trooper helps youth understand the physics of a crash and the unsafe behaviors leading up to it through a 30-minute classroom discussion. During the second half, a wrecked vehicle is set up outside the school and teens use iPads to scan bar codes on the vehicle to learn about the risks they face as drivers and passengers.

YOVASO provides training sessions to help prepare students to plan, implement and evaluate their safe driving programs. The training is facilitated by college-age regional trainers who provide an overview of

the teen driving problem in Virginia and proven prevention strategies; engage youth in leadership development activities; and introduce a planning tool to help youth recruit club members, set goals and expectations, structure and conduct meetings, develop their action plans and budgets, fundraise, and enlist the media to expand their reach. Advanced training is also available to interested middle and high school students and their advisors through an annual leadership retreat (limited to six students per school). Held during the summer at a university, the 4-day high school event provides teens the opportunity to network with peer advocates from other schools, learn about best practices, and see new youth/teen prevention programs in action. A one-day middle school version is conducted in the fall.

A Youth Advisory Council gives teens who are student leaders in their local clubs the opportunity to advise YOVASO on statewide initiatives. YAC meets monthly to discuss ideas for statewide safety campaigns, leadership retreats, social media messaging, and educational material. YOVASO's work is also guided by an Advisory Board composed of SROs, VSP officers, community leaders, trauma educators, and prevention and other youth and traffic safety specialists that meet bi-monthly.

YOVASO annually recognizes exemplary clubs and individuals for high levels of performance. Schools are encouraged to work towards earning Outstanding Club Recognition by following best practices for peer-to-peer traffic safety programs. They receive a plaque upon achieving this status and ribbons in subsequent years.

YOVASO has not been formally evaluated to determine its effectiveness in meeting key objectives, but the organization is working with a strategic planner to begin formal assessment. YOVASO currently measures its performance outcomes in four areas:

- Schools join YOVASO and have active peer-to-peer programs;
- Students in member clubs complete leadership training and actively lead peer-to-peer programs;
- Students at member schools participate in the peer-to-peer programs and gain increased knowledge about how to reduce risky behaviors in motor vehicles; and
- Students at member schools demonstrate improvement towards changing behavior measured through pre- and post-surveys.

There has been steady growth in participating schools (from 7 in 2002 to 98 in 2017) and students trained as peer leaders and youth traffic safety advocates from 2002 to 2016 (a total of 7,629 students from 185 middle and high schools; 1,207 of those students also received advanced leadership training) (YOVASO, 2017). The program uses pre- and post-campaign surveys to measure change in student behaviors at member schools. For example, during the 2016 Save Your Tailgate campaign, seat belt use increased by an average of nearly 9 percent among participating schools (King, 2017).

U Got Brains Champion Schools Program

KEY FACTS
Purpose: To invite teens to create and deploy campaigns that educate and encourage their peers and community members to adopt safe driving and riding behaviors that lead to a reduction in teen crashes, serious injuries, and fatalities
Target Audience: High school students
Geographic Focus: New Jersey
Funding: New Jersey Division of Highway Traffic Safety; New Jersey Manufacturers Insurance; businesses, foundations, and coalitions
Contact/Website: Wendy Berk, wberk@bianj.org; http://jerseydrives.com/champion-schools-program/

New Jersey added a peer-to-peer teen traffic safety program to its arsenal of teen safe driving countermeasures in 2010. Developed and administered by the Brain Injury Alliance of New Jersey with the financial support of the New Jersey Division of Highway Traffic Safety and corporate sponsors which include New Jersey Manufacturers Insurance Company. The U Got Brains Champion Schools Program invites teens to create and deploy campaigns that educate and encourage their peers and community members to adopt safe driving and riding behaviors that lead to a reduction in teen crashes, serious injuries and fatalities (the program's objective).

Schools are selected to participate through a competitive application process, which gives priority to underserved areas with high teen crash rates. Selected schools receive a $750 stipend that must be used for teen safe driving. An added incentive has been the opportunity for teens to win a driving simulator and teen-driving software (valued at $15,000) and other recognition for their schools, presented at the annual statewide CSP Showcase held at Six Flags Great Adventure theme park. The Showcase is attended by more than 600 students and teachers. Seventy simulators have been awarded to 65 schools since the program's inception, including one to every participating school in 2013 to commemorate NJM's 100th anniversary.

The teen led teams that plan and implement their school's CSP campaign are often school-based clubs such as SADD and National Honor Society, or a class (such as driver education or media studies). Public, private, parochial, special needs, and magnet schools have participated with the program guidelines

encouraging inclusiveness so that a diverse group of teens are involved in planning and executing the campaign and use their networks to reach as many of their peers as possible.

A BIANJ staff member meets with every student team and their adult advisor (typically a teacher, student assistance counselor, or SADD advisor) to review program requirements and brainstorm ideas. (A CSP overview webinar and FAQs are also provided on the UGotBrains.com website.) Each team receives a banner to post in their school and a resource folder that includes information about New Jersey and national teen safe driving programs that may be incorporated into their campaigns. During

the meeting, teams are encouraged to leverage proven programs such as New Jersey's *Share the Keys* parent/teen driving orientation; share age-appropriate campaign safety messages with elementary and middle school students, and parents; partner with law enforcement officials, health care/injury prevention specialists and traffic safety advocates for additional subject matter guidance and help securing speakers and interactive presentations; use social media and notify local press outlets about their campaign (a sample press release is provided); and ask businesses and faith-based, EMS and community service organizations to help with outreach. Students are also encouraged to share their messages via social media and to expand their reach beyond the classroom to their local communities and across the State.

The teams then go to work deciding which of three teen driving safety topics they will address.

- Drive – avoid driving distractions, reduce speeding, share the road
- Ride – support the driver by reducing distractions, become the designated texter
- Graduated Driver License compliance – use seat belts, limit passengers, adhere to the nighttime driving restriction, refrain from using electronic devices, display GDL decals

These topics were chosen based on an analysis of New Jersey novice driver crash data and research that points to inexperience coupled with driver error as the most common causal factors for teens. GDL, meanwhile, is proven to reduce young driver crashes, and the State's law includes provisions that specifically address the risk factors for teens. The teen teams notify BIANJ of their selection by completing an online mid-term update that includes their campaign theme and objective, target audience and what tactics they plan to use to address the safety topic (for example, encouraging seat belt use through checkpoints, morning announcements, assemblies and in-class discussion).

The peer-to-peer campaigns include an array of activities including student-written and produced public service announcements and music videos, safety fairs, teen driving nights, pledge drives, games and interactive events, assemblies featuring victim advocates and safety experts, GDL compliance parking lot checks, morning announcements, signage, skits, and more. One school invented a cell phone safe box that disables the vehicle's radio until the driver's cell phone is locked inside it. Another had sophomores spend the entire school day getting around in wheelchairs and then write a reflection paper on the experience.

After the campaigns, which typically run between November and May, each team must submit a final report via the CSP website that includes a PowerPoint or video summary and the results of any process or outcome evaluation they conducted (evaluation is recommended, but not required). Students must complete several mandatory fields on the online report form addressing their campaign's target audience, reach and penetration. They may submit additional documentation like photos, PSAs, surveys, questionnaires, press clippings, giveaway items, printed material, on a DVD (some schools compile scrapbook). All entries are judged by a panel of traffic safety, driver education and injury prevention professionals and the winners announced at the showcase.

CSP has grown steadily from 19 high schools in 14 of the State's 21 counties during its inaugural year, to 58 high schools in 19 counties in year 7. A total of 125 schools have participated in the program with an estimated student reach of 160,000. It mobilized students, faculty, staff, and parents at one high school where 13 students had died in car crashes over an 8-year period to change the culture. That effort paid off with a grand prize award in the school's second year of participation and no serious teen driver crashes since joining the program. The Lenape High School District, composed of four high schools, took home top honors five times for its multi-year, *Heads Up, Phone Down* campaign that reaches teens and drivers across New Jersey and other motorists traveling the I-95 corridor. It then created a new participation category – *Ambassador* – in which students continue to implement their campaign and showcase their work but do not compete. Instead, they mentor teens at other schools offering tips for developing and implementing successful campaigns.

BIANJ partnered with the Center for Injury Research and Prevention at the Children's Hospital of Philadelphia to develop and administer a survey to the entire student body, teen leaders, and their advisors beginning in the program's fourth year. The researchers found that all teens reported seeing their peers engaging in safer driving behaviors, felt greater social pressure from their friends to drive and ride safely, and perceived a more positive driving safety culture in their school, as a result of their school's participation in CSP (CHOP, 2014).

Additional Resources

Planning & Evaluation

Approach to Evaluation (logic models, indicators and measures)
EvaluACTION (applying program evaluation, interactive evaluation plan and logic model builder)
Centers for Disease Control & Prevention

The Art of Appropriate Evaluation (A guide for highway safety program managers)
National Highway Traffic Safety Administration

Community Toolkit (problem ID, planning, evaluation)
Center for Community Health and Development at the University of Kansas Community Tool Box

Evaluation Handbook & Logic Model Development Guide
W.K. Kellogg Foundation

Generator School Network (guided project planning process and resources to support youth-led, meaningful projects)
National Youth Leadership Council

Logic Model Workbook (theory of change, evaluation planning)
Innovation Network

Pennsylvania Teen Driver Safety Program Planning & Evaluation Guidebook (planning programs, selecting and adapting interventions, evaluating performance)
E-mail Emily Sykes for access
The Children's Hospital of Philadelphia Center for Injury Research and Prevention

User-Friendly Handbook for Program Evaluation
National Science Foundation

Social Norming/Positive Messaging

The Social Norms Approach (includes evidence for best practice, how to start a campaign)
Michigan State University

Teen Driver Source (highlighting the positive, messaging to motivate, reframing the message)
The Children's Hospital of Philadelphia

Toolkits

Road Safety Project Toolkit (applying a service-learning approach to address a roadway safety problem)
Youth Changing the World: A Service Project Toolkit (a teen-friendly project management framework)
Youth Service America/State Farm

Teen Road Safety Assessment (RSA) Program Guide (process for conducting a youth-led roadway safety assessment)
Roadway Safety Foundation

Youth and Road Safety Action Kit (written by youth for youth; addresses the global road safety crisis, how to plan and implement road safety projects, and key actions and processes for success)
Youth for Road Safety

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