Pennsylvania Teen Driver Safety Program Planning & Evaluation Resource Book

Planning Programs

Selecting and Adapting Interventions

Evaluating Performance

The Children's Hospital of Philadelphia® RESEARCH INSTITUTE

CENTER FOR INJURY RESEARCH AND PREVENTION

Acknowledgements

Acknowledgements

How This Resource Book Can Help You Plan, Implement, and Evaluate

The goal of this Program Planning and Evaluation Resource Book is to provide Pennsylvania Community Traffic Safety Program staff with **sample materials, key performance measure questions, activities, worksheets, program resources, and clickable links for web-based resources** which can be used in the various stages of program planning, implementation, and evaluation.

This Resource Book is **organized according to the sections and chapters in the Guidebook** so that all of the materials can be easily accessed while you watch the videos and read the Guidebook chapters.

All of the materials in the Resource Book were **created specifically with teen driver safety programs in mind**, and we use teen driver safety in the examples and activities throughout.

Table of Contents

Guidebook Videos Can Be Accessed on This Playlist via the CHOP Program Planning and Evaluation YouTube Channel

SECTION 1: PROGRAM PLANNING
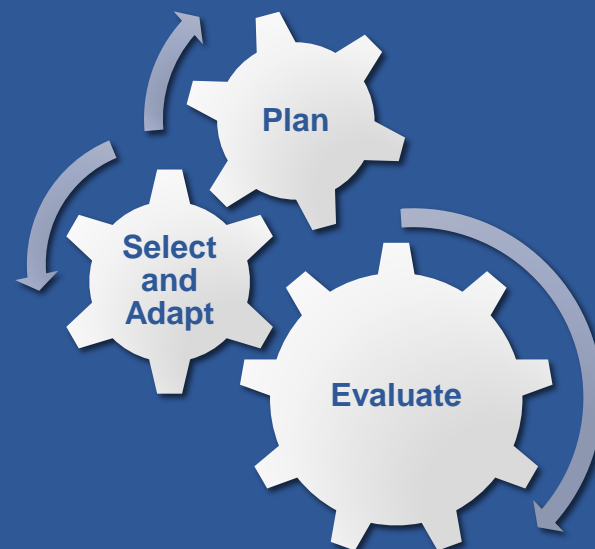
Handy Websites with Additional Resources for Program Planning, Community Needs Assessments, and Program Implementation

Logic Model Resources

Worksheets for Chapters 2, 3, 4, and 5

HANDY WEBSITES FOR PROGRAM PLANNING, COMMUNITY NEEDS ASSESSMENTS, AND PROGRAM IMPLEMENTATION

Chapters 2, 3, and 6

Handy Websites

Website #1:

- [The Healthy People Website](#) is maintained by the Office of Disease Prevention and Health Promotion (ODPHP). It is updated regularly with the government's Healthy People 2020 goals, as well with educational webinars on a variety of topics often related to public health planning and evaluation efforts.

- Information and goals about Teen Driver Safety can be found under the sections on [Adolescent Health](#) and [Injury and Violence Prevention](#)

Handy Websites

Website #2:

- The Association for Community Health Improvement (ACHI) is the premier national association for community health, community benefit and healthy communities professionals. Their website offers education and practical tools that help you expand your knowledge and enhance your performance in achieving community health goals.

- See their Guides and Reports, as well as their Upcoming Webinars and Archived Webinars to help you with conducting community needs assessments and better connecting with your community members.

Association for
Community Health Improvement™

Handy Websites

Website #3:

• The Centers for Disease Control and Prevention (CDC) website is filled with up-to-date research, statistics, and reports about government initiatives related to adolescent health issues.

• See their sections on Teen Drivers and also Motor Vehicle Safety for pertinent resources that you can use in developing and implementing your programs.

LOGIC MODEL RESOURCES

Chapter 5

Logic Model Resources

Logic Model Resource #1:

- [The University of Wisconsin-Extension's Program Development and Evaluation](#) website is filled with logic model how-to's, resources, and templates.

University of Wisconsin-Extension

Logic Model Resource #2:

- [The W.K. Kellogg Foundation's Logic Model Resources](#) include logic model development guides, examples, and exercise checklist documents in Word to help you develop your logic models.

Logic Model Resources

Logic Model Resource #3:

• [A Google search for images of logic models](#) can be very helpful for giving you ideas about how logic models can take varying forms – from simple to detailed – to help best serve your individual program needs.
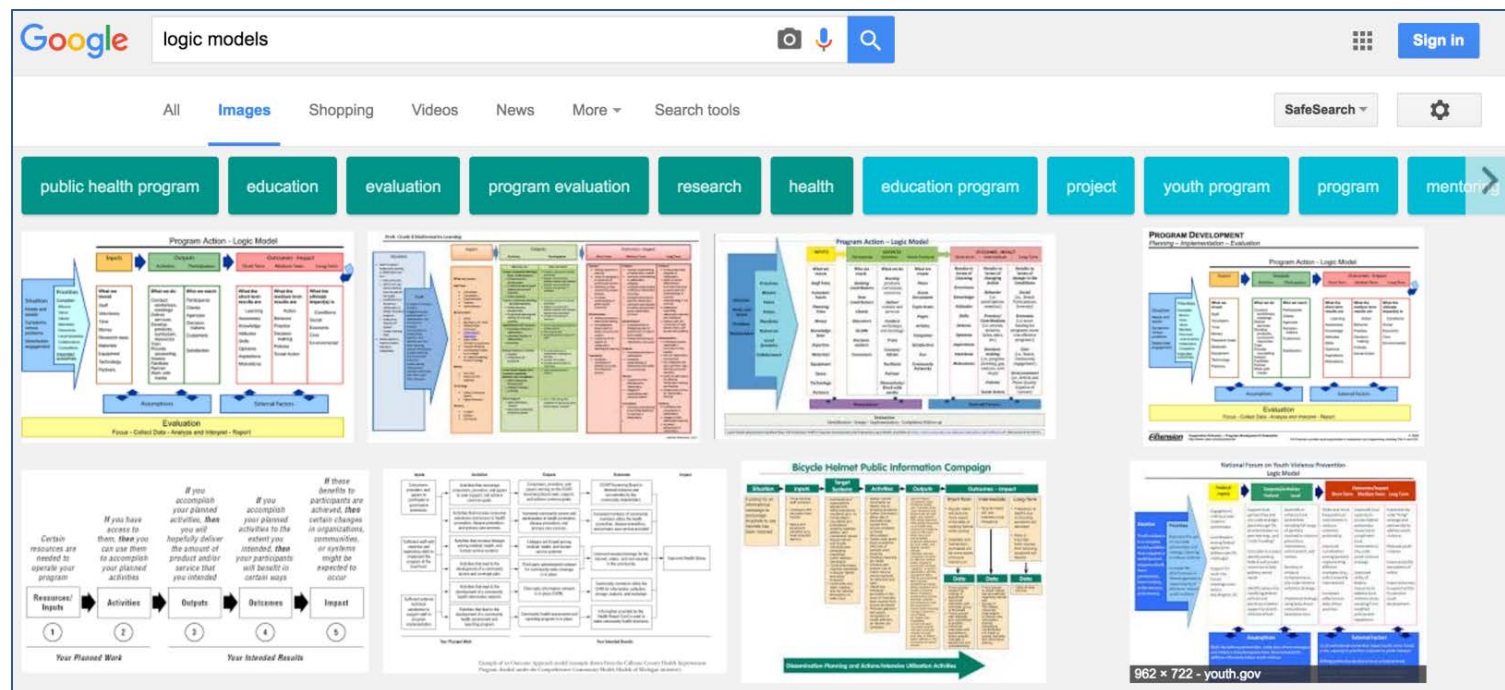
Logic Model Resources

Logic Model Resource #4:

- The CDC's Oral Health Program has a Logic Models Guide with:
  - Steps for creating a logic model
  - Approaches to logic models
  - Logic model worksheets and supplemental materials
  - Examples of logic models

STEP 2 B **LOGIC MODELS**

CONTENTS

Our thanks to The Office on Smoking and Health and The Division of Physical Activity and Nutrition for allowing us to

WORKSHEETS

Chapters 2, 3, 4, and 5

Use this worksheet to help guide you through using qualitative methods to conduct a community needs assessment.

What do you want to learn about your community?	Who do you want to hear from?	How will you hear from them? What methods might you use to gather input?
1.	1.	1.
2.	2.	2.
3.	3.	3.

CHAPTER 2:
NEEDS ASSESSMENT QUESTION DEVELOPMENT WORKSHEET

1) Problem

2a) Objective	3) Needs Assessment Questions

2b) Behavior	

You can use this worksheet to help you think of some questions to ask during interviews or focus groups with some of the key stakeholders.

What questions would you ask during your interviews and/or focus groups?
1.
2.
3.
4.

Problem:				

Objective:	Question:	Indicator/Measure:	Data Source:	Analysis:

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Name:

When it is time to define the goals and objectives for your program, this template will walk you through the process of developing ***specific, measurable, achievable, realistic, and time-based*** objectives. Once you have created the goals of your program, it is time to think about objectives and activities needed to accomplish these goals. You can use the following tables to help you develop SMART objectives to reach your goals:

GOAL 1: _____

Not-so-SMART objective 1a:	
Key Component	**Objective**
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	
SMART objective 1a:	

Not-so-SMART objective 1b:	
Key Component	**Objective**
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	
SMART objective 1b:	

Not-so-SMART objective 1c:	
Key Component	**Objective**
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	
SMART objective 1c:	

GOAL 2: _____

Not-so-SMART objective 2a:	
Key Component	**Objective**
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	
SMART objective 2a:	

Not-so-SMART objective 2b:	
Key Component	**Objective**
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	
SMART objective 2b:	

Not-so-SMART objective 2c:	
Key Component	**Objective**
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	
SMART objective 2c	

Not-so-SMART objective 3a:

Key Component	Objective
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	

SMART objective 3a:

Not-so-SMART objective 3b:

Key Component	Objective
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	

SMART objective 3b:

Not-so-SMART objective 3c:

Key Component	Objective
Specific - What is the specific task?	
Measurable - What are the standards or parameters?	
Achievable - Is the task feasible?	
Realistic - Are sufficient resources available?	
Time-Bound - What are the start and end dates?	

SMART objective 3c:

Long Term or Ultimate Outcomes

Intermediate Outcomes

Initial Outcomes

Outputs

Activities

Inputs

CHAPTER 5:
LOGIC MODEL WORKSHEET

Goal:

Inputs / Resources	Activities	Outputs	Outcomes
What personnel, money, expertise, etc. are needed?	**What will you do with your program's participants?**	**What will your activity produce: data, classes, brochures, etc.?**	**What are the benefits you want participants to have as a result of your program?**

SECTION 2:
SELECTING AND ADAPTING PROGRAMS AND INTERVENTIONS

Teen Traffic Safety Program Database

Worksheets for Chapters 6 and 8

TEEN TRAFFIC SAFETY PROGRAM DATABASE

Chapters 6 and 8

See the Teen Traffic Safety Program Database for Programs You Can Adapt and Modify
(Electronic Excel File Included With Your Materials)

Spreadsheet formula bar (cell N4): Officers completed forms stating how many presentations were completed and how many students were in attendance

Program Name	Primary topic/Focus Area	Creator	Sponsor	Format	Audience	Instructor (if applicable)	Primary Goals	Cost	Frequency	Theoretical Basis	Level of Implementation (pilot, phased, total)	Level of Evaluation (process, impact, outcome)	Evaluation Methods (Did they use an evaluation model?)	Level of Dissemination	Links to materials/reso	Key
PA																
Survival 101	Drunk/distracted /drowsy driving prevention	Buckle Up PA, PennDot	PA's Community Traffic Safety Projects, PennDot, Buckle Up PA	Classroom	Middle and high school students (ages 12-18)	police	Encourage appropriate driving decision making; make youth aware of their responsibilities on the road; increasing awareness of factors that cause teen crashes. *Source: http://www.pasafet yedu.org/Survival-101/*	Free	Upon Request	n/a	total	simple process	Officers completed forms stating how many presentations were completed and how many students were in attendance	Statewide - PA	Statistics: http://ww w.pasafet yedu.org/ Resource s/Surviva l%20101 %20Sour ces.pdf	Mark Alonge, North Central Highwa Safety Networ 570-62 2416
16 Minutes	High risk driving behavior prevention, law violation education	Buckle Up PA, PennDot	PA's Community Traffic Safety Projects, PennDot, Buckle Up PA	Individual or small group presentatio n	teens 16 years of age	police	Strengthen respect and rapport with officer while making teens aware of crash factors and the consequences of violating the law. *Source: http://www.pasafet yedu.org/Sixteen-Minutes/*	Free	Upon Request	n/a	total	simple process	Officers completed forms stating how many presentations were completed and how many students were in attendance	Statewide - PA		Mark Alonge, North Central Highwa Safety Networ 570-62 2416
Alive at 25	Safe driving strategies, risk identification, skill-practice	National Safety Council		Classroom	drivers between 15 and 24 years of age	police	Gain awareness and develop strategies to keep safe on the road; learn through interactive media, workbook exercises, role-playing, and class discussions to prevent automobile accidents. *Source: https://aliveat25.us/*	course rates depend on state	Students can go online and register for a class in their state. How these classes are scheduled	total	impact evaluation (attitudes and intentions) https://aliv eat25.us/c ontent/vie w/17/21/	In a study conducted by the Colorado State Patrol in 2003, of 1000 random Alive at 25 graduates (500 voluntary and 500 court ordered), 89% of the respondents indicated they	National	Resource s and Links from site: https://al iveat25.u s/content /view/22 /27/	Idaho Office Highwa Safety 208-33 8104

WORKSHEETS

Chapters 6 and 8

CHAPTER 6:
CHOOSING COMMUNITY PROGRAMS AND INTERVENTIONS

Use this worksheet to determine if interventions done by others are appropriate for your purpose:

What is the intervention?	
Is it appropriate for our purpose?	
Is it effective?	
Is it simple?	
Is it practical?	
Is it compatible to our situation?	
Additional Comments:	

Use the table below to help you assess the importance of an issue identified from your needs assessment vs your ability to impact change. Can you address a key issue and also deliver high impact? If yes, then it's a fairly feasible issue to address through a program. If no, then you might want to consider tackling a different issue.

	More Important	Less Important
More feasible or changeable	QUADRANT 1- yes	QUADRANT 3- yes, if it's important to try
Less feasible or changeable	QUADRANT 2- yes, if it's easy to do	QUADRANT 4- no

Assessing Program Strengths & Weaknesses Checklist	√
The goal/purpose of the program meet the following SMART goal concepts: • Specific • Measureable • Achievable • Results-focused/Relevant • Time-bound	
The program is based on a behavior change theory	
The program is consistent with the literature and/or national standards of practice for teen driver safety	
Program is age or developmentally appropriate for the target audience	
The personnel resources required to implement the program are commensurate with the resources of the intended location	
The overall costs to implement the program are commensurate with the resources of the intended location.	
The personnel resources required to implement the program are commensurate with the resources of local traffic safety organizations (CTSPs).	

A Research-tested intervention has the strongest level of scientific and practice-tested evidence validating a program's effectiveness, while an Emerging intervention is the weakest. Based on your overall assessment using the criteria listed above, is the program:	√
Research Tested	
• Generally based on underlying theory and/or logic	
• Efficacy/effectiveness has been tested in one or more research studies	
• There is clear intent to contribute to generalizable knowledge with a scientific protocol	
• Findings have been published in the peer review literature.	
Practice Tested	
• Generally based on underlying theory and/or logic	
• Has been evaluated in practice (impact or outcomes) but have not been tested in a more formal research study	
• Findings from studies of intervention may be published, but may not be peer reviewed.	
Emerging	
• May have process evaluation data	
• Intervention lacks underlying theory and evaluation and content may be based on current facts and statistics.	
• Lacks data from an evaluation (impact, outcome) demonstrating effects on one or more outcomes.	

*See the Guidebook Resources for a complete rubric to more extensively assess the strengths & weaknesses of programs.

Complete this chart and use this checklist to determine whether you should adapt a community intervention for your own needs.

Answer each of these questions to guide you through the adaptation process	
What will be involved in implementation?	
How long will it take?	
How will you know it is being implemented as intended?	
Will you have the same results as the original research? Why or why not?	
What needs to be evaluated? Process, impact and/or outcome?	
How will this be done?	

Check off these boxes if the constructs of the program you want to adapt align with your needs	
Objectives	
Approach used – concepts and theory	
Content – educational level, depth of coverage, reading level, appropriateness for audience	
Level of understanding or acceptance	
Fit with community resources	
Channels of dissemination	
Terminology used	
Fit with your audience's culture	
Intended action	

SECTION 3:
PROGRAM EVALUATION
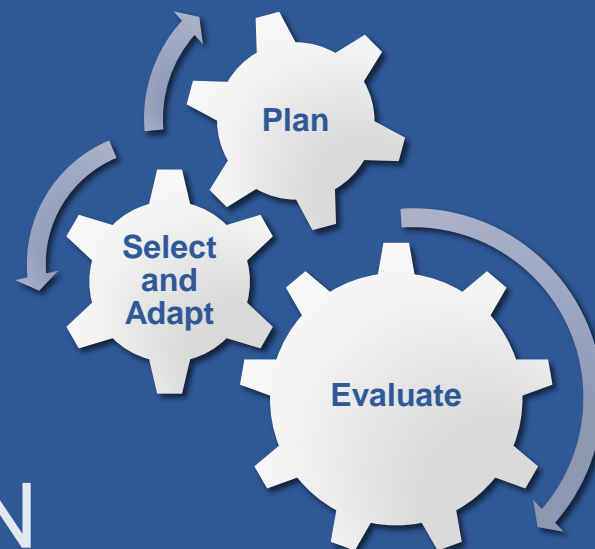
Data Resources

Key Performance Measure Questions

Evaluation Resources

Sample Pre- and Post-Surveys

Example for Quantitative Data Reporting

Sample Moderator's Guide

Example for Qualitative Data Reporting

DATA RESOURCES

Chapters 2, 11, and 12

Data Resources

Data Resource #1:

- [The Public Health Management Corporation (PHMC)](#) maintains their Community Health Database (CHDB) to serve the information needs of health and human service agencies in the Southeastern Pennsylvania (SEPA) region by providing up-to-date and reliable community-level health and social service data. [Data reports](#) are updated regularly on their website.

- They also provide quick and easy access to [US Census Data, Pennsylvania Vital Statistics, and Mortality Data for by SEPA County](#).

PUBLIC HEALTH management corporation

Data Resources

Data Resource #2:

- PennDOT's Open Data Site and the PennShare website provide planning and programming maps, data sets, visualizations, and documents.

Data Resource #3:

- The Pennsylvania Department of Health EDDIE (Enterprise Data Dissemination Informatics Exchange) Portal provides an interactive web tool to create customized data tables with various health related datasets in the state.

- Access FAQs and instructional YouTube videos and printable instructions for using EDDIE

KEY PERFORMANCE MEASURE QUESTIONS

Chapters 11 and 12

Key Performance Measure Questions: Speed Limits

Category	Key Construct	Question	Response	Source
Speed Limits	Attitudes about observing speed limits	Please indicate how strongly you agree or disagree with the following statement: Driving over the speed limit is not dangerous for skilled drivers.	Strongly disagree, disagree, neither agree or disagree, agree, strongly agree	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Attitudes about observing speed limits	Please indicate how strongly you agree or disagree with the following statement: Driving at or near the speed limit reduces my chances of an accident.	Strongly disagree, disagree, neither agree or disagree, agree, strongly agree	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Attitudes about observing speed limits	Please indicate how strongly you agree or disagree with the following statement: Driving at or near the speed limit makes it difficult to keep up with traffic.	Strongly disagree, disagree, neither agree or disagree, agree, strongly agree	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Attitudes about observing speed limits	How would you feel about using more frequent ticketing to reduce speeding?	a) good idea, b) neither a good nor bad idea c) bad idea	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Attitudes about observing speed limits	Please indicate how strongly you agree or disagree with the following statement: Driving at or near the speed limit uses less fuel.	Strongly disagree, disagree, neither agree or disagree, agree, strongly agree	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Behaviors towards observing speed limits	How many times have you been in a speeding related accident in the past five years?	open ended, or ranges	2011 NHTSA National Survey of Speeding Attitudes and Behaviors

Key Performance Measure Questions: Speed Limits

Category	Key Construct	Question	Response	Source
Speed Limits	Behaviors towards observing speed limits	In the past 12 months, have you been stopped for speeding by the police?	yes, no, don't know	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Behaviors towards observing speed limits	Did you receive a ticket during the last time you were stopped for speeding?	yes, no, don't know	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Behaviors towards observing speed limits	Did you change your driving behavior as a result of receiving the ticket for speeding?	yes, no, don't know	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Behavioral Intentions towards observing speed limits	How likely would you be to use a device in your motor vehicle that does not allow you to drive faster than 10 miles over the speed limit?	very likely, somewhat likely, somewhat unlikely, very likely	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Behavioral Intentions towards observing speed limits	How likely would you be to use a device in your motor vehicle that you can switch off, that prevents you from driving faster than the speed limit?	very likely, somewhat likely, somewhat unlikely, very likely	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Behavioral Intentions towards observing speed limits	How likely would you be to use a device in your motor vehicle that allows parents to limit the maximum speed of the motor vehicle, when the teenager drives the motor vehicle?	very likely, somewhat likely, somewhat unlikely, very likely	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Speed Limits	Behavioral Intentions towards observing speed limits	People sometimes go faster than the speed limit for different reasons. On those occasions when you do, what do you think agree the main reasons you drive faster than the speed limit?	1) I'm late 2) I am unlikely to have a crash 3) It's a habit 4)I'm alone in the car 5) I'm unlikely to get a ticket 6) People I am with encourage it 7) I'm comfortable driving fast 8) Other 9) I never speed 10) Don't know	2011 NHTSA National Survey of Speeding Attitudes and Behaviors

Key Performance Measure Questions: Passenger Limits

Category	Key Construct	Question	Response	Source
Passenger Limits	Attitudes toward passenger limits	Statements about things involving passengers with teen drivers that might make a difference in whether or not teens are safe in cars: there are other teenagers in the car, the driver pays attention to passengers because they are acting wild, the driver and passengers are dancing or singing along to music.	This makes no difference in whether or not teens are safe in cars, some difference, a lot of difference, I don't know whether this makes a difference (RESPONSE: Strongly disagree, disagree, neither agree or disagree, agree, strongly agree)	National Youthful Driver Survey

Key Performance Measure Questions: DUI

Category	Key Construct	Question	Response	Source
DUI	Attitudes towards DUI	Statements about teen drivers that might make a different in whether or not teens are safe in cars: the driver has been smoking marijuana (weed/pot), the driver has been drinking alcohol.	This makes no difference in whether or not teens are safe in cars, some difference, a lot of difference, I don't know whether this makes a difference	National Youthful Driver Survey
DUI	Self-efficacy about DUI	The legal limit in your state is .08. In your opinion, how many 12oz beers would a person your height and weight have to drink in a 2-hour period just to reach the legal limit of .08?	none/less than 1, 1-2, 2-3, 3-4, 5 or more, don't know, no answer	2008 National Drinking and Driving Questionnaire
DUI	Knowledge about DUI	The amount of alcohol in a person's body can be measured in terms of "Blood Alcohol Concentration", which is often called the BAC level. Have you heard of blood alcohol concentration or BAC levels before today?	yes, no, don't know, no answer	2008 National Drinking and Driving Questionnaire
DUI	DUI Behaviors	Have you ever been arrested for a drinking and driving violation anytime in the past two years?	yes, no, don't know, refused	2008 National Drinking and Driving Questionnaire
DUI	Frequency of DUI	How many times have you been arrested for a drinking and driving violation in the past two years?	open ended, or ranges	2008 National Drinking and Driving Questionnaire
DUI	Frequency of DUI	During the past 30 days, have you driven a vehicle after you had been drinking alcohol?	1)yes, 2) no	2007 Motor Vehicle Occupant Safety Survey, Version 1 (NHTSA)
DUI	Frequency of DUI	About how many times in the last 12 months did you drive when you thought you were over the legal limit for alcohol and driving? That is, the amount of alcohol in your body was greater than the law allows.	open-ended or ranges	National Drinking and Driving Questionnaire

Key Performance Measure Questions: Others Involved In DUI

Category	Key Construct	Question	Response	Source
Others involved in DUI	Attitudes towards others involved in DUI	In your opinion, should the penalties for violating drinking and driving laws be…	more severe, somewhat more severe, somewhat less severe, much less severe, stay the same as they are now, or no penalties should be given	2008 National Drinking and Driving Questionnaire
Others involved in DUI	Behaviors towards other involved in DUI	Have you ever been in a situation where you were with a friend, family member, or acquaintance who had too much to drink to drive safely, yet was planning to drive? If yes, did you do something to try to stop them?	yes, no, don't know, no answer	2008 National Drinking and Driving Questionnaire
Others involved in DUI	Behavioral Intentions towards other involved in DUI	How likely would you say it is that drivers who have had too much to drink to drive safely will have an accident?	almost certain, very likely, somewhat likely, somewhat unlikely, very unlikely, don't know, refused	National Drinking and Driving Questionnaire

Key Performance Measure Questions: Distracted Driving

Category	Key Construct	Question	Response	Source
Distracted Driving	Attitudes towards distracted driving	Statements about teen drivers that might make a different in whether or not teens are safe in cars: The driver is talking/texting/playing on a cell phone.	This makes no difference in whether or not teens are safe in cars, some difference, a lot of difference, I don't know whether this makes a difference	National Youthful Driver Survey
Distracted Driving	Attitudes towards distracted driving	Do you support a state law banning talking on a handheld phone while driving?	yes, no, don't know	NHTSA Distracted Driving Survey, 2011
Distracted Driving	Self-efficacy about distracted driving	I think the good things that might happen if I do not use a cell phone while driving are: I would be able to pay better attention to my driving, I would be following the law, I would be calmer when I drive b/c I would not have conversations that might upset me, I would not get a ticket, I would make my parents happy, my friends would think I was responsible, I would be less likely to get into an accident.	Strongly disagree, disagree, neither agree or disagree, agree, strongly agree	National Youthful Driver Survey
Distracted Driving	Self-efficacy about distracted driving	How likely are you to do or say something to your driver if they're talking on a handheld cell phone while driving?	very likely, somewhat likely, somewhat unlikely, very likely	2011 NHTSA National Phone survey on distracted driving attitudes and behaviors
Distracted Driving	Knowledge about distracted driving	How many seconds do you believe a driver can take his or her eyes off the road before driving becomes significantly more dangerous?	less than 1, 1-2 seconds, 3-4 seconds, 5-10 seconds, 10 seconds or more, don't know	2011 NHTSA National Phone survey on distracted driving attitudes and behaviors

Key Performance Measure Questions: Distracted Driving

Category	Key Construct	Question	Response	Source
Distracted Driving	Knowledge about distracted driving	What percentage of drivers do you believe at least occasionally TALK on a cell phone while driving?	open-ended or ranges	2012 NHTSA National Phone survey on distracted driving attitudes and behaviors
Distracted Driving	Knowledge about distracted driving	What percentage of drivers do you believe at least occasionally SEND TEXT MESSAGES OR EMAILS on a cell phone while driving?	open-ended or ranges	2013 NHTSA National Phone survey on distracted driving attitudes and behaviors
Distracted Driving	Behaviors towards distracted driving	When you are talking on the phone while driving, do you tend to…	hold the phone in your hand, squeeze the phone between your ear and shoulder, use a hands-free ear-piece, use a build-in car system (OnStar, Sync, or Bluetooth), use the cellular phone's speaker feature, varies	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Distracted Driving	Behaviors towards distracted driving	Were you personally stopped by police for using a handheld cell phone while driving in the past 30 days?	yes, no, don't know	2011 NHTSA National Survey of Speeding Attitudes and Behaviors
Distracted Driving	Behaviors towards distracted driving	How, if at all, would you say your driving is different when you are talking on the phone	no difference, drive slower, drive faster, change lanes more frequently, avoid changing lanes altogether, apply the breaks suddenly, drift out of the lane or roadway, use turn signal less regularly, use turn signal more regularly, increase distance from lead vehicle, follow lead vehicle more closely, look in your rear or side view mirrors more frequently, use rear view or side view mirrors less frequently	2011 NHTSA National Survey of Speeding Attitudes and Behaviors

Key Performance Measure Questions: Distracted Driving

Category	Key Construct	Question	Response	Source
Distracted Driving	Frequency of distracted driving	When you receive a phone call while you are driving, how often do you answer the call?	on all driving trips, on most driving trips, rarely, never	National Youthful Driver Survey
Distracted Driving	Frequency of distracted driving	When you are driving, how often are you willing to MAKE a call?	on all driving trips, on most driving trips, rarely, never	2011 NHTSA National Phone survey on distracted driving attitudes and behaviors
Distracted Driving	Frequency of distracted driving	When you receive a text message while driving, how often do you answer the text?	on all driving trips, on most driving trips, rarely, never	National Youthful Driver Survey
Distracted Driving	Behavioral Intentions of distracted driving	I would be more likely to give up using my cell phone while driving if: my mom or dad made me do it, my friends gave up their cell phones while driving, I got a discount on my insurance, there was a law against it, I got my license taken away if I got caught, I had to do it for only the first year of driving, my parents had a way to find out if I was using my cell phone while driving.	Strongly disagree, disagree, neither agree or disagree, agree, strongly agree	National Youthful Driver Survey

Key Performance Measure Questions: Others Distracted Driving

Category	Key Construct	Question	Response	Source
Others Distracted Driving	Attitudes towards others distracted driving	How many seconds do you believe a driver can take his or her eyes off the road before driving becomes significantly more dangerous?	less than 1, 1-2 seconds, 3-4 seconds, 5-10 seconds, 10 seconds or more, don't know	NHTSA Distracted Driving Survey, 2011
Others Distracted Driving	Knowledge about others distracted	What percentage of drivers do you believe at least occasionally TALK on a cell phone while driving?	open ended, or ranges	2011 NHTSA National Phone survey on distracted driving attitudes and behaviors
Others Distracted Driving	Attitudes towards others distracted driving	How many seconds do you believe a driver can take his or her eyes off the road before driving becomes significantly more dangerous?	less than 1, 1-2 seconds, 3-4 seconds, 5-10 seconds, 10 seconds or more, don't know	NHTSA Distracted Driving Survey, 2011
Others Distracted Driving	Knowledge about others distracted	What percentage of drivers do you believe at least occasionally TALK on a cell phone while driving?	open ended, or ranges	2011 NHTSA National Phone survey on distracted driving attitudes and behaviors
Others Distracted Driving	Knowledge about others distracted	What percentage of drivers do you believe at least occasionally SEND TEXT MESSAGES OR EMAILS on a cell phone while driving?	open ended, or ranges	2011 NHTSA National Phone survey on distracted driving attitudes and behaviors
Others Distracted Driving	Behavioral Intentions about others distracted	How likely are you to do or say something to your driver if they're talking on a handheld cell phone while driving?	very likely, somewhat likely, somewhat unlikely, very likely	2011 NHTSA National Phone survey on distracted driving attitudes and behaviors

Key Performance Measure Questions:
Program Satisfaction / Engagement

Category	Key Construct	Question	Response	Source
Program Satisfaction/ Engagement	Attitudes towards satisfaction/ engagement with program	What did you like most about the program?	Open-ended	2016 Regional Teen Driving Competition Post-Survey
Program Satisfaction/ Engagement	Attitudes towards satisfaction/ engagement with program	How could the program be improved to have a greater impact?	Open-ended	2016 Regional Teen Driving Competition Post-Survey
Program Satisfaction/ Engagement	Attitudes towards satisfaction/ engagement with program	Is there anything you think is missing from the program?	Open-ended	

EVALUATION RESOURCES

Chapters 9, 10, 11 and 12

Evaluation Resources

Evaluation Resource #1:

- CDC's Program Performance and Evaluation (PPEO) Resources Page has how-to guides, toolkits, and numerous examples to assist with program evaluation.

Evaluation Resource #2:

- CDC's Community Health Status Indicators (CHSI) Project is an interactive web application that produces health profiles for all U.S. counties.

- Each profile includes key indicators of health outcomes, such as health care access and quality, health behaviors, social factors and the physical environment.

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Evaluation Resources

Evaluation Resource #3:

- The Community Tool Box Website is a service of the Work Group for Community Health and Development at the University of Kansas. They provide sample materials and detailed "how-to" instructions about conducting program evaluations.

- See their Table of Contents and Took Kits for numerous resources that we think you'll find helpful.

- See their Help Taking Action section to online courses, troubleshooting guides, and best practice guides.

- See their Ask an Advisor tool to access their free service that provides brief, personalized responses to questions about community work (for example, questions about planning, assessment, participation, publicity, program development, leadership, advocacy, or evaluation).

COMMUNITY TOOL BOX

Evaluation Resources

Evaluation Resource #4:

- [Making Health Communications Programs Work](#) is a practice-oriented guidebook published by the U.S. Department of Health & Human Services, the National Institutes of Health, and the National Cancer Institute.

- It has chapters that discuss areas such as:
  - how to develop a communications plan
  - how to implement a program
  - how to evaluate a program
  - how to use qualitative and quantitative methods for program evaluation

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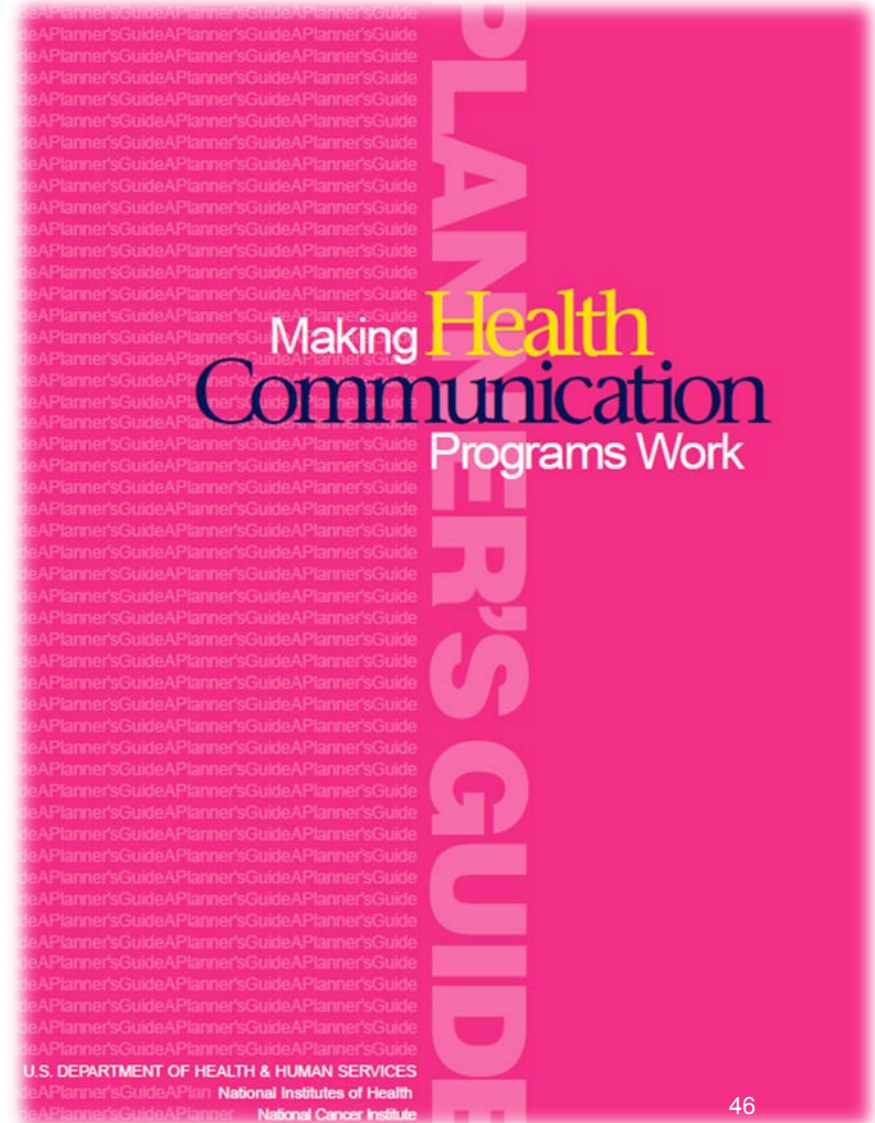
Evaluation Resources

Evaluation Resource #5:

- [Introduction to Program Evaluation for Comprehensive Tobacco Control Programs](#) is a practice-oriented guidebook published by the U.S. Department of Health & Human Services and the Centers for Disease Control and Prevention.

- Although it was developed for tobacco control programs, it has great information about program evaluation generally.

- It has chapters that discuss areas such as:
  - how to engage stakeholders
  - how to describe a program
  - how to create logic models and link to program components
  - how to focus a program evaluation design
  - how to collect data for program evaluation
  - how to justify and disseminate results

Introduction to Program Evaluation

for Comprehensive Tobacco Control Programs

November 2001

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
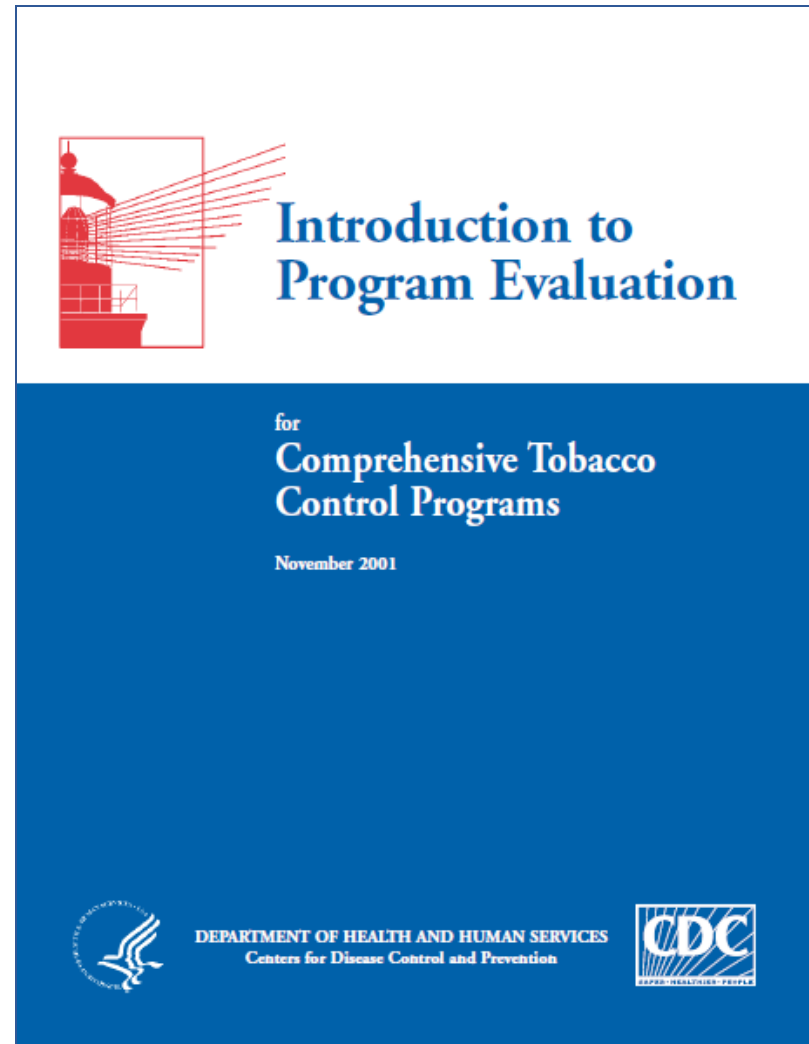
Evaluation Resources

Evaluation Resource #6:

- Penn State Extension's Program Evaluation Website provides information on how to:
  - improve a program
  - compare program delivery methods
  - respond to stakeholders
  - advocate a program
  - prepare for program promotion

PennState Extension

- The website also has helpful tipsheets about items such as:
  - questionnaire design instrumentation measurement
  - asking demographic questions
  - selecting sample/population
  - analyzing data
  - conducting needs assessments
  - delivery methods
  - marketing
  - measuring awareness
  - measuring knowledge
  - measuring attitude
  - measuring intention
  - measuring behavior
  - general advice and troubleshooting for program evaluations

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SAMPLE PRE- AND POST-SURVEYS

Chapter 12

2016 Regional Teen Driving Competition
Pre-Survey

Please tell us about yourself.

1. What is your race? (Select all those with which you identify)
   - ☐ American Indian or Alaska Native
   - ☐ Asian
   - ☐ Black or African-American
   - ☐ Native Hawaiian or Other Pacific Islander
   - ☐ White
   - ☐ More than one race

2. What is your ethnicity?
   - a) Hispanic or Latino
   - b) Not Hispanic or Latino

3. What is your gender?
   - a) Male
   - b) Female
   - c) Transgender
   - d) Do not identify as male or female (gender non-conforming, gender queer)

4. What is your age?
   - a) 15
   - b) 16
   - c) 17
   - d) 18
   - e) Older than 18

5. What type of school do you attend?
   - a) Public
   - b) Private
   - c) Home/cyber

6. School name: _____

7. What type of behind-the-wheel driving training have you received? (Select all that apply).
   - ☐ At school
   - ☐ Private in-person driving school
   - ☐ With parents
   - ☐ Online driving school
   - ☐ Driving Book

8. What other resources do you or did you use to help prepare you for driving? (Select all that apply).
   - ☐ Written materials/guidebooks
   - ☐ Online/web-based resources
   - ☐ In-person education
   - ☐ Other, please specify

9. Compared to other **teens** with as much driving experience as me, I would rate my skills as...
   - a) Much below average
   - b) Below average
   - c) Average
   - d) Above average
   - e) Much above average

10. Compared to **other drivers in general**, I would rate myself as a…
    - a) Very unsafe driver
    - b) Unsafe driver
    - c) Average (not very safe or unsafe)
    - d) Safe driver
    - e) Very safe driver

11. When you had your permit, in which 3 environments did you practice driving most frequently with your parent or legal guardian? (Select 3).
    - ☐ Empty parking lot or industrial park
    - ☐ Residential neighborhood
    - ☐ Intermediate road (1 or 2 lanes)
    - ☐ Commercial zone (downtown/shopping area/business district)
    - ☐ Highway/freeway (exits, on and off ramps)
    - ☐ Country roads
    - ☐ Other, please describe:_____

Please answer the following questions about safe driving behaviors.

12. When driving on the highway, what should your greatest concern be when you encounter a large tractor trailer truck?
    - a) High winds
    - b) Wet pavement
    - c) Driving beside the trailer
    - d) All of the above

13. For drivers and passengers younger than 18 years of age, wearing a seatbelt is:
    - a) Optional
    - b) Up to you and your passengers
    - c) Mandatory
    - d) Necessary only on the interstate highway

14. When I wear my seatbelt, I do so because…

a) It's a habit	**YES**	**NO**	**DON'T KNOW**
b) I don't want to get a ticket	**YES**	**NO**	**DON'T KNOW**
c) I'm uncomfortable without it	**YES**	**NO**	**DON'T KNOW**
d) Others want me to wear it,	**YES**	**NO**	**DON'T KNOW**
e) It's the law	**YES**	**NO**	**DON'T KNOW**
f) I want to avoid serious injury or death	**YES**	**NO**	**DON'T KNOW**
g) I want to set a good example for others	**YES**	**NO**	**DON'T KNOW**
h) The people I'm with are wearing seat belts	**YES**	**NO**	**DON'T KNOW**
i) My car/truck/van has a bell, buzzer, or light that reminds me	**YES**	**NO**	**DON'T KNOW**

15. To what extent do you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) Seatbelts are just as likely to harm you as help you	1	2	3	4	5
2) Police in my community generally do not bother to write tickets for seatbelt violations	1	2	3	4	5
3) If I were in an accident, I would want to have my seatbelt on	1	2	3	4	5
4) Most motor vehicle accidents happen within five miles of home	1	2	3	4	5
5) I would feel self-conscious around my friend if I wore a seatbelt and they did not	1	2	3	4	5
6) I have a habit of wearing a seatbelt because my parents insisted I wear them as a child	1	2	3	4	5
7) Putting on a seatbelt makes me worry more about being in an accident	1	2	3	4	5

16. If you are good at multi-tasking, you can always focus on what is most important while driving.
   a) True
   b) False

17. You should assess the conditions of a vehicle that you are unfamiliar with before you drive it.
   a) True
   b) False

18. Why do drivers ages 16-20 have the highest numbers of vehicle fatalities?
   Drivers in this age range are…
   a) More distracted
   b) Less careful
   c) Least experienced
   d) All of the above

19. The legal limit in your state is .08. In your opinion, how many 12oz beers would a person your height and weight have to drink in a 2-hour period just to reach the legal limit of .08?
   a) none/less than 1,
   b) 1-2,
   c) 3-4,
   d) 4-5,
   e) 6 or more,
   f) don't know,
   g) no answer

20. For each of the following statements, please circle how much of a difference you believe it makes in whether or not teens in your community are safe in cars. (When the word "car" is used, it means car, truck, SUV, or van).

	No Difference	Some Difference	A lot of Difference	Don't Know
1) The driver has been smoking marijuana (weed/pot)	1	2	3	4
2) The driver is feeling strong emotions, like being upset, stressed, angry or sad	1	2	3	4
3) The driver is talking on a cell phone	1	2	3	4
4) The driver has been drinking alcohol	1	2	3	4
5) The driver is inexperienced with driving	1	2	3	4
6) The driver is feeling strong emotions, like being very happy or excited about something	1	2	3	4
7) The driver is speeding	1	2	3	4
8) The driver is text messaging or using some other kind of handheld electronic device	1	2	3	4
9) The driver is tired.	1	2	3	4

Prepared for Geof Crankshaw by
Children's Hospital of Philadelphia Center for Injury Research & Prevention

CH The Children's Hospital *of Philadelphia*® RESEARCH INSTITUTE | CENTER FOR INJURY RESEARCH AND PREVENTION

2016 Regional Teen Driving Competition
Post-Survey

Please answer the following questions about safe driving behaviors.

1. When driving on the highway, what should your greatest concern be when you encounter a large tractor trailer truck?
    a) High winds
    b) Wet pavement
    c) Driving beside the trailer
    d) All of the above

2. For drivers and passengers younger than 18 years of age, wearing a seatbelt is:
    a) Optional
    b) Up to you and your passengers
    c) Mandatory
    d) Necessary only on the interstate highway

3. When I wear my seatbelt, I do so because…

a) It's a habit	**YES**	**NO**	**DON'T KNOW**
b) I don't want to get a ticket	**YES**	**NO**	**DON'T KNOW**
c) I'm uncomfortable without it	**YES**	**NO**	**DON'T KNOW**
d) Others want me to wear it,	**YES**	**NO**	**DON'T KNOW**
e) It's the law	**YES**	**NO**	**DON'T KNOW**
f) I want to avoid serious injury or death	**YES**	**NO**	**DON'T KNOW**
g) I want to set a good example for others	**YES**	**NO**	**DON'T KNOW**
h) The people I'm with are wearing seat belts	**YES**	**NO**	**DON'T KNOW**
i) My car/truck/van has a bell, buzzer, or light that reminds me	**YES**	**NO**	**DON'T KNOW**

4. To what extent do you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) Seatbelts are just as likely to harm you as help you	1	2	3	4	5
2) Police in my community generally do not bother to write tickets for seatbelt violations	1	2	3	4	5
3) If I were in an accident, I would want to have my seatbelt on	1	2	3	4	5
4) Most motor vehicle accidents happen within five miles of home	1	2	3	4	5
5) I would feel self-conscious around my friend if I wore a seatbelt and they did not	1	2	3	4	5
6) I have a habit of wearing a seatbelt because my parents insisted I wear them as a child	1	2	3	4	5
7) Putting on a seatbelt makes me worry more about being in an accident	1	2	3	4	5

5. If you are good at multi-tasking, you can always focus on what is most important while driving.
   a) True
   b) False

6. You should assess the conditions of a vehicle that you are unfamiliar with before you drive it.
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   a) none/less than 1,
   b) 1-2,
   c) 3-4,
   d) 4-5,
   e) 6 or more,
   f) don't know,
   g) no answer

9. For each of the following statements, please circle how much of a difference you believe it makes in whether or not teens in your community are safe in cars. (When the word "car" is used, it means car, truck, SUV, or van).

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4) The driver has been drinking alcohol	1	2	3	4
5) The driver is inexperienced with driving	1	2	3	4
6) The driver is feeling strong emotions, like being very happy or excited about something	1	2	3	4
7) The driver is speeding	1	2	3	4
8) The driver is text messaging or using some other kind of handheld electronic device	1	2	3	4
9) The driver is tired.	1	2	3	4

1. What did you like most about the Teen Driving Competition?

2. How could the Teen Driving Competition be improved to have a greater impact?

3. How would you compare this event with other highway traffic safety events you have experienced?

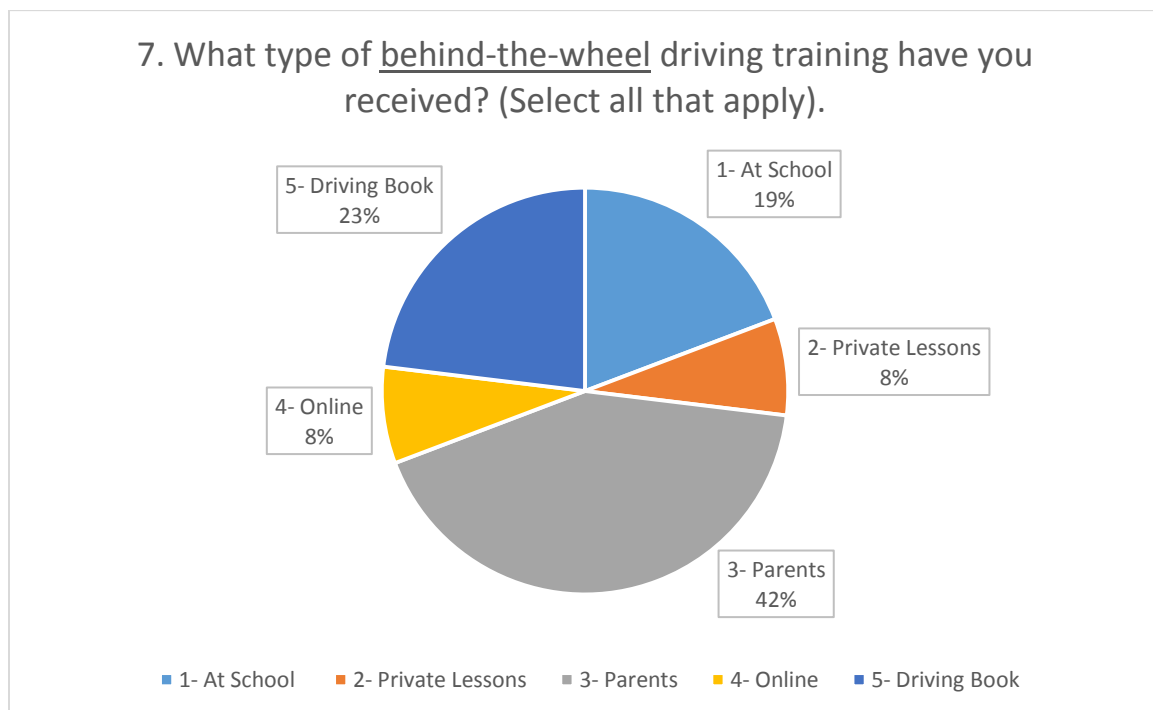# EXAMPLE FOR QUANTITATIVE DATA REPORTING

Chapter 12

Sample Survey Findings

7. What type of <u>behind-the-wheel</u> driving training have you received? (Select all that apply).
   - ☐ At school
   - ☐ Private in-person driving school
   - ☐ With parents
   - ☐ Online driving school
   - ☐ Driving Book

7. What type of <u>behind-the-wheel</u> driving training have you received? (Select all that apply).

Question	Response				
What type of <u>behind-the-wheel</u> driving training have you received? (Select all that apply)	At School 15	Private Lessons 2	Parents 11	Online 2	Driving Book 6
What other resources do you or did you use to help prepare you for driving? (Select all that apply).	Written materials/ guidebooks 6	Online/ web-based resources 4	In-person education 15	Other, please specify 3	
Compared to other drivers in general, I would rate myself as a…	Very unsafe driver 3	Unsafe driver 4	Average (not very safe or unsafe) 11	Safe driver 10	Very safe driver 7

What type of <u>behind-the-wheel</u> driving training have you received? (Select all that apply)	
At School	15
Private Lessons	2
Parents	11
Online	2
Driving Book	6

What other resources do you or did you use to help prepare you for driving? (Select all that apply)	
Written materials/guidebooks	6
Online/web-based resources	4
In-person education	15
Other, please specify	3

SAMPLE MODERATOR'S GUIDE

Chapter 13

Sample Qualitative Moderator's Guide for
Focus Group Interviews

CTSP Interview Guide
by The Children's Hospital of Philadelphia
Center for Injury Research and Prevention
Winston, Fleisher, Halkyard, Sykes, Peters (2015)

Before the focus group/interview begins, introduce yourself and ask each participant to complete a consent form and demographic survey

Welcome and Group Introduction

Hello everyone. Thank you for taking the time to participate in this focus group today. My name is [name] and I will be moderating our discussion. I have a background in health communications and public health program planning and evaluation, and I am currently a scientist at the CHOP Center for Injury Research and Prevention. The Center for Injury Research and Prevention is working in collaboration with the Pennsylvania Department of Transportation to determine the most impactful school- or community- based teen driver safety programming for Pennsylvania. Today, we want to learn from you about what needs to be in these programs to keep teens safe on our roads. In particular, we are interested in finding out your opinions on what works, what doesn't work and anything we need to know about best ways and challenges with implementation of programs in your community and what you would like to see in new programming. We believe your feedback will be valuable in improving teen driver safety programs in the future.

Before we begin, I'd like to make sure that everyone completed an information survey. The information you provide on the survey will help us get to know you better and understand the types of programs going on in your community.

I'd like to lay down some ground rules for today's focus group.

- Participation in this focus group is voluntary and your decision to participate or not participate will have no effect on your child's care at CHOP. It will also have no effect on your professional relationship with PADOT.
- The session will be tape-recorded. To protect your privacy, a professional who will remove any names or identifiers will transcribe what is stated on the recording, and then recordings will be destroyed.
- While we are taking steps to ensure confidentiality, we cannot guarantee complete confidentiality as participants may discuss the conversation outside of this meeting. However, your answers will remain confidential by us.
- We will only report the results of the group as a whole, so that no one individual can be identified.
- Please respect the privacy of the individuals in this group by not discussing what was said after you leave the session today.
- There are no right or wrong answers.
- Because every person's answer is important to us, we ask that one person speak at a time.

- I may call on you if you are quiet or ask you to give others a chance to talk if you have a lot to say, in order to get input from everyone in the group.
- Finally, if I may please ask to turn off your phone.
- Do you have any questions before we begin?

TURN ON RECORDER

Questions about Current Traffic Safety

1. What do you think are the main things that make teenagers get into car accidents?
   a. *Expectation is that most groups will say alcohol, while others may state inexperience or distractions. Consider reframing the discussion a bit to emphasize that it is, in fact, inexperience and distractions to get them to be thinking about this.*
2. What are resources that teens have in the community to help them learn how to drive safely? What programs do you run in your community to do this? Are these programs only educational or also skill based (on the road)?

Current Traffic Safety Programming

3. How many of your programs target teens in schools? In the community? How about program that target adults – drivers ed instructors, police, parents, teachers?
   a. Are these programs based on current community data (e.g. crash data) or get input from stakeholders when making decisions about the audiences that your programs should target?

Questions about School Based Programs

4. What do you think are the most important issues for schools to touch upon in regard to teen driver safety?
5. What types of school programs does your district implement to help teens learn how to drive safely?
   a. *Refer to their answers from the information survey.*
6. How many programs does each school in the district normally implement? Walk me through the process – when does it start, what is considered, who decides?
7. What school programs do you get the most positive feedback from? From whom – students, teachers, parents? Which programs do you like the most? Why?
8. Who are the key players in the school programs and what are their roles?
9. How might school programs make a difference in preventing accidents?
   a. caused by inexperience?
   b. caused by distractions? (*Remember some distractions might be even more dangerous with inexperienced drivers. For example, an experienced driver may not find changing a radio station a major distraction, whereas an inexperienced driver may not be able to manage a car while changing stations*)

Planning & Costs

10. As you plan out your programs each year, how do you decide which ones to implement?   Do you have a process to review new programs for consideration? What are some of the factors you consider in deciding (resources needed, cost, time requirements)
    a. What are the biggest cost factors considering all costs – time, money, etc.?
    b. What is the best time for delivering programs (time of year, time of day, day of week)?
    c. How much time is the minimum for a single program? How much is the maximum time for a program? Can it go on over several sessions?
11. What makes programming more engaging and impactful? What makes programming not as good?
12. Do you think all programs being implemented as intended? Tell me more about that.
13. What kind of things would schools need to deliver good programs? How can students support the programs?
14. Who teaches the school based programs? How are they trained or qualified for the positions?
15. Do you think the program instructors are provided with enough information to run the program as intended? What kind of additional training or continuing education would be valuable?
16. How much preparation goes into developing these programs?
17. What resources are being used? What are the most expensive (time and costs)?   How do you weigh the costs when deciding which programs or how often to offer them? Do you think that you have adequate resources to implement your programs? If not, what do you need?
18. Where does the funding come from to implement these programs? Are there multiple funding sources? In-kind costs?
19. How would you change the current school based programs to make them have more of an impact on teen driver safety in your community?

Survivor 101 and 16 Minutes

20. Let's talk more about the Survivor 101 and 16 Minutes programs. How are these programs planned and implemented?
21. How does your office provide support for these programs?
22. Who teaches these two programs? Is there enough staff to run the Survivor 101 and 16 Minutes programs?
23. How much training does it take before a police officer is ready to run the survivor 101 or 16 Minutes programs?
24. What is your general opinion of these 2 programs? Do you think that they are effective at teaching teens safe driving behaviors? How so? If not, what is missing from these programs and how could they be more effective?

25. What kind of feedback do you get from program instructors about the implementation of the program? About the impact they perceive to have on teens?
26. What kind of feedback do you get about the programs 16 minutes and Survivor 101?
27. Between Survivor 101 and 16 Minutes, which of these two programs seem to have the greatest impact on participants and why?
    a. Do you think that the instructors of the program adequately convey the proper messages to participants? Do you get a sense that teens are listening to these messages? That kind of feedback do you get from students participating in the programs, if any? Would you want to get more feedback from student participants?

Other Program Approaches

32.   There are other types of programs and approaches that are being used throughout the country and wondered what your thoughts are about the feasibility and the acceptability of these modalities:

- Parent-student groups in the community
- Service learning programs
- Driving Education Apps and Websites
- Multi-media experiential movies and presentations in the schools
28. Would a pre-packaged program in the form of an engaging, interactive movie be interesting to you? Why? Why not? Advantages/disadvantages/what makes it hard/easy?
29. Would the use of other technology – web, apps, etc. – be good to add to the programming? Why? Why not? Advantages/disadvantages/what makes it hard/easy

Questions about Program Evaluation

30. What kind of evaluation do you currently do for any of your school based programs?   Do you collect attendance numbers, do pre/posttest, etc.?
    a. If so, how do you evaluate them? Are there certain programs that are easier to evaluate?
    b. If not, what are the challenges for you when it comes to program evaluation?
    c. What would help you get started with conducting program evaluations, for the school based programs in particular?
31. What do you think are some of the resources do you might need to conduct an impact evaluation of your programs?
32. What would be the advantages of conducting more program evaluation? What are the challenges?
33. How often does CTSP staff participate in or watch programs? What are your general reactions?
34. In your opinion, are the programs conducted in your community's schools implemented as expected?

Questions about the Logic Model

35. What is your initial reaction to this logic model? Does it make sense in regards to the key factors that ultimately reduce crashes and injuries?
36. Where do you see your current activities with your community's teen driver safety programs fitting into the model? In the ideal world, describe an "ideal" teen driver safety program?
37. What would you change in this logic model to meet your expectations of an ideal teen driver safety program?

EXAMPLE FOR QUALITATIVE DATA REPORTING

Chapter 13

Sample Qualitative Findings

An Excerpt from the Qualitative Community Assessment Report
by The Children's Hospital of Philadelphia
Center for Injury Research and Prevention
Project: Teen Outreach Evaluation for Driving Safety
(CTSP-2015-CHOP-00026)
Winston, Fleisher, Halkyard, Sykes, Peters (2015)

Semi-Structured Interviews with Key Stakeholders in Traffic Safety Outreach Programs
Semi-structured interview guides were developed for three specific audiences directly or indirectly involved in the planning and implementation of teen driver safety education programming: CTSP staff, school administrators (such as principals, teachers, or school counselors), and police officers. Interview questions were based on a series of concepts derived from the PRECEDE-PROCEED framework for program evaluation (Green 1980), including a general assessment of notable safety issues for teen drivers in the local community, overview of the current programming portfolio, "process" objectives (such as number of programs and participants, available resources, training, administrative support, etc), "impact" objectives (such as stakeholders' perceived impact of programs on participants' driving knowledge and behaviors), and the extent of program evaluation activities conducted to date. Question topics were specific to the target interviewee (i.e., CTSP staff received more questions about program implementation and evaluation; police about issues for teen drivers).

Example interview questions included items such as:

1. What do you think are the main things that make teenagers get into car accidents?
2. How many of your programs target teens in the school setting? In the community? How about program that target adults – such as drivers' education instructors, police, parents, teachers?
3. Are these programs based on current community data (e.g. crash data) or get input from stakeholders when making decisions about the audiences that your programs should target?
4. Do you think the program instructors are provided with enough information to run the program as intended? What kind of additional training or continuing education would be valuable?
5. How would you change the current school-based programs to make them have more of an impact on teen driver safety in your community?
6. What kind of evaluation do you currently do for any of your school based programs?   Do you collect attendance numbers, do pre/posttest, etc.?

Interviewees were selected based on developed environment (i.e., urban, suburban, rural), and population demographics and characteristics (race/ethnicity, income level, number of teen drivers) (U.S. Census Bureau, 2010). Since Pennsylvania is such as diverse state in regard to population characteristics and environment, it was important to interview stakeholders from a

diverse range of areas. Demographic information representative of each of the counties interviewed in described in Table 1 below.

Table 1. Characteristics of Counties included in Interviews

District	Counties	Environment Type
1	Erie, Crawford, Forest, Venango, Warren, Mercer	Rural
2	Cameron, Clearfield, Elk, Jefferson, McKean, and Potter	Rural
3	Northumberland, Columbia, Montour, Union Sullivan Snyder	Rural
5	Schuylkill, Berks, Lehigh, Northampton, Carbon, Monroe	Rural
6	Philadelphia, Montgomery, Bucks, Chester, Delaware	Urban, Suburban
8	York, Adams, Lancaster, Lebanon	Rural, Urban, Suburban
10	Indiana, Butler, Armstrong, Clarion, and Jefferson	Rural

In addition, districts were selected based on their level of implementation of teen driver safety education, in order to include various level s of program development. While this classification is somewhat subjective, the CHOP team obtained some recommendations from PennDOT about which districts to interview, and also gathered input from "veteran" CTSP staff who were familiar with the different districts and their programs.

A total of 11 interviews/focus groups were conducted with key stakeholders involved in teen traffic safety education across the state. Stakeholders included CTSP staff from various districts, Law Enforcement Liaisons (LELs), state and local police, and a school principal. The final organizations interviewed are listed in Table 2. Members of the CHOP team also observed several teen driver safety education programs, included Cinema Drive, the SEPA Teen Safe Driving Competition, a Survivor 101 class, and the York Center for Traffic Safety Drivers' Education Workshop.

Table 2. Organizations Interviewed and Representative Counties

CTSP Interviews	
Organization	**Counties Represented**
StreetSmarts- Philadelphia Health Management Corporation	Philadelphia
Montgomery County Highway Safety Project	Montgomery
York Center For Traffic Safety	Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, York
North Central Highway Safety Network	Berks, Carbon, Lehigh, Monroe, Northampton, Schuylkill
Northwest Regional Highway Safety Network	Crawford, Erie, Forest, Mercer, Venango and Warren
Indiana Regional Highway Safety Project (Indiana University of Pennsylvania)	Armstrong, Butler, Clarion, Indiana and Jefferson
Non-CTSP Interviews	
Organization	**Counties Represented**
Northern York County Regional Police Department	York
Abington Police Department	Montgomery
Pennsylvania State Police - Montgomery County (Skippack)	Montgomery
Law Enforcement Liaisons	Statewide
Spring Grove High School	York

Key Findings

Semi-Structured Interviews

Top Issues for Teen Drivers in Pennsylvania
Throughout the interviews with CTSPs and other key district players, specific problems for teen drivers were repeatedly discussed. The top issues include distracted driving, lack of preparation and experience, teens' common "I'm invincible" attitude, and lack of parental involvement.

1. Distracted Driving

Distracted driving was reported as a major issue for teen drivers in almost all of the interviews conducted. Texting and driving, general cell phone use, and adjusting the radio were reported as contributors to distracted driving. Use of marijuana and prescription drugs is an additional problem that was seen as parallel to distracted driving. However, while there are laws restricting

both distracted driving and driving under the influence, participants' emphasized that the former is more difficult to enforce.

> "We do not get a lot of enforcement with texting and driving because it is very difficult to enforce."

2. Lack of Preparation

Lack of driving preparation and experience was also reported by many participants' as a major issue for novice teen drivers. Opportunities for the teens to receive driver's education have diminished, as these programs are no longer implemented in many of Pennsylvania's schools and the majority lack on-road practice sessions.

> "Classroom is great but it's never going to replace behind the wheel experience."

Private on-road driving instruction that could potentially supplement knowledge learned in the classroom, however the high cost of these programs is a limiting factor to opportunities for teens' to practice driving skills. In addition, interviewees' perceived that parents are less likely to engage in driving practice with their teen. Lack of experience on the road leads to on-road errors such as speeding and failure to detect hazards.

3. "Invincibility" Attitude

Participants' further perceived that teens tend to feel that they are invincible to being injured in a car crash, which therefore makes them less inclined to learn about the consequences of risky driving behaviors. Communicating the seriousness of this situation to teens in a way that resonates is truly a challenge for those who involved in implementing teen driver safety education programs.

> "Many of the kids think driving a car is like playing a video game, but they get behind the wheel and realize it's not. We want them to understand that what they do behind the wheel is on them, not on their parents and that's a hard concept to grasp."

> "Getting them to realize the consequences of not paying attention for 2 seconds, it sometimes takes a tragedy."

4. Lack of Parental Involvement

Lack of positive parental role models and parental intervention as a whole were also reported as a key issues for teen drivers. Parents have a critical role in influencing driving practices but they may not be as involved as they need to be. It's difficult for CTSPs and health department personnel to develop programs that the parents are actually interested in and to get parents more involved in the teen driving process. It is considered nearly impossible to ensure that teens are getting the required 60 hours of on-road driving experience, because parents are willing to sign off on the paperwork even if they haven't put in the time and there is little accountability by the Department of Transportation to follow up on logged hours.

> "I tell parents who come to me who are getting started with their kids, I tell them this all the time, if you abide by PennDOT's regulations and you track your time and you do 60

hours behind the wheel your child is going to be pretty well prepared, but people don't do that."

"Getting some parents to be invested instead of being caught up in their busy lives is hard."

"The good parents are already involved."

"They don't want to see a power point, it's about being real with them and having an honest conversation."

References

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