

Community Road Safety Grants

Applying for Learner Driver Mentor Program funding

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Introduction

Community Road Safety Grants provide funding to organisations to deliver a Learner Driver Mentor Program in their local community.

The Learner Driver Mentor Program is designed to assist pre-learner and learner drivers, who do not have access to a suitable vehicle or supervisor, to obtain their learner's permit and learn to drive.

Young drivers and novice drivers are one of Queensland's most at risk groups of being involved in a road crash that results in serious injury or death. An important road safety measure in place to reduce this risk is the Graduated Licensing System. The Graduated Licensing System is designed to provide learner and novice drivers a graduated approach to developing their driving skills.

Learner Drivers are required to complete 100 hours of supervised driving experience before they are eligible to undertake a practical test to obtain their P1 provisional driver licence. For some people this requirement is difficult to meet and may prevent them from obtaining their driver licence. This can then have negative effects on a person's ability to gain employment or access services.

Research shows that the best learning environment for the learner driver is the real road system under the supervision of an experienced driver or instructor. It is during this phase of the licensing process that supervisors can promote a safe driving attitude and behaviour, and help learners to develop their awareness of other road users. It is important that the learner (with their supervisor) experiences a variety of driving conditions to develop all driving skills necessary to become a safe driver.

Therefore the Learner Driver Mentor Program has been established to assist in supporting novice drivers to gain experience on the road and ultimately, a Queensland P1 provisional licence.

This document has been developed to guide you to successfully apply for funding under the Community Road Safety Grants funding opportunity.

Developing your program

What will your program achieve

Describe your vision for the program, especially the outcomes you anticipate, then consider the questions below in further detail. Answering these questions will help you to define why your program is needed.

Why is the program needed?

- Tell us about your local environment and level of need for a Learner Driver Mentor Program in your community.

What do you know about the learner drivers you will be targeting?

- Who are they and what are their specific needs?
- Do they demonstrate a particular level or type of disadvantage (for example, restricted access to vehicle and/or supervisor, financial hardship, social exclusion)?
- Are they in a particular age bracket?
- Do they hold a current learner licence?
- What is your recruitment strategy (for example, partnerships with schools, employment agencies)

Do you have community support?

- Some community partners may be able to support your initiative by providing in-kind funding or donations of services.
- Some partners may help you to better connect with your target audience. For example local councils, schools, community groups targeting vulnerable young people (youth housing, young women youth justice and Indigenous youth), elders, police, businesses, employment agencies.

Developing a program plan

Who is delivering your program?

Carefully consider who you recruit/engage to deliver your program. These considerations may include:

- licence status
- blue card
- skill set and training
- experience

Have you identified your program capacity?

- How many vehicles do you have or need?
- How many participants are you anticipating?
- How many staff do you have/require?
- How much funding do you have/require?

Who will organise the program?

- Are you committed to facilitating a 'pathway to P's' for each learner driver?
- Have you developed an induction plan?
- Have you developed a code of conduct?
- Will there be one person responsible for rostering?
- How long will a session last?
- Can learners gain experience in a variety of conditions?
- Early morning, late afternoon / evening, night, busy traffic, highway driving
- Have you got material that can be provided to mentees and/or parents/caregivers that can be used to reinforce road safety messages?

Have you planned different approaches for learners with different levels of experience?

Not all learner drivers who enter the program will have the same level of initial driving skills. For that reason, you will need to adopt a staged/graduated skills building approach to driving sessions, whereby participants are given the opportunity to gradually build up their skills and confidence behind the wheel over time.

The approach you choose and the speed at which the stages are accomplished will depend upon the participants in your program and will likely differ for each individual.

How long each driving session lasts and how many sessions are conducted each week will largely depend on participant and mentor availability, as well as the availability of the program vehicle. However, you should make sure longer sessions include rest breaks to protect against fatigue.

Providing participants with professional driving lessons when they enter the program can enhance their basic driving skills and confidence and have a positive influence on the safety and effectiveness of the program.

Stages of development

Stage 1

Driving in a location that allows the focus on becoming familiar with the vehicle without the pressure of other traffic or road rules and regulations

Stage 2

Driving on quiet local streets with low traffic volumes with a focus on becoming accustomed to other traffic and traffic rules and regulations (for example, road signs, intersections, roundabouts)

Stage 3

Driving on busier arterial roads with moderate to heavy traffic with a focus on driving in traffic flow while also attending to traffic rules and regulations more automatically

Stage 4

Driving on higher speed roads and busy arterial roads with moderate to heavy traffic

Stage 5

Driving during less optimal weather conditions and night time.

This information had been adapted from *Development of Best Practice Guidelines for Learner Driver Mentor Programs (Motor Accident Insurance Commission, Queensland)*. Its encouraged you consult this publication for more information on best practice Learner Driver Mentor Programs <https://maic.qld.gov.au/road-safety-initiatives/road-safety-outcomes>.

Which vehicles are you using?

Vehicles must be roadworthy, registered, regularly maintained and comprehensively insured.

- Do they have a 4 or 5 star ANCAP safety rating?
- If they are older than six years, do they have a 4 or 5 star UCSR rating?
- Can you form a partnership with (or gain sponsorship from) a local mechanic?

Preparing the budget

When preparing your program budget you should identify:

- all elements of the program
- seek quotes for these elements

- administration and support costs (up to a maximum 30% of funding amount)
- scope/reach of the program
- how many people do you intend to reach?
- where will the program run? (for example, venue and city)
- how they will participate? (for example in-person or online)
- what will the program involve?
- when will the project be run? (for example, monthly or annually)
- Your budget should also include in-kind support. For example ABC Buses to transport students to each scheduled event over three years of the program. Estimated donation \$5,000.

Additional considerations

While the main priority of your program should be to help Learner Drivers gain their Provisional Licence, the Learner Driver Mentor Program is also an opportunity to influence the way young and novice drivers understand all aspects of road safety, and most importantly, are safe drivers themselves. Therefore, programs could also contain the following characteristics and content:

- tailored to a Queensland context with respect to road rules and signs
- explain the penalties that can be imposed in Queensland for offences such as drug/drink driving, seatbelts, speeding, mobile phone use..
- changing the perception of risky behaviours (speeding, drinking, and mobile phone use) as 'safe'
- information on developing and ensuring good passenger behaviour as well as good driver behaviour
- resilience (making good choices when faced with risky situations) and risk awareness
- helping to develop strategies to avoid risky situations
- explain the graduated licensing system
- hazard perception – young people have less developed ability to scan the environment and predict the behaviour of other road users
- attention control – 96% of the population find it difficult to prioritise competing tasks (for example, music or passengers)
- impact of over-confidence – young drivers believe their driving skills are better than they really are

Managing your program

Set realistic goals with specific timeframes

When managing your program it is important to set realistic goals/key point indicators with specific timeframes. These should include quantifiable data, for example:

- x number of learner drivers, x number of mentors completing at least x number of hours supervised per week
- 75% of mentors and learner drivers remain in the program for 12 months
- 90% of learner drivers successfully gain their P1 provisional licence over the course of the program

Grant reporting and contract compliance

It is important to include functions such as grant reporting and contractual compliance in the management of your program. It is a condition of funding that reports are submitted after six, 12, 18, 24, 30 and 36 months. Receipts for items purchased and resources created for your program are to be included in your reports.

As programs can be funded for up to three years, on completion of the acquittal 12 and 24 months, the following year's funding will be paid for continuation of the program.

Promote your program

It is recommended that you take photographs of your program days and promote the program. Photo consent forms are also required to be completed for inclusion in the reports and the Department of Transport and Main Roads must approve your promotion activities prior to the promotion activity taking place. As a two week approval process is required, this should be included in your program plan.

- how will the program be promoted? Can you use channels such as school newsletters, school sign-boards, local radio, social media, and council newsletters?

TMR branding guidelines will be provided to successful applicants if relevant.

Develop supporting documentation

Supporting documentation will help your program run more smoothly in the event of unplanned events or staff shortages. It is recommended that you develop supporting documentation which may include the following:

- facilitator manuals outlining all program activities clearly and concisely,
- attendance register with attendee names and organisations of all program days
- evaluation plans including key performance indicators, process surveys, outcome surveys.

Evaluation

Describe how you intend to evaluate your program.

- Do you have the capacity to create and maintain an internal data base?
- Can you keep records and statistics as performance indicators?
- Can you collect both quantitative (as above) and qualitative data? For example:
 - a questionnaire prior to attending the program to gauge confidence in driving, establish employment status
 - you might consider the number of attendees that have completed the course, number of licences obtained, employment gained as a result of licence.

Process Evaluation: Assesses the way in which the program is run

Examples of what you could include in a process evaluation:

- How learner drivers and mentors became aware of the program

- The number of mentees and mentors involved in the program
- Attrition rates of mentees and mentors (and reasons)
- Number of hours/kilometres travelled in vehicles
- Satisfaction for all involved parties (including stakeholders)
- Perceptions of how the program can be improved
- Perceived quality of mentoring
- Satisfaction of mentor-mentee matches, and
- Feedback on quality of training, induction, support, etc.

Outcome/Impact Evaluation: The effectiveness of achieving the program objectives

Examples of what you could include in an impact evaluation:

- Completion rates (e.g. Graduated Licensing System requirements such as hours obtained, P licence obtained)
- Are there changes in road safety knowledge and attitudes?
- Are there changes in rates of employment or education?