

Community Road Safety Grants

Applying for Youth Road Safety Education Program funding

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Introduction

Community Road Safety Grants provide funding to organisations to deliver a Youth Road Safety Education Program.

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. The Youth Road Safety Education Program is designed to assist young Queenslanders to develop safe attitudes and behaviours on the road and discourage risk-taking on the road.

The objective of the Youth Road Safety Education Program is to influence the development of positive driving culture and attitude of young drivers to create safer drivers. Youth Road Safety Education Programs are often delivered in schools, however there may be alternative approaches more suitable for a local area or group of young people.

It should be noted that defensive and/or advanced skills based driver education program will not be considered as an appropriate Youth Road Safety Education Program.

Youth Road Safety Education Programs are aimed at pre-learners through to those with a P1 provisional licence. Young adults are among the groups most at risk of being involved in a serious road crash (see Figure One).

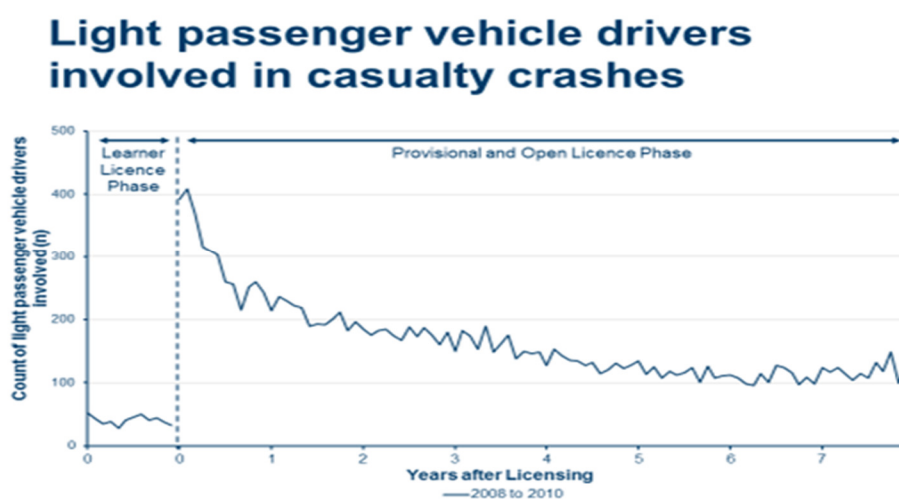


Figure One: Light passenger vehicle drivers involved in casualty crashes

Serious road crashes are not always a result of a driver engaged in one or more of the fatal five behaviours. More often, they are a result of ordinary, otherwise good drivers making a mistake. It only takes a split second lapse in concentration for a crash to take place, and this can result in tragic lifelong consequences.

Research has shown that around 40% of all road casualties in Queensland between 2005 and 2010 resulted from a crash involving a young driver. Further, 64% of people injured as a result of a young driver crash are the young driver themselves. Of the passengers injured in young driver crashes, 44% were in the same age group as the young driver (17-24 years). Serious crashes involving young drivers (those that result in fatalities or hospitalisations) are more likely to involve speeding, or driving in poor light (dusk/dawn/darkness) (CARRS-Q 2014).

Within the broader aims of the Community Road Safety Grants, Youth Road Safety Education Programs aim to help young Queenslanders develop safe attitudes and behaviours and discourage risk-taking on the road. By focussing on these attributes, Youth Road Safety Education Programs should aim to drive a change in the culture and attitude of young drivers, developing safer drivers, in safer vehicles, driving at safer speeds. In doing so, the increased risks faced by younger drivers can be mitigated.

There is a significant body of research and evidence regarding youth road safety education. Successful programs will look to such research to inform program content, as this gives a program the best opportunity to achieve the aims of the

grant. In particular, content that aligns with the upper two levels of the Goals for Driver Education Matrix, as outlined in the *Community Road Safety Grants: Program Guidelines – 2017 Funding – Round 6*, is considered to be most appropriate with respect to meeting the intent of the Community Road Safety Grants.

Further, defensive and/or 'advanced' skills (such as skid pan training) based driver education programs will not be considered, as these approaches have been shown to increase the crash risk of young drivers that have completed these courses. Evidence suggests that teaching 'advanced' practical skills to young drivers can lead to overconfidence, and novice drivers may expose themselves to unnecessary risk in the belief that they have the requisite skills because they have done a course. Further, skills need to be practiced – the skills 'developed' in a one off defensive driving training session will not be retained over time.

- More information, including research on best-practice young driver education programs can be found on the department's website at <http://www.tmr.qld.gov.au/Safety/School-road-safety/Student-driver-education>. It is important that your Youth Road Safety Education Program aligns as closely as possible to current best-practice. It should be noted that a single, one-off road safety education program is unlikely to adequately cover many aspects of safe driving or safe road use behaviour. Typically, effective road safety education programs include at least one follow-up session to reinforce the messages.

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?

- Provide evidence of the existence and significance of the road safety issue in your local community
 - Evidence could include data obtained from the Department of Transport and Main Roads or police statistics
- Tell us about your local environment and level of need for a Youth Road Safety Education Program
- What specific outcomes will the proposed program generate?
- How will your program impact on the road safety issue you identified?
- Are there similar programs near-by and can you partner with other organisations to share knowledge and resources?

What do you know about the young people you will be targeting?

Describe who will be participating in the program, then consider the questions below in further detail. Answering these questions will help you to define why your program is needed, and how you will recruit participants.

Youth Road Safety Education Program funding is intended for young people before, and as they become independent road users.

- *Do you have existing relationships with schools or other community groups?*
- *Have you identified your program capacity (number of presenters/facilitators, site capacity)?*
- *How many participants are you anticipating?*

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 and so on), elders, police, businesses, employment agencies.

Who is delivering your program?

Carefully consider who you recruit or engage to deliver your program. Effectiveness of road safety education programs for young people are enhanced when staff are sensitive, competent and have received sufficient training in both the program message and its delivery.

These considerations may include:

- blue card
- skill set and training
- experience
- how many staff do you have or require?
- how will you source presenters?

Developing a program plan

- Describe in practical terms what will happen once the program has received funding. Consider the questions below in further detail because these questions will help you define how your program will work in your application.

Who will organise the program?

- Do you need a program director who is responsible for planning, organising and delivering the program?
- Do you need a permanent site or access to approved facilities for the program?

How will the program be delivered?

- Is the program content developed?
- Do you have clearly defined and structured lesson plans?
- Do you have trained facilitators?
- What experience do your presenters have?
- How many people are involved?
- Will there be an opportunity for program participants to provide feedback?
- Does your program provide positive reinforcement?
- Does it utilise factual and not anecdotal evidence?

Does your program contain the following content?

Programs need to tailor materials to the skill levels of adolescents with regard to their intellectual, cognitive and social development (consider the age of your audience, and ensure material is appropriate).

Successful Youth Road Safety Education Programs should be designed to address poor driving-related attitudes associated with greater risk-taking, rather than physical driving skills. Therefore, the focus is on issues such as over-confidence, over-estimation of one's own skills and under-estimation of risk.

This will be best achieved if your program content is consistent with some or all of the following:

- **Attitude over skills & education over training**
 - Awareness of environment and hazard perception
 - Reducing the influence of risk-taking friends on driver behaviour
 - Changing the perception of risky behaviours (speeding, drinking, and mobile phone use) as 'safe'
 - Strategies to avoid risky situations (resilience), for example driving at night with your friends who have been drinking.
- **Provide context and explain the Queensland Graduated Licensing System**
 - What it is
 - Why it exists
 - Identify the spike in crash risk after gaining your P's. When a driver first goes from their L-plates to their P-plates they're six times more likely to have a serious crash
 - Explain the penalties that can be imposed in Queensland for offences such as drug/drink driving, seatbelts, speeding, mobile phone use.
- **Safe Systems messaging**
 - People make mistakes
 - The human body has a limited tolerance to impact before injury occurs
 - Safety is a shared responsibility
- **6 things for young drivers to think about:**
 - Distractions – Passengers and mobile devices
 - Night Driving – The later it gets, the riskier it becomes for P-platers
 - Car Specifications – ratings, airbags, ABS
 - Rainy Days – Inexperienced drivers find it harder to adapt to wet roads. Greater braking distance is needed
 - The next morning – Risks of being over the limit the next morning
 - Peer Pressure – Late night driving, speeding, not paying attention to the road environment.

Preparing the budget

When preparing your program budget you should identify:

- all elements of the program funding is required for
- seek quotes for these elements
- any administration and support costs
- scope/reach of the program

- the number of people you intend to reach
- where the program will run? (for example, venue and city)
- how people will participate? (for example, in-person / online)
- what the program will involve?
- when the project will be run and how often (monthly, yearly)

Your budget should also include in-kind support, for example:

- ABC Buses to transport students to each scheduled event over 3 years of the program. Estimated donation \$5,000.

Additional considerations

- Does the program include information on developing and ensuring good passenger behaviour as well as good driver behaviour?
- If the program contains emotional messages, is a specific risk management strategy included? (for example, providing options to deal with a speeding driver)
- Focus on cognitive or perceptual skill development, including:
 - 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
- Tailoring content to local conditions is acceptable as long as it sits within the context of broader, consistent messaging
- Activities or programs that allow students to plan and manage complex tasks and to demonstrate their initiative, creativity and problem-solving skills are beneficial
- A focus on reviewing and reflecting on decisions made, and actions taken, should be included as a component of resilience/strategy development
- Applicants should consider relevant and recent supporting data, research or examples of similar successful initiatives are more likely to be funded
- While we acknowledge that at this stage it may not be practical for all applicants, a program that demonstrates delivery of a road safety message over time will be viewed favourably over one-off programs. Evidence supports this approach for a number of reasons:
 - Suitable content differs significantly between age groups. For example, a multi-year approach would allow for tailored content to each age group.
 - There is benefit in limiting the number of topics covered in one day – research shows that reinforcing road safety messages over a sustained period of time is more effective, while a one-off, broad overview is not particularly helpful.
 - Programs that focus on one or two road safety issues and can be completed over a number of sessions..

Managing the 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 measurable data, for example:

- Program will be delivered to 200 students across five schools in Term 1, 2018
- 80% student response for end of session survey
- 250 booklets created and distributed to students and teachers.

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 TMR 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 questionnaire prior to attending the program to gauge current attitudes and knowledge.

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

Examples of what you could include in a process evaluation:

- How did young people become aware of the program
- Are the facilities appropriate to deliver your program
- Satisfaction for all involved parties in the delivery of the program
- Perceptions of how the program can be improved
- Perceived quality of the presenters
- Perceived quality of support materials

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

Examples of what you could include in an outcome/impact evaluation:

- Do participants recall key messages and information from the program
- If they recall the messages how long after the course is this information retained
- Where there any changes in road safety knowledge and attitudes as a result of the course
- Did participants talk to others outside of the course about the key messages.