



STATE
OF
OREGON

YOUTH SAFETY PROGRAM
ASSESSMENT

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Technical Assessment Team

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NOTES AND DISCLAIMERS

For the purpose of the Youth Traffic Safety Assessment conducted for the Oregon Department of Transportation, the Technical Assessment Team is using interim draft National standards. These draft standards will be the basis for drafting final standards following this assessment, to be used in future Youth Traffic Safety Assessments conducted by the National Highway Traffic Safety Administration.

This summary is based on the limitation of the testimony made available to the technical assessment team.

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EXECUTIVE SUMMARY

The State of Oregon in recent years has been extremely supportive of traffic safety programs and policies. Under the exemplary leadership of the Governor's Representative for Highway Safety, Oregon Transportation Safety Division, Oregon's Youth Traffic Safety Program is one of the most comprehensive in the nation. As an example of this demonstrated leadership, the Governor's Representative for Highway Safety requested this youth traffic safety program assessment to further enhance an already outstanding statewide effort to protect all the citizens and visitors of Oregon.

ACKNOWLEDGEMENTS

The Youth Assessment Team would like to acknowledge and thank Troy E. Costales, Manager/Governor's Highway Safety Representative, Transportation Safety Division, Oregon Department of Transportation, and Sue Riehl, Youth Program Coordinator, Transportation Safety Division, Oregon Department of Transportation, for their support and assistance in making this assessment possible.

The team is especially appreciative to Sue Riehl for making the logistical arrangements in accordance with the Assessment Process within a short timeframe and without any reference or guidance of previous Youth Assessments.

Shari Davis's administrative support during the preparation of this report was also appreciated, especially for her patience, and skill in assisting the Team in the preparation of their documentation.

Cheryl Neverman, NHTSA's Office of Program Development and Delivery, served as Team Facilitator. The Team would also like to thank her for guidance of the assessment process and its goals, and to recognize her for developing team spirit for the preparation of this report.

The Team would also like to thank the participants in the Assessment for the time invested, the information presented, resources and documentation given and their excellent recommendations.

MAJOR RECOMMENDATIONS

The following are the major recommendations drawn from the main body of the report:

LEGISLATION/REGULATION

- 1) *Develop a process to involve Oregon Juvenile Department Director's Association (OJDDA) in efforts to produce and support legislative issues.*
- 2) *Support communities in implementing local strategies and programs that strengthen enforcement of Oregon's existing laws and regulations through regional efforts.*

LICENSING

- 1) *Monitor Graduated Driver License effectiveness over an extended period of time.*
- 2) *Support efforts to develop a multi-phase driver education program that allows for novice driver experiences to associate with an understanding of risk management and effective decision-making processes.*
- 3) *Support efforts to extend graduated licensing processes to all novice drivers, regardless of age.*

ENFORCEMENT

- 1) *Support a grass roots effort with community coalitions to locate funding sources for additional law enforcement officers.*
- 2) *Assist law enforcement in identifying and targeting areas where the greatest number of speed related collisions are occurring. Provide funding for electronic speed devices and the requisite training, so that officers can work directed enforcement in these areas in need of attention.*
- 3) *Provide in-service training to certify law enforcement officers in the inspection and installation of child restraints.*
- 4) *Encourage the use of a multi-agency task force in identifying the locations that youths congregate for the purpose of consuming alcohol.*

JUDICIAL SYSTEM INVOLVEMENT

- 1) *Coordinate and implement training on the traffic safety laws that affect youth for the judiciary including judges, prosecutors, and trial court administrators.*
- 2) *Broaden TSD advisory groups to include Oregon Juvenile Department Directors Association and other juvenile justice organizations within the state.*
- 3) *Develop a list of programs and/or services within each region that are available to the juvenile courts and other courts with jurisdiction over underage drinking and impaired driving cases.*
- 4) *Implement a pilot project(s) to collect data analyzing the number of youth traffic safety convictions versus the number of citations.*

INFORMATION AND EDUCATION

- 1) *Design regional efforts to contribute to the overall statewide program goals but be more reflective of local strengths and needs. More specifically, taking into consideration population; diversity, culture and cultural norms; socioeconomic conditions, etc.*
- 2) *Adopt a youth and community development approach to the TSD information and education efforts. Investigating these approaches to youth traffic safety could open new doors and provide opportunities for new partnerships in education and health.*
- 3) *Investigate and incorporate **The 40 Developmental Assets** into its youth and family outreach and education activities.*
- 4) *Expand the Advisory Board to include a broader range of youth-related agencies and issues. It appears that the current advisory board consists of only grantees.*
- 5) *Develop a comprehensive, coordinated plan for youth traffic safety. Specifically, the plan should clarify the roles and responsibilities of the five regional planners and direct those positions to be the regional link and point of contact for other initiatives, such as the OCRUD.*

TRAFFIC SAFETY ENVIRONMENT/ENGINEERING

- 1) *TSD youth safety staff will advocate, on behalf of children, in the planning and design of transportation routes through the appropriate channels within state government.*

PROGRAM MANAGEMENT

- 1) *Assist locals with program evaluation planning and implementation through training workshops and providing user-friendly impact evaluation tools.*
- 2) *Assist grantees with self-sustainability issues by requiring a sustainability plan in the initial application or proposal process.*

PROGRAM EVALUATION

- 1) *Program funds and TSD staff time dedicated to increase the capacity of TSD grantees to build in measures of outcome and impact evaluation.*

DATA COLLECTION, SYSTEMS & ANALYSIS

- 1) *TSD staff should analyze traffic safety data to identify communities and populations at increased risk for youth traffic safety injury.*
- 2) *Prepare an annual document in conjunction with the Department of Health that examines the variety of behaviors, morbidity, and mortality associated with youth traffic safety.*

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INTRODUCTION

An effective youth traffic safety program should provide comprehensive, inclusive, and appropriate strategies to reduce the number of fatalities and injuries involving youth under the age of 21. The National Highway Traffic Safety Administration (NHTSA) Technical Assistance (TA) Program offers states and communities a consistent tool to use over time in assessing the program effectiveness. The goal of the Youth Traffic Safety Assessment is to enable states to assess the efficacy and comprehensiveness of their youth traffic safety programs and strategies.

Assessment Background

The Youth Traffic Safety Assessment is a technical assistance tool that the National Highway Traffic Safety Administration offers State Highway Safety Offices to allow management to review the state's youth traffic safety program. The *NHTSA Administrative Technical Assistance Statewide Youth Assessment Program Guide* (containing the current draft standards) establishes criteria to guide state development for its youth traffic safety program. The Youth Traffic Safety Assessment is a process for giving the state a critique relative to the standards in the Program Guide. The Assessment Report documents the state's youth traffic safety activities, notes the state's youth traffic safety strengths and accomplishments, and recommends program improvements.

Methodology

The Technical Assessment process follows a "peer" review team approach. The program is a public/private cooperative effort among NHTSA, NHTSA Regional Office, the Governor's Highway Safety Representative, and the public and private providers/administrators of the youth traffic safety community. The National Highway Traffic Safety Administration coordinates and facilitates the assessment. NHTSA also nominates and helps the state select nationally recognized Technical Assistance members who have demonstrated expertise in traffic safety program areas that affect youth traffic safety. The NHTSA Regional Office provides administrative support, while the State Highway Safety Office provides the funding, utilizing State and Community Highway Safety monies (usually Section 402).

Results from similar assessments addressing specific issues, such as EMS or Occupant Protection, demonstrate that the states have utilized the assessment process to focus on key issues within their state. States use the report to educate legislators and youth safety program providers about needs, and to achieve significant improvements such as procuring more comprehensive traffic safety-related legislative authority and funding.

States vary in how they address the youth traffic safety crash and injury prevention problem in terms of resources applied to the problem and strategies used. Much has been written and analyzed about what is effective and important to do to reduce traffic safety-related injuries and

fatalities. Reports from groups such as the Surgeon General, Mothers Against Drunk Driving, National SAFE KIDS Campaign, the Search Institute and others have recommended specific action. In light of the attention to youth traffic safety-related issues, states are increasingly concerned about what programs and strategies are effective and comprehensive in their approach. These assessments offer the states an opportunity to have their youth traffic safety efforts reviewed and evaluated, and for the Technical Assistance Team to offer cutting-edge recommendations.

SECTION 1: LEGISLATION/REGULATION

Standard

State and local legislation and regulation provide the framework of an effective youth traffic safety program. Effective legislation and regulation will control access to cars and motorcycles, specify who and under what conditions they may be operated, specify the safety standards they must meet and require the use of protective devices such as safety belts, booster seats and helmets. Effective legislation and regulation will also codify safety rules for vehicles that are operated for or in the proximity of youth. Finally, effective legislation and regulation will control the production, distribution and consumption of alcohol and other drugs.

Issues

Oregon State and local legislation and regulation establish the framework of an effective youth traffic safety program. Oregon has an established mechanism to contribute to the legislative process. Oregon Transportation Safety Division (TSD) staff is encouraged by lawmakers to contribute to and support policy development.

Oregon's legislation and regulation effectively meet the standard the Technical Assistance Team used to evaluate the state's efforts in the youth safety arena. There are relatively few states with the same level of comprehensive rules and laws demonstrated to have such a positive impact on the targeted problem areas.

Oregon law seeks to limit the availability of alcohol to minors by imposing criminal and civil penalties. Penalties can be imposed on minors who possess or consume alcohol; on the people who supply minors with alcohol; and on people who provide a place where minors consume alcohol. Related laws make it illegal for minors to attempt to purchase alcohol, misrepresent their age, or to enter an area prohibited to minors.

Existing mandatory driving privilege suspensions can be effective deterrents, if they are consistently and uniformly applied. Oregon law currently mandates occupant protection, comprehensive graduated driver licensing, and license suspension systems that directly relate to youthful driving requirements. Oregon has added booster seat legislation to its systematic occupant restraint program as well as primary safety belt legislation. Oregon's systematic approach for graduated driver licensing includes most of the NHTSA recommended young driver restrictions, including nighttime and passenger restrictions. Driver Improvement legislation in Oregon, eliminating traffic school programs, uses license suspensions as sanctions for the youthful driver.

Recommendations

a) Continue to support efforts of the Oregon Transportation Safety Division (TSD) for working closely with lawmaking officials developing and promoting legislative issues that support current youth crash reduction efforts.

Current laws appear adequate for changing societal behavior among the youth of Oregon. Legislative efforts to refine and streamline current structures need to include cooperative efforts of state-level agencies including a specific Legislative Task Force. The speed racing issue becomes an example of how agencies could work together to refine existing legislation.

b) Develop a process to involve Oregon Juvenile Department Director's Association (OJDDA) in efforts to produce and support legislative issues.

Legislative and regulatory efforts may produce unintended results as elements are enforced and adjudication processes lead to diversions and sanctions. As legislation efforts are refined, the input of enforcement and adjudication agencies becomes critical so the intention of the legislation is carried through to the community affecting social behaviors.

c) Support communities in implementing local strategies and programs that strengthen enforcement of Oregon's existing laws and regulations through regional efforts.

TSD Regional Coordinators can implement plans to encourage local traffic safety commissions for supporting local law enforcement efforts. Small communities need to understand the role of alcohol in youth traffic safety programs. Youth rites of passage can not continue to make alcohol the focus of weekend recreational activities.

d) Support state-level agencies in their efforts to reduce alcohol-related problems, especially among youth.

State-level agencies need to form partnerships for effective and comprehensive efforts. Examples include the Oregon Liquor Control Commission (OLCC), the Transportation Safety Division, Department of Education (DOE), Division of Higher Education, Department of Human Services (HHS), and the Driver and Motor Vehicle Services Division of ODOT.

e) Support current Federal programmatic priorities and efforts to reduce death and morbidity among Oregon youth.

Examples of current NHTSA priorities may include *Buckle-up America*, *Click-it or Ticket*, and the *You Drink, You Drive, You Lose* programs. It has been characteristic of Oregon efforts to improve youth traffic safety programs based on NHTSA recommendations and priorities.

SECTION 2: LICENSING

Standard

The process of granting the automobile and motorcycle operator license provides an opportunity to specify the skills a young driver must demonstrate in order to be licensed. This process should also provide the opportunity to structure the experiences of the young driver to allow for the gradual and controlled acquisition of driving skills and to specify conditions under which a young person may operate a motor vehicle or motorcycle. Since the driving privilege is long anticipated and highly prized by most young people, its revocation should be used as a sanction for youth offenders.

Issues

The Oregon process provides the opportunity to structure the experiences of the young driver to allow for the gradual and controlled acquisition of driving skills and to specify conditions under which a young person may operate a motor vehicle or motorcycle. Oregon legislation and regulation identifies the entry-level skills of young drivers for automobile and motorcycle operation as required by testing and the educational process.

A novice Oregon driver acquires skills in a gradual and controlled manner through permit, education, application, guided practice, and testing. The driver is gradually removed from greater restriction efforts to lesser restrictions as experience is gained. In Oregon, the driving privilege is long anticipated and highly prized by most young people and revocation is used as a sanction.

Recommendations

a) *Monitor Graduated Driver License (GDL) effectiveness over an extended period of time.*

Current statistical analysis is limited to raw numbers and is not related to a normal population of drivers over an extended period of time.

b) *Identify restrictions and elements of graduated licensing that offer the most crash reduction benefits.*

When statistical measures are put into place, it will be important to identify methods for tracking passengers in crashes and time of day information in youth traffic crashes. Relating the level of licensure in crash data is critical to determine GDL effectiveness.

- c) *Develop statistical data to compare the 100-hour educational program effectiveness with other educational program effectiveness.*

Educational practices for developing novice driver skills are often misunderstood among professionals and parents. Data collection should be developed to track educational programs for determining statistical relationships.

- d) *Establish a responsible mentoring program for novice drivers regardless of age, based on Child Trends Research Briefs theories and research for adolescent development.*

Mentors would be responsible for assuming training tasks of the mentoring program. Mentors would also be responsible for actions of the novice driver until age 18, to include fines and supervision of any suspended driving time periods

- e) *Support efforts to develop a multi-phase driver education program that allows for novice driver experiences to associate with an understanding of risk management and effective decision-making processes.*

Models for incorporating effective driver education into graduated driver licensing have been studied by the Michigan University Transportation Research Institute. Research in North Carolina supports incorporating mandatory education practices into Graduated Driver Licensing. Current standards are being developed through a NHTSA funded program at Indiana University of Pennsylvania. Support information may be found at <http://adtsea.iup.edu>.

- f) *Support legislative or regulatory efforts to establish an instructional permit fee of \$400.00 to provide for license and educational voucher processing.*

For example, an education voucher provided for Driver Education Phase One (valid for 6 months after the instructional permit is acquired) is used for entry into Phase One educational program. The school retains the voucher and completion certificate for reimbursement based on student completions. The mentor provides 50 hours of guided practice. The student applies for a restricted license and is provided with an educational voucher valid for 6 months after issuance. After 90 days of restricted license a student is eligible for Driver Education Phase Two, and the school retains the voucher and completion certificate for reimbursement. Upon completion of the restricted license and phase two requirements, a limited restriction license is issued. At age 18, the unrestricted license is renewed until age 21.

- g) *Support efforts to extend graduated licensing processes to all novice drivers, regardless of age.*

Young drivers may elude the graduated driver licensing by waiting until age 18 for licensure. Any new driver needs to benefit from a gradual entry into the transportation system. Maryland benefits from a graduated licensing structure for all novice drivers entering the licensing system.

SECTION 3: ENFORCEMENT

Standard

Enforcement is the backbone of any effective youth traffic safety program. Well-crafted legislation will be ineffective unless laws are enforced. To maximize effectiveness, enforcement agencies need tools, strategies, and resources for implementation. Enforcement agencies should target their enforcement efforts to the times and places where youth traffic safety violations are most likely to occur. Enforcement agencies should proactively enforce the occupant protection laws, helmet laws, underage drinking and impaired driving, minimum alcohol purchase age, and should regard these as significant offenses warranting police attention. Line officers need command level support for youth traffic safety enforcement, especially when such enforcement competes with other agency priorities. Community support for law enforcement is always a priority. Without it, results are less substantial.

Issues

The areas of concern that were expressed during the assessment interviews were:

- Passenger restraint
- Underage drinking and youth access to alcohol
- Speed enforcement
- Street racing
- Graduated driver's license

Occupant restraint enforcement addresses the proper use of child restraints and booster seats for young children, as well as seatbelt enforcement for teens and adults. Presently, community coalitions and health care workers are doing most of the education. Law enforcement officers are doing a small portion of the education and inspection process. Oregon boasts an overall reduction in traffic fatalities of about 20 percent over a six-year period. With these statistics, Oregon still estimates that approximately 11 percent of the general population rides in a vehicle unrestrained. The rural areas of the state appear to have a higher rate of non-use. While this rate is lower than the national average, it still leaves a significant portion of the population at risk for injury from a traffic collision.

Underage drinking is a problem not just in the state of Oregon, but across the nation. For the most part, legislative efforts in this state have been appropriate as Oregon has a comprehensive list of laws regulating the access and use of alcohol by minors. Properly enforced, these laws can have a positive effect on the problem of underage drinking. It appears the enforcement and adjudication of these laws has been a shortfall in Oregon. Different levels of attention by law enforcement towards alcohol violations by minors apparently have resulted in the perception that the consequences of violating these laws are non-existent. This perception appears to be most prevalent in the rural areas of the state.

Enforcement of underage drinking laws has a strong deterrent effect on underage drinking. Swift and sure enforcement has shown to contribute greatly to nationwide decreases in underage drinking and impaired driving, and similar results can be achieved with other alcohol-related offenses involving youths. Experience has shown that strong enforcement helps to reduce underage drinking by limiting access to alcohol, reducing the opportunities for youth to drink, and curbing impaired driving. Consistent, vigorous enforcement reinforces the message that youths, as well as adults, must be responsible for their actions and that violating the law is unacceptable.

Before agencies can begin targeting underage drinking, law enforcement officials must realize that young people and adults drink at different times and locations. Failure to recognize these differences may result in less effective law enforcement efforts.

Speed enforcement is important in any comprehensive traffic safety program, as it remains one of the most common causes of traffic collisions, especially with young drivers. In 1999, speeding caused 35 percent of youth traffic deaths in the state. Enforcement efforts in Oregon have netted a gain in convictions in speeding violations every year for the last 6 years. Nonetheless, no matter how much effort is being put forth toward speed enforcement, it can always be improved.

Speed (street) racing has become popular with drivers of all ages. It is an especially dangerous activity among teen drivers as they are operating high performance vehicles with low performance driving skills. This, coupled with the fact these events are taking place in an uncontrolled environment (on public roadways), led to a tragic set of events that claimed six lives in two weeks within the state. Some local jurisdictions in Oregon have adopted ordinances against this type of activity. Although they have met with limited success, it did not help eliminate the problem. Without statewide uniform laws, the street racers will just move to other jurisdictions.

In March of 2000, Oregon enacted a graduated licensing law designed to strengthen license requirements and improve driving skills. This theory is based on statistics that show teen drivers are twice as likely to be involved in fatal or injury crashes as other more experienced drivers. Limiting the amount of passengers and the times a teen can drive, provides a chance to improve driver skills without distraction. Assessment testimony indicated the law has contributed to a major reduction in traffic crashes among young drivers.

Recommendations

- a) Provide in-service training to certify law enforcement officers in the inspection and installation of child restraints.***

The National Standardized Child Passenger Safety Training should be available to the officers to take while on-duty, just like any other in-service training. Once the knowledge of how to install and use a child safety seat is imparted on officers, a rise in enforcement effort will usually

follow. Officers take the training and knowledge into the streets and begin enforcing restraint violations much more vigorously.

b) Facilitate, by funding, a multi-agency task force, including all levels of law enforcement, and the Oregon Liquor Control Commission, to target those establishments that sell alcohol to minors and to the minors who violate the law.

Enforcement agencies are understaffed and under-funded. By combining the resources of different agencies, more attention can be focused on the areas of greatest concern.

c) Encourage the use of the multi-agency task force in identifying the locations that youths congregate for the purpose of consuming alcohol.

Youthful drinkers usually meet in remote locations, such as open fields, the beach, or an unoccupied home. These types of events or gatherings can overwhelm law enforcement, especially in a rural setting where officers tend to have larger patrol areas and staffing levels would otherwise prevent them from making contact with large groups of drinking youths. Young people commonly drink heavily on the weekends, mostly between the hours of 10:00 p.m. and 1:00 a.m. A lot of youth drinking also occurs after school on weekdays.

When law enforcement has prior knowledge of these events and does not take positive steps toward stopping them, departments expose themselves to liability due to their inaction.

d) Assist law enforcement in identifying and targeting areas where the greatest number of speed related collisions are occurring. Provide funding for electronic speed devices and the requisite training so that officers can work directed enforcement in these areas in need of attention.

With funding toward equipment, and overtime, enforcement efforts can be concentrated on the locations where the collisions are occurring. These additional resources will enable officers to work around the school zones and other roadways at times when young drivers are most prevalent.

It is important to convey to the officers, as well as law enforcement administrators that it is not necessary to derive large numbers of citations issued in order to affect the motoring public. With every stop an officer makes in an area he affects not only the motorist that he has pulled over, but every other motorist who drives by during that contact. Continued enforcement in a problem area over a number of days will succeed in modifying the behavior of most of the drivers who witness the enforcement efforts. This is why it is so important to have an organized enforcement effort.

- e) Legislate prohibition of speed (street) racing on public roadways. Include the authority for officers to impound a vehicle of anyone cited/arrested for engaging in street racing activities.***

First and foremost, statewide legislation needs to be enacted to allow officers throughout the state of Oregon to uniformly enforce laws that prohibit speed (street) racing. In addition to legislation, law enforcement officers should be given the authority to impound a vehicle of anyone arrested for participating in a street racing event. Short of keeping these people off of the road, the temporary loss of their vehicle, and the accompanying financial loss of having to pay the impound fees would seriously deter people from this dangerous activity.

- f) Support a grass roots effort with community coalitions to locate funding sources for additional law enforcement officers.***

The Oregon police force currently has 1.7 officers per capita, compared to the national average of 2.2 per capita. Recent budget shortfalls in Oregon have threatened to eliminate a large number of police jobs. By making the community aware of the importance of traffic safety, perhaps the people would send the message to their elected representatives that they won't accept less police on the streets. Oregon needs more officers, not less!

SECTION 4: JUDICIAL SYSTEM INVOLVEMENT

Standard

To effectively deal with youth traffic safety issues, including underage drinking and impaired driving, the justice system (criminal and juvenile) must be responsive to the unique needs of the population. In addition, it is the responsibility of the courts to support law enforcement's efforts in this area. The justice system should have access to a variety of alternatives appropriate for the juvenile offender and the offense. Alternatives include community resources such as treatment programs, community services, diversion, driver improvement programs, and other educational efforts.

Issues

Oregon is a leader in the country in legislation that has been enacted regarding youth traffic safety issues and alcohol and other drug-involved youth. However, law enforcement priorities and judicial discretion alters the way in which the laws are upheld across the 36 counties in the state. As a result, the public's perception is that the laws are weakly enforced. Without adequate data regarding citations and convictions, it is difficult to confirm the extent of this problem.

Based on testimony provided, factors that contribute to the inconsistent enforcement and negative public perception include: law enforcements' skepticism of the courts' handling of related violations (specifically "minors in possession" (MIPs) and driving under the influence); varying philosophical goals and court procedures that vary widely among the courts where the case may be referred; the court's discretion over juvenile cases, specifically first time offenders; and lack of treatment resources.

Oregon has a number of very active youth-member and youth-serving organizations statewide, including teen courts. It was brought to the Technical Assistance Team's attention that youth may be absent from participating in any advisory capacity.

Significant grass root efforts are already in place according to the testimony provided during the assessment. To enhance these efforts, collaborative efforts among state juvenile justice organizations need to be established.

Recommendations

- a) *Coordinate and implement training on the traffic safety laws that affect youth for the judiciary including judges, prosecutors, and trial court administrators.*

States pass many laws simultaneously and assume that all judges have had a chance to review and determine the spirit and intent of the laws. Those laws specific to youth traffic safety would be seen as detrimental to the process and the people involved if no training is provided.

- b) *Establish and maintain Transportation Safety Division's (TSD) working relationship with the Oregon State Judicial Education Office to coordinate judicial training to further the mission of the TSD.***
- c) *Broaden TSD advisory groups to include the Oregon Juvenile Department Directors Association and other juvenile justice organizations within the state.***

These organizations can aid in determining the status of youth safety issues within the juvenile court system.

- d) *Require that state underage drinking task forces aligned with TSD include representatives from the juvenile justice community, education stakeholders, as well as youth who are involved with the justice system, to ensure TSD is meeting the needs of those they are committed to serve.***
- e) *Implement a pilot project(s) to collect data analyzing the number of youth traffic safety convictions versus the number of citations.***

The pilot project's goals should include gathering data from several counties, identifying discrepancies, and characterizing the reasons for the discrepancies. Refine the data collection method to include convictions versus citations for all courts with jurisdiction over youthful offenders.

- f) *Take leadership to explore options for funding to establish juvenile holdover facilities in the rural areas of the state on a pilot project basis.***

As a mutually beneficial endeavor, identify a rural jurisdiction for possible implementation. This would compel officers to enforce the underage drinking and driving laws in areas where there are no juvenile detention facilities to detain a youth until a legal guardian can assume responsibility for, or until, the court can conduct a hearing. Law enforcement officers are the gatekeepers of the court system and unless provided support and adequate resources, such as a holdover facility, the courts will not be in a position to take an active role in enforcing the laws.

- g) *Encourage the Traffic Safety Division's Regional Coordinators to involve the juvenile justice in their community-based activities.***

This may be accomplished by providing leadership development and community building training for the TSD Regional Coordinators.

- h) *Develop a list of programs and/or services within each region that are available to the juvenile courts and other courts with jurisdiction over underage drinking and impaired driving cases.***

The resource linkages should include diversion programs, proactive outreach programs, educational programs, related coalitions and youth groups, drivers' education, seat belt diversion courses, and treatment programs.

- i) *Coordinate and implement training for the juvenile justice system dealing with adolescent drug trends, adolescent development (correlation with high-risk behaviors), and youth safety issues, specifically, traffic related.***

Utilize the NHTSA curriculum *Youth DWI Workshop for Juvenile and Family Court Judges* and other related communities to increase youth traffic safety.

- j) *Encourage the Traffic Safety Coalitions and Committees to advocate for the establishment of funding for adolescent-based alcohol and other drug treatment.***

Based on testimony provided, this is a serious need within the state and is a large barrier for the judiciary when dealing with youth safety issues.

- k) *Conduct an assessment of how the MIP, GDL and other youth safety laws and regulations are being handled within the justice system in each jurisdiction.***

Based on testimony provided each jurisdiction is handling these cases differently based on resources, logistics, and philosophies. To facilitate further changes to the laws or how they are interpreted, the State would benefit by understanding how courts are managing them. Although, each juvenile court is unique, it may be prudent to develop best practices from the information provided and make it available to the courts.

SECTION 5: INFORMATION AND EDUCATION

Standard

Research clearly demonstrates that youth traffic safety countermeasures are most effective when strategies are diversified and evaluated. Knowledge of the law and knowledge that the law will be vigorously enforced have been shown to reduce risky behavior on the part of youth. Parents also must be informed about the law and their responsibilities for ensuring that their children obey it. In cases where parents may be held liable for their children's offenses, this fact must also be publicized. Public information builds support for traffic safety countermeasures. Legislators' willingness to enact countermeasures, and the police and the courts' willingness to arrest and sanction youth, or those whose actions may harm youth (e.g., servers and sellers of alcoholic beverages), will depend on the support of a well-informed public.

Public education and injury prevention information for youth is most effective when it is combined in a comprehensive health and safety education approach that includes at least one component of peer-to-peer education. Outreach to youth-serving and youth-member organizations, the education community, health and medical professionals and to the media is an essential ingredient of a positive approach to traffic safety injury prevention. It is also essential to address the needs of a variety of geographic, ethnic and cultural backgrounds when designing an effective educational outreach effort.

Issues

Based upon the testimony provided, it is understood that Oregon has a fairly comprehensive public information and education program. Traffic safety information and training is provided to the general public and local communities through a variety of means. Local school districts; hospitals; colleges and universities; non-profit organizations with a special or vested interest in a traffic safety issue(s); state agencies (transportation, education, and health); law enforcement; automobile insurers; driver education programs; and the Liquor Control Commission all play a role. Parents are involved at different levels through volunteerism and advocacy, and are reached through materials and courses designed to help their children stay safe and healthy. However, parental attitude still needs improvement to become more supportive and engaged overall.

Additionally, agencies and organizations are working collaboratively through advisory boards, commissions, and special coalitions to enact policy and legislation directed at saving young lives. For example, the state has voted in a primary safety belt law that covers all seating positions and all ages, as well as a booster seat law. This has been well publicized through the highway safety office, departments of education and health, and local non-profit organizations. A keg registration law helps law enforcement, liquor control investigators, and advocates track sales and prevent access for youth.

A coalition was established to prevent underage drinking through advocacy and public policy development. The Oregon Coalition to Reduce Underage Drinking (OCRUD) has provided a set of recommendations that suggests more intensive public education is needed, and another that states local community efforts have been sporadic and poorly supported.

The state's Graduated Driver Licensing (GDL) law appears to be well supported across all disciplines. Representatives from education, law enforcement, public health, driver education, auto insurance, and liquor control stated that it is a good law, in fact, one of the best in the country, and believe it to be working. However, it is unclear as to whether any evaluation of the state's GDL has been conducted to date.

Recommendations

- a) *Integrate evaluation into programs on a more consistent basis, including process or administrative evaluation as well as outcome or impact evaluation.*

Identify common factors for evaluation across program focus areas for comparison purposes and include measurable and reasonable objectives. Baseline data should be readily available. For example, the "Trauma Nurses Talk Tough" program conducts pre- and post-testing but does not appear to complete analysis on impact or formative evaluation.

- b) *Develop a process to involve more youth in program planning.*

The OSSOM (Oregon Student Safety on the Move) program appears to be a good example of involving youth in planning programs and should continue to be supported. However, the state office and other coalitions, task forces and community advisory boards should involve youth in a meaningful way. Youth should be invited to participate in all aspects of the program development, implementation and evaluation process.

- c) *Create opportunities to engage parents and guardians of young drivers in a meaningful safety issue impact course that is reality-based and skill-based, taking into consideration education levels, regions, diversity, socioeconomic status and other factors that impact adult learning.*
- d) *Design regional efforts to contribute to the overall statewide program goals but be more reflective of local strengths and needs. More specifically, taking into consideration population; diversity, culture and cultural norms; socioeconomic conditions, etc.*
- e) *Evaluate the overall driver education program(s) and investigate the feasibility of creating a two-phase education process that includes a risk management course and additional guided practice time.*

- f) ***Empower relationships with local school districts to integrate a driver education framework into regular classroom curriculum approved by the Oregon Department of Transportation.***
- g) ***Encourage traffic safety education and drivers education as a credit elective.***
- h) ***The TSD should evaluate the components of the GDL to determine the most effective components over time and publish results.***
- i) ***Provide private resource reference information (corporate and foundation relations) to all grantees which are eligible for such funding (i.e., non-profit 501c(3) organizations).***
- j) ***Establish a publication for all youth traffic safety programs (who, what, why, when, where), coordinated by the Youth Program Manager for use as a reference and promotional tool.***
- k) ***Develop a plan to engage more youth serving and youth member organizations (e.g., YMCA, OSU Extension Services -4H, Boys and Girls Clubs, faith-based youth groups, and the Urban League) and encourage integration of traffic safety into their activities.***
- l) ***Develop a comprehensive, coordinated plan for youth traffic safety.***

Specifically, the plan should clarify the roles and responsibilities of the five TSD Regional Coordinators and direct those positions to be the regional link and point of contact for other initiatives, such as the OCRUD. The position descriptions should be the same but reflective of regional needs. The plan should provide for a breakout of data and program design by age group, region, school-based, or community-based.

- m) ***Expand the Advisory Board to include a broader range of youth-related agencies and issues.***

It appears that the current advisory board consists of only grantees. For example, an expert in child development, an expert in asset building, a pediatrician, parent organization, youth and youth serving organizations, and a university-based researcher.

- n) ***Adopt a youth and community development approach to all information and education efforts.***

Investigating these approaches to youth traffic safety could open new doors and provide opportunities for new partnerships in education and health. *Youth Development* is defined as “a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models, which focus solely on youth problems.” (Approved by the executives of the National

Collaboration for Youth Members, March 1998). Youth development is age specific and involves the young person in partnership with families and communities. Research from the National Research Council indicates that features of positive youth developmental settings benefit youth and should be used to encourage program design to meet the diverse needs of all youth. (National Youth Development Information Center).

Community Development systems support the creation of healthy and vibrant communities through redevelopment and community-building initiatives. Although there are many features of these systems, they can address local concerns about unmet community needs such as jobs, crime protection, health care, childcare, and education through citizen engagement.

- o) *Investigate and incorporate The 40 Developmental Assets into all youth and family outreach and education activities.***

Developed through research and practice by The Search Institute, the asset building movement provides a framework of 20 external and 20 internal factors that kids need to succeed and ways to build these factors in youth. Please see reference list for more contact information.

- p) *Allocate resources for website development and maintenance.***

SECTION 6: TRAFFIC SAFETY ENVIRONMENT/ENGINEERING

Standard

Integral to safe transportation for children is the design of communities, crosswalks, roadway, and signage. The development of safe transportation routes should be considered as a viable strategy with education and enforcement. This may include the provision of emergency medical services. Of particular importance for youth traffic safety will be the traffic environment with regard to pedestrians, bicycles, motor vehicle occupant, and new driver. Appropriately designed crosswalks, bike lanes and roadways, in conjunction with clear signage can all reduce the likelihood and severity of injuries to youth. Technical assistance should be available from the state to localities to examine traffic environments and determine the extent hazards can be minimized and technologies employed that reduce risk have been implemented.

Issues

Traffic safety environment/engineering services within the Transportation Safety Division are provided by the Roadway Work Zone and Motor Carrier Program. The TSD Regional Coordinators participate in local traffic safety committees to review potential environmental hazards. Limited funding is available to the county committees through the TSD regional offices to address minor environmental/engineering concerns. Bike safety and pedestrian efforts are underway and there is a dedicated program within TSD. The panel heard no additional information regarding relationships using environmental/engineering change to address traffic safety for children.

Recommendations

- a) *Offer and encourage TSD grantees to incorporate engineering/ environment interventions to promote traffic safety for youths.*
- b) *Advocate, on behalf of children, in the planning and design of transportation routes through the appropriate channels within state government.*
- c) *Ensure EMS is included as a partner in traffic safety.*

SECTION 7: PROGRAM MANAGEMENT

Standard

The TSD has a lead individual who is responsible for coordinating and facilitating youth traffic safety activities across government agencies. The TSD receives significant support from the state government and is responsible for assisting private and voluntary organizations to become involved in youth traffic safety. The TSD is aware of additional funding opportunities and takes advantage of opportunities to supplement state funding. The TSD appears to be well placed within ODOT to receive the proper attention for the public health and safety impact of the problem. All programs receiving public funds for youth traffic safety initiatives should be required to submit regular plans including measurable objectives and proposed strategies or activities. Statewide and local planning bodies should have specific mechanisms for gathering youth input and involving youth in decision-making and program implementation.

Issues

The Transportation Safety Division (TSD), Oregon's designated Highway Safety Office, appears to be well organized and well placed within state government. The TSD Chief is a cabinet secretary and serves as both the Governor's Representative for Highway Safety and the Highway Safety Coordinator – both positions are mandated for receipt of federal highway safety funds. The TSD Chief also is responsible for the Governor's Advisory Committee on Driving Under the Influence of Intoxicants (DUII), which includes young driver issues.

The overall highway safety program includes media (with a youth traffic safety component), issuance of mini-grants to local groups, Drug Recognition Expert (DRE) and Standard Field Sobriety Testing (SFST) training for law enforcement's use in underage drinking and driving activities), public policy, and a legislative component. In 1990, the state voted in a primary safety belt law, which covers all seating positions and all ages as well as the GDL, which was enacted in 2000 and a booster seat law was passed in 2002. Additionally, the Minor in Possession law has been enhanced. Many programs and traffic safety issues are continuing to be integrated into classroom curriculum through health, science, and math.

The highway safety office has a youth program and designated youth program manager. The youth program manager has an ad hoc advisory committee that provides guidance in program development. The youth program manager works with the regional program staff as well as other statewide, regional and local individuals, agencies and organizations with a vested interest in youth health and safety issues and programs. The youth program manager also assists with policy development and grant management tasks and responsibilities and represents the highway safety office on other groups, such as Think First Oregon and SAFE KIDS.

A major challenge to the state is the ongoing fiscal crisis. It was apparent by almost all

representatives providing testimony during the assessment process that dwindling financial resources have created management hardships. Unfortunately, this is not uncommon across the country at the present time. While public funds might be dwindling, there are other resources available if properly researched and relationships are developed with other grant-makers.

Recommendations

- a) *Assist locals with program evaluation planning and implementation through training workshops and providing user-friendly impact evaluation tools.*
- b) *Assist grantees with self-sustainability issues by requiring a sustainability plan in the initial application or proposal process.*
- c) *Provide training and technical assistance to help eligible community groups and/or sub-grantees develop additional resources through other governmental agencies and through corporate and foundation relations.*
- d) *Develop a resource and reference list of foundations (community, family, private and independent); non-profit organizations; Federal, state, county, city grants; corporate giving programs (e.g. grocery stores, hotel chains, banks, Walmart, Target); civic groups (Rotary, 20/30 Clubs, Women's Groups, Alumni Chapters, Fraternities, Sororities); National Guard.*
- e) *Encourage more involvement with universities, colleges and community colleges through internship and work-study opportunities.*
- f) *Develop a more comprehensive public relations campaign for the different programs and focus areas, which should generate more community support.*
- g) *Reallocate resources (hard and soft money) to focus on areas of high need as funding appears to be spread too thin; pilot-testing certain programs would be beneficial in this process.*
- h) *Provide more program oversight through dedicated resources directed at creating and maintaining statewide data information system for youth traffic safety issues.*

Presently, the systems are housed within different agencies.

i) *Develop a coordinated, comprehensive strategic plan for youth traffic safety issues.*

Specifically, the plan should clarify the roles and responsibilities of the five TSD Regional Coordinators and direct those positions to be the regional link and point of contact for other initiatives, such as the Oregon Coalition to Reduce Underage Drinking (OCRUD). The position descriptions could be the same but reflective of regional needs. The plan also should provide for a breakout of data and program design by age group, region, school-based, or community-based activities.

j) *Reference Healthy People 2010 objectives for motor vehicle injury prevention, adolescent health and alcohol and drug issues as appropriate.*

k) *Expand the Ad Hoc Advisory Committee to include a broader range of agencies and issues.*

For example, an expert in child development, an expert in asset building, a pediatrician, youth and youth-serving organizations, and a university-based researcher.

l) *Adopt a youth development approach to public information and education efforts.*

Youth Development is defined as “a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models, which focus solely on youth problems.” (Approved by the executives of the National Collaboration for Youth Members, March 1998). Youth development is age specific and involves the young person in partnership with families and communities. Research from the National Research Council indicates that features of positive youth developmental settings benefit youth and should be used to encourage program design to meet the diverse needs of all youth. (National Youth Development Information Center).

m) *Investigate and begin to incorporate The 40 Developmental Assets into its youth and family outreach and education activities.*

Developed through research and practice by The Search Institute, the asset building movement provides a framework of 20 external and 20 internal factors that kids need to succeed and ways to build these factors in youth. Please see reference list for more contact information.

SECTION 8: PROGRAM EVALUATION

Standard

Evaluation should be an integral part of the state youth traffic safety program. Evaluation strategies should include process, outcome, and impact measures. Process evaluation measures should be used to inform program managers and policy-makers about the quality and extent of implementation of youth traffic safety policies and programs. Evaluation allows on-going program monitoring, mid-course corrections, and program outreach. Evaluation should also be used to identify areas where training, technical assistance or additional traffic safety resources are needed to allow for the reduction of injury. Outcome and impact measures should be employed when appropriate to measure the effectiveness of interventions for behavior change, crash reduction and reducing injury.

Issues

TSD performance measures are established in the annual planning meeting and serves as the basis of activity for TSD. TSD grantees develop activities and associated evaluation measures to document progress in support of TSD performance measures.

During the panel presentations many anecdotal stories and process measures were shared about the effectiveness of current efforts. It was not clear if the projects funded by TSD were indeed accomplishing the stated objectives with the measures that were shared. Not all presenters fully understood the evaluation process.

Current TSD funded programs emphasize educational and information services throughout the state. This broad-brush approach will have limited behavioral change to contribute to injury and crash reduction. Consideration should be given to funding fewer programs and expecting better outcomes. The potential exists that fewer people may be reached, but the results may contribute to crash and injury reduction.

Recommendations

- a) *Dedicated program funds and TSD staff time to increase the capacity of TSD grantees to build in measurable outcome and impact evaluation.*
- b) *Monitor enacted legislative activities to measure the effectiveness of improving traffic safety for youth.*

Recent activities include the Graduated Driver Licensing and Booster Seat legislation.

- c) *Solicit participation by faculty and students at colleges and universities to provide services and assistance in program evaluation.*

SECTION 9: DATA COLLECTION, SYSTEMS and ANALYSIS

Standard

Data collection, systems analysis, and dissemination are important for the delivery of effective traffic safety measures. Data analysis and dissemination should be a core function of an office of highway safety to allow problem identification and provide information. Analysis of data can assist states, counties, and communities to understand which youth are experiencing traffic problems, where in the state these problems are occurring, and provide meaningful baseline data for evaluation. Data can also impact program planning and the allocation of traffic safety resources.

Issues

The Crash Analysis and Reporting Unit provides motor vehicle crash data through database creation, maintenance and quality assurance, information and reports, and limited database access. Current crash data are limited by the fact that a reported two-thirds of crash reports are not taken by law enforcement.

Data elements of crash data have been enhanced from an earlier NHTSA sponsored Traffic Records Assessment and have added additional elements to their database to enhance analysis of data.

The Transportation Safety Division has a wide variety of data sources to draw from to support their efforts. Sources from the health department include hospitalization index data, child fatality review, vital records, demographics, Youth Risk Behavior Surveillance System, and Behavioral Risk Factor survey data.

There is no central repository of behavioral, morbidity, mortality, and crash data.

Additional data sources identified that may contribute to the efforts of TSD include the following:

- Citation data from Oregon State Police
- County level data collected sporadically
- Oregon Liquor Control Commission
- Fatal Analysis Reporting System
- Statewide crash file
- Emergency services run data

Recommendations

- a) *Prepare an annual document in conjunction with the Health Division that examines the variety of behaviors, morbidity, and mortality associated with youth traffic safety.*

This report should be “user-friendly” and accessible through the website for counties and communities.

- b) *Discontinue reliance on the driver crash report and replace it with the police crash report as the primary source of data for the state’s crash file.*
- c) *Analyze traffic safety data to identify communities and populations at increased risk for traffic safety injury.*
- d) *Continue collaboration and coordination with Oregon Health Division staff in the collection and dissemination of data affecting youth health and safety issues.*

OREGON GLOSSARY OF TERMS AND ACRONYMS

AAMVANet	American Association of Motor Vehicle Administrators Telecommunications Network
ALIR	Automated Liability Insurance Reporting System
ANSI	American National Standards Institute
ANSI D16.1	Manual on Classification of Motor Vehicle Traffic Accidents
ANSI D20.1	Data Element Dictionary for Traffic Record Systems
AOC	Association of Oregon Counties
BAC	Blood Alcohol Concentration
CADRE	Critical Automated Data Reporting Elements
CAR	Crash Analysis and Reporting
CAT	Countermeasure Analysis Tool
CDC	Centers for Disease Control
CDLIS	Commercial Driver License Information System
CODES	Crash Outcome Data Evaluation System
DHS	Department of Human Resources
DMV	Driver and Motor Vehicles Division
DLC	Driver License Compact
DOB	Date of Birth
DUII	Driving Under the Influence of Intoxicants
ED	Emergency Department
EMS	Emergency Medical Services
EMSS	Emergency Medical Services and Systems Section
FARS	Fatality Analysis and Reporting System
FHWA	Federal Highway Administration
GIS	Geographic Information Systems
GPS	Global Positioning System
HPMS	Highway Performance Monitoring System
IRIS	Integrated Road Information System
ISS	Injury Surveillance System

ISTEA	Intermodal Transportation Efficiency Act of 1991
ITIS	Integrated Transportation Information System
LRS	Linear Referencing System
MADD	Mothers Against Drunk Drivers
MCTD	Motor Carrier Transportation Division
MMUCC	Model Minimum Uniform Crash Criteria
MPO	Metropolitan Planning Organization
NDR	National Driver Register
NGA	National Governors' Association
NHTSA	National Highway Traffic Safety Administration
NSC	National Safety Council
ODOT	Oregon Department of Transportation
OJIN	Oregon Judicial Information Network
OSP	Oregon State Police
OTMS	Oregon Transportation Management Systems
QRU	Quick Response Unit
RFRS	Road Features Rating System
RIS	Road Inventory System
SIAC	Safety Information Advisory Committee
SPIS	Safety Priority Index System
SLOSSS	Suggested List of Surveillance Study Sites
SMS	Safety Management System
STIP/SIP	Statewide Transportation Improvement Program/Safety Investment Program
STRCC	Statewide Traffic Records Coordinating Committee
TASR	Traffic Accident Surveillance Report
TEA-21	Transportation Equity Act for the 21 st Century
TRB	Transportation Research Board
TRCC	Traffic Records Coordinating Committee
TSD	Transportation Safety Division
VIN	Vehicle Identification Number

SELECTED REFERENCES & RESOURCES

www.search-institute.org

www.ymca.net

www.nydic.org

www.livingcities.org

www.fdncenter.org

www.strengtheningfamilies.org

An Implementation Guide for Juvenile Holdover Programs. National Highway Traffic Safety Administration, DOT HS 809 260, June 2001.

Community Guide on Underage Drinking Prevention. National Highway Traffic Safety Administration, National Association of Governors' Highway Safety Representatives, and Safe Communities, DOT HS 809 209, September 2001.

Drugs – The American Family in Crisis: A Judicial Response, 43 Recommendations. National Council of Juvenile and Family Court Judges, Juvenile and Family Court Journal, Winter 1995 - Vol. 46, No.1, Revised 1994.

Sentencing and Dispositions of Youth DUI and Other Alcohol Offenses: A Guide for Judges and Prosecutors. National Highway Traffic Safety Administration and National Institute on Alcohol Abuse and Alcoholism, DOT HS 808 891, September 1999.

Speak Out and Make NOYS Kit Includes: Poster DOT HS 809 256, Organizer DOT HS 809 255, Video DOT HS 809 257 and Manual DOT HS 809-254. National Highway Traffic Safety Administration, June 2001.

Strategies for Success – Combating Juvenile DUI. National Highway Traffic Safety Administration, Police Executive Research Forum, and Office of Juvenile Justice & Delinquency Prevention, DOT HS 808 845, August 1999.

Strengthening America's Families – Model Family Programs for Substance Abuse and Delinquency Prevention. Center for Substance Abuse Prevention, the Office of Juvenile Justice & Delinquency Prevention, and the University of Utah, Department of Health Promotion and Education, April 2000.

The Juvenile Court and the Role of the Juvenile Court Judge. National Council of Juvenile and Family Court Judges, Juvenile and Family Court Journal, Vol. 43, No.2, 1992.

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PROFESSIONAL EXPERIENCE

- 18 years law enforcement experience
- Supervisor of Regional Traffic Bureau
- Supervisor of Major Accident Response Team
- Instructor, Orange County Sheriff's Department Advanced Officer Training @ Santa Ana College, CA
- Motorcycle Training Instructor
- RADAR/ LIDAR Instructor
- Over 4,000 hours of practical on-scene investigation and/ or reconstruction of motor vehicle traffic collisions.
- Over 400 hours in specialized collision investigation and reconstruction training.

AFFILIATIONS

- Orange County Traffic Officer's Association
- International Network of Collision Reconstructionists
- Forensic Mapping Society

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EDUCATION

Masters in Public Health (MPH) Nutrition,	1994	Department of Community Health and University of Northern Colorado Greeley, Colorado
Bachelor of Science (BS)	1982	School of Natural Resources, Behavior and Environment Program The University of Michigan Ann Arbor, Michigan

CURRENT POSITION

Program Director for Children's Safety Network, National Children's Center for Rural and Agricultural Health and Safety, National Farm Medicine Center, Marshfield Clinic Research and Education Foundation, a Division of Marshfield Clinic; Marshfield, Wisconsin; January 2001 to present. Primary responsibilities include responsibility for day-to-day activities of federal Maternal and Child Health Bureau contract activities, interaction with other national resource centers, staff supervision, fiscal oversight and new initiative and program development in the area of unintentional and violence-related injuries to children and adolescents living in rural states and communities.

EMPLOYMENT HISTORY

Program Manager, Children's Safety Network, National Children's Center for Rural and Agricultural Health and Safety, Marshfield, Wisconsin; 1995 to 2000
Research Associate, University of Northern Colorado, Greeley, Colorado; 1995

Regional Prevention Specialist, Summit County Government, Breckenridge, Colorado; 1988 to

1995

Youth and Family Program Director, Summit County Government, Breckenridge, Colorado;
1986 to 1988

Program Manager, Keystone Center/Science School Program, Keystone, Colorado; 1983 to 1986

Current and Past Professional Affiliations

National Institute for Farm Safety

American Public Health Association, Injury Control and Emergency Health Services Section,
Secretary, 2001-2002

State and Territorial Injury Prevention Directors Association

American Association of Suicidology

National Organizations for Youth Safety

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EDUCATION

Bachelor of Arts in Criminal Justice; University of Nevada, Reno; May 1991

PROFESSIONAL EXPERIENCE

- 10 ½ years coordinating, developing, and implementing training events for a variety of professionals in the juvenile justice and substance abuse fields
- Director of curriculum development specific to: Youth DWI Workshop for Judges, Establishing Juvenile Drug Courts: A Judicial Curriculum, Judicial Response to Substance Abuse: Children, Adolescents and Families, Fundamentals of Juvenile Drug Courts, Judicial Response to Alcohol and Other Drugs, Implementing and Enhancing Juvenile Drug Courts, Adolescent Development, Incentives and Sanctions: Science of Behavior Change, Evidenced Based Adolescent Development, and Operationalizing Juvenile Drug Courts
- 10 years of grant development and management, including process and impact evaluations

OTHER ACTIVITIES & AFFILIATIONS

- Liaison, Alcohol & Substance Abuse Committee, National Council of Juvenile and Family Court Judges, 1994-
- Liaison, Juvenile & Family Drug Courts Committee, National Council of Juvenile and Family Court Judges, 1999-
- Liaison, Planning Committee, National Conference on Juvenile and Family Drug Courts, National Association of Drug Court Professionals, 1999-
- Liaison, Rural Nevadans Stand Tall: Enforcing Underage Drinking Laws Project, 2001-

- Grant Application Reviewer, adult and juvenile drug courts, U.S. Department of Justice, 2000-
- Consultant, OJJDP Juvenile Sanctions Center, 2002
- Consultant, International Associations of Chiefs of Police, 2000
- Member, Technical Evaluation Team, Washoe County Juvenile Drug Court, 1999

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EDUCATION

B. S. Secondary Education Endorsements	Millersville State University, 1969 (Pennsylvania) Education for Safe Living Endorsement, 1969 Athletic Therapy Endorsement, 1969
M. S. in Safety Certifications	Central Missouri State University, 1976 (Missouri) Liberty Mutual Accident Avoidance Training, 1981 Bondurant Advanced Highway Skills/Skids, 1988
Ed. D. Industrial Education Certifications	Texas A&M University, 1996 (Texas) Texas TCADA Certified Alcohol Education Administrator/Instructor, 1988-97 ADTSEA Certified National Traffic Safety Instructor Trainer, 1999-2002

EXPERIENCE

Project Consultant, “Raydon Virtual Driver Project.” Curriculum and scenario development for virtual simulation. IUP/ADTSEA project. (January 1, 2002 to present).

Lead Instructor, IUP/ADTSEA Instructor Certification Program. National Instructor Training Program. (January, 1998 to present).

Instructor, Eastern Kentucky University Special Projects, Emergency and Defensive Driving Skills, Corporate Program Development. (September, 1998 to present).

Project Writer, Ohio Adult Violator Program curriculum development and training project. ADTSEA/IUP project. (January 5, 2000 to present).

Project Consultant, “AAA Alcohol and Other Drugs Pamphlet/Transparencies” curriculum development and training project. Texas Safety Programs project. (December 10, 1999 to present).

Project Consultant, “HandBook Plus: In-car Guide” curriculum development and review project. Propulsion Intl. project. (November 1, 1999 to present).

Project Director, “Texas Driver Education Classroom and In-car Curriculum Guide” curriculum development and training project. Texas Education Agency. (January 1, 1999 to present).

Project Writer, “Ohio Juvenile Driver Improvement Program” curriculum development and training project. ADTSEA/NSC project. (July 31, 1998 to present).

Newsletter Editor, *ADTSEA News and Views*, American Driver and Traffic Safety Education Association, association newsletter. (April, 1995 to present).

Journal Editor, *The Chronicle of ADTSEA*, American Driver and Traffic Safety Education Association, international journal refereed by 8 member advisory board. (December, 1993 to present).

Project Consultant, “Texas Curriculum Workshop...Session One” curriculum development and training project. Texas Safety Programs project. (December 10, 2002 to June, 30, 2002).

Instructor, Montana Advanced Driver Skill Development Training Seminar. Montana Dept of Education. (May 1, 2001 to June 20, 2001).

Project Coordinator, “Texas Alcohol Education Program: Drink In Video” exercise development and on-site research coordinator. (December 1, 1999 to April 30, 2000).

Project Director, “Virginia Driver Education Classroom and In-car Curriculum Guide” curriculum development and

training project. Virginia Department of Education. (January 1, 1999 to May 31, 2001).

Project Writer, "Maryland Driver Education Classroom and In-car Curriculum Guide" curriculum development and training project. Maryland Motor Vehicle Administration. (September 15, 1998 to August 31, 2000).

Project Writer, "Michigan Segment II Driver Education Curriculum" curriculum development and training project. ADTSEA/NSC project. (May 1, 1998 to April 30, 2001).

Project Coordinator, ADTSEA/NSC Special Projects, graduated licensing and curriculum development. American Driver and Traffic Safety Education Association. (June, 1998 to December, 1999).

Associate Project Director, Texas Driver and Traffic Safety Education Alcohol Module Texas Education Agency, (January 1998).

Project Director, Junior High Traffic Safety Education Curriculum, Texas Department of Transportation Grant (97) 01- BD-10- 97. (1996 to 1998).

Newsletter Editor, *Texas Student Safety Program*, Texas Driver and Traffic Safety Education Association. non-refereed state newsletter. (February, 1997 to August, 1997).

Associate Project Director, Texas Driver and Traffic Safety Education Master Curriculum Guide Survey, Texas Education Agency MOU. (September, 1996 to August 1997).

Associate Project Director, Junior High Traffic Safety Education Curriculum, Texas Department of Transportation Grant (96) 01- BD-10- 96. (October 1, 1995 to September 30, 1996).

Senior Research Associate, Safety Education Program, Health and Kinesiology Department, Texas A&M University. (July, 1994 to present).

Journal Editor, *TDSEA JOURNAL*, Texas Driver and Traffic Safety Education Association. non-refereed state journal. (September, 1994 to August, 1997).

Assistant Lecturer, Health and Kinesiology Department, Safety Education Program, Texas A&M University, (September, 1995-August, 1996).

Instructor, Texas Certified DWI Alcohol Instructor/Administrator, TAMU Alcohol Education Program, Texas A&M University (May, 1988-August, 1997)

Instructor, Texas Drug and Alcohol Driving Awareness Program, TAMU Alcohol Education Program, Traffic Safety Programs, (May, 1995-August, 1996).

Instructor, Driver Skill Enhancement Program, Safety Education Program, Health and Kinesiology Department, Texas A&M University, (May, 1989-August, 1996).

Regional Coordinator, Central Washington Region 2, Regional Traffic Safety Education Coordinator, Office of the Superintendent of Public Instruction, Education Service District 105, (October, 1992 to July, 1994).

Adjunct Instructor, Central Washington Safety Center, Continuing Education Department, Central Washington University, (November, 1992 to July, 1994).

Coordinator, Central Safety Center Driver Skill Enhancement Program, Continuing Education Department, Central Washington University, (May, 1993 to July, 1994).

Journal Editor, *WTSEA JOURNAL*, WA Traffic and Safety Education Association. (July, 1992-Aug 1994).

Lecturer, Safety Education Program, Health and Kinesiology Department, Texas A&M University. (September, 1991-August, 1992).

Lecturer, Safety Education Program, Industrial and Vocational Education Department, Texas A&M University. (May, 1986-September, 1991).

Coordinator, Driver Skill Enhancement Program, Safety Education Program, Health and Kinesiology Department, Texas A&M University, (September, 1991-August, 1992).

Coordinator, Driver Skill Enhancement Program, Safety Education Program, Industrial and Vocational Education Department, Texas A&M University. (May, 1989-September, 1991).

Coordinator, High School Driver Education Project, Industrial and Vocational Education Department, Texas A&M University. (May, 1986-September, 1991).

Consultant, Safe T Associates, 2813 Normand Drive, College Station, (July, 1990-present).

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EDUCATION

M.A. Health Education, University of Maryland at College Park (UMCP), 1997
B.S. Community Health (magna cum laude), UMCP, 1991

EXPERIENCE

Director of Youth & Community Development, Akron Area YMCA, 1999-2002

Program Manager, NHTSA Office of State & Community Services, 1998-1999

Regional Program Manager, NHTSA Region 3, 1998

Section Chief and Deputy Highway Safety Coordinator, Maryland State Highway Administration, 1994-1998

Alcohol and Youth Program Coordinator, Maryland State Highway Administration, 1992-1995

OTHER ACTIVITIES

Association of Fundraising Professionals, Cleveland Chapter, 2002-

Ohio City Near West Safety Committee, 2002-

Summit County SAFE KIDS Coalition, 2000-2002

Summit County Youth as Resources Board, 2000-2002

Summit County Community Partnership, 2000-2002

Project Director, YMCA Child Passenger Safety Program, 2000-2002

Steering Committee, Akron Weed & Seed Program, 2000-2002

Steering Committee, Akron Crime Control Plan, 2001-2002

Coordinator, Maryland's ".08 in '98" Coalition, 1997

Volunteer Chair, Injury Prevention and Control Task Force, National Association of Governor's Highway Safety Representatives, 1996-1997

STAR Award for Government Service, Washington Regional Alcohol Program, 1995

Maryland Governor's Citation for Youth Work, 1994