Guidance on Growing Traffic Safety Culture:

Stories From Rural Communities

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Introduction

Concern

In 2019, 16,340 people died in vehicle crashes on rural roads in the U.S. While less than 20% of the U.S. population lives in rural areas, almost half of all traffic fatalities occur in rural areas.[1]

Growing traffic safety culture is critical to reducing fatalities and serious injuries on roadways. However, efforts to improve traffic safety culture can be more challenging in rural areas due to limited resources, distributed populations, and limited time and expertise of road safety professionals serving rural areas.

Urie Bronfenbrenner studied human development. He recognized that humans learn from nested structures of relationships. The inner-most layer includes the immediate relationships of an individual (family and friends). The next layer includes the many settings of individual relationships such as schools, workplaces, faith communities, etc. The next layer includes a collective of settings such as neighborhoods and communities. Finally, the outer-most layers include over-arching patterns of these systems where most workplaces and communities tend to operate in similar fashions.

These layers each impact one another as well as the beliefs of the individual. For example, as children grow up, they learn about the world directly from their experiences in the family as well as what their family members teach them. Parents may learn about certain issues (such as using seat belts) from healthcare providers, schools, or workplaces. Likewise, if parents become concerned about an issue, they may demand that the school address it. In this way, families interact and influence schools and workplaces. Elected community leaders may address a specific issue impacting their community based on their own initiative or through the influence of workplaces or families. Their actions may, in turn, influence the beliefs of everyone in the community as a consequence of a new policy or law being passed. A similar process may occur between communities and the state or nation.

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[1] National Center for Statistics and Analysis. (2020, October). *Preview of motor vehicle traffic fatalities in 2019* (Research Note. Report No. DOT HS 813 021). National Highway Traffic Safety Administration.

The Traffic Safety Culture Primer defines traffic safety culture as "the shared belief system of a group of people, which influences road user behaviors and stakeholder actions that impact traffic safety."[2] Because traffic safety culture resides in multiple layers of the social environment (i.e., individuals, families, schools, workplaces, organizations, local governments, law enforcement, etc.), growing traffic safety culture involves many diverse stakeholders working collaboratively over many years.

Research has shown that efforts to improve traffic safety culture are more effective when stakeholders engage in a process. Figure 1 shows a process to improve traffic safety culture, which is outlined in greater detail in the Traffic Safety Culture Primer.[2] Growing traffic safety culture is a process – not a single intervention or countermeasure. A process is different than an intervention or countermeasure. A process describes generalized steps, a context for performing those steps, and the skills required to be successful.

This document provides examples gathered from rural communities as they engaged in each of the seven steps of the process for growing traffic safety culture. Tips for each step are also provided.
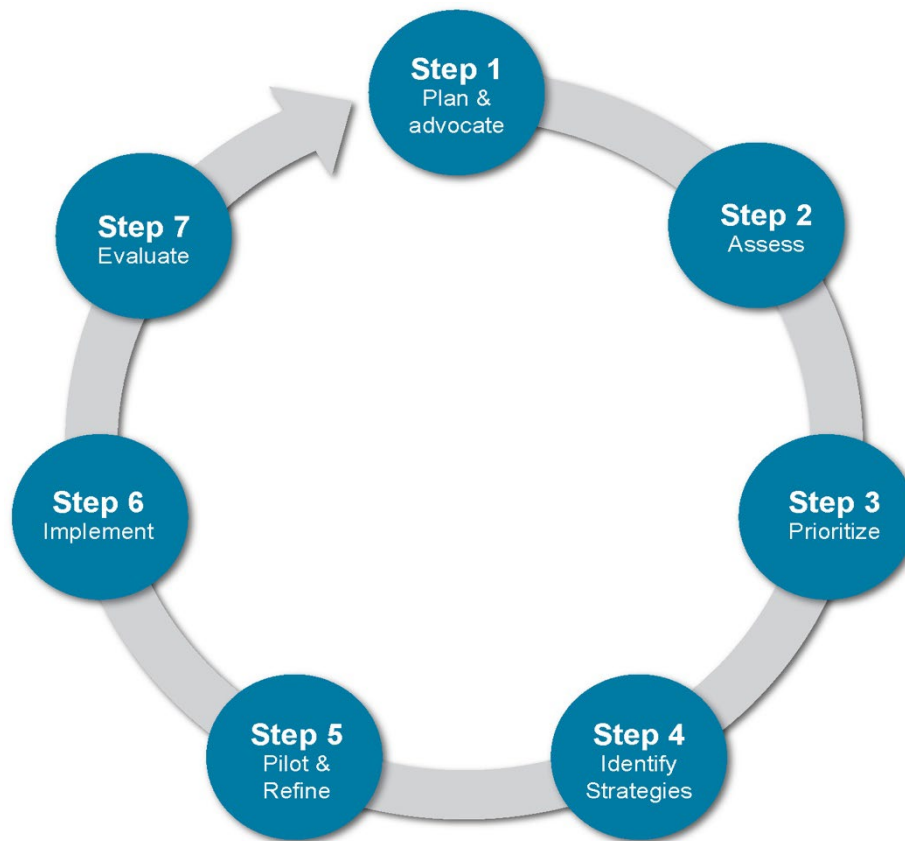

Figure 1. Process to Grow Traffic Safety Culture

[2] Ward, N., Otto, J., Finley, K. (2019). Traffic Safety Culture Primer. Bozeman, MT: Center for Health and Safety Culture, Montana State University. Available at https://www.mdt.mt.gov/research/projects/trafficsafety-primer.shtml

Traffic Safety Culture Summarized in 10 Statements[2]

1. Traffic crashes are a significant public health concern.

2. Most traffic crashes are caused by human behavior.

3. Human behavior is influenced by beliefs.

4. Beliefs develop based on experience (actual and vicarious) and socialization.

5. Socialization is the process of developing social identity (whereby an individual develops beliefs that align with those of a group with which the individual identifies).

6. Individuals can form an identity with many different groups in their social environment, each with a different degree of bonding.

7. A strong bond results in greater conformity and motivation to abide with the group beliefs.

8. The shared beliefs of a group that affect behaviors related to traffic safety are called "traffic safety culture."

9. The traffic safety culture of a group emerges from actions taken by stakeholders across the social environment.

10. Traffic safety culture strategies increase actions by stakeholders across the social environment to improve traffic safety culture among various groups.

For a more in-depth explanation of traffic safety culture:

✓ Download a copy of the Traffic Safety Culture Primer (and other resources at https://www.mdt.mt.gov/research/projects/trafficsafety-primer.shtml)
✓ Access training on traffic safety culture at the National Center for Rural Road Safety at https://ruralsafetycenter.org/training-education/road-safety-champion-program/

About the Community Stories

Utah Together for Life Project

In 2013, the Office of Highway Safety in the Utah Department of Public Safety launched a multi-year pilot project to improve seat belt use among adults in rural Utah. Adults in rural communities had much lower rates of using seat belts compared to adults in urban areas of Utah. The project initially engaged public health educators in three counties (later, six more counties joined the project). The project, called Together for Life, defined key behaviors and beliefs to grow across the social environment to increase seat belt use. In 2019, self-report and observational studies showed significant improvement in beliefs and seat belt use. This report includes stories from two counties involved in the Together for Life Project: Box Elder and Tooele.

Growing Traffic Safety Culture in Park Rapids, Minnesota

In 2016, the Minnesota Department of Transportation funded a multi-year effort to grow traffic safety culture in a rural community of Minnesota. Park Rapids, a small community with a population of about 4,500, is the county seat of Hubbard County. A local coalition engaged in several activities to address impaired driving.

Addressing Aggressive Driving and Speeding in Molalla, Oregon

In 2017, the Clackamas County Department of Transportation and Development began working with Molalla Communities That Care (a local organization) to cultivate positive traffic safety culture in Molalla, Oregon – a small, rural community of about 9,200 residents. Representatives from the local community and county reviewed crash data and prioritized aggressive driving and speeding. Molalla aligned its efforts to improve traffic safety with the Clackamas County's Drive to Zero effort.

Step 1: Plan and Advocate

A local individual, agency, or coalition provides leadership in planning the process outlined in the following steps and advocates to bring together the key stakeholders. Steps 2 – 7 require engagement by a broad array of stakeholders representing both public and private entities across the social environment. Investment in key tasks in this step lays the foundation for success in the remaining steps.

Key Tasks

1. Raise concern and hope about traffic safety with key community stakeholders using national, state, or local data.
2. Identify and recruit stakeholders across the social environment.
3. Form a working group or coalition (establish purpose/mission, inventory existing resources).
4. Build capacity.
5. Establish a process.

Completing these tasks is important, because, while grass roots efforts can initiate and lead change, sustained changes in culture require support at multiple levels of a community's social environment.

Furthermore, changing culture takes time and is never complete. We should always be working on improving our traffic safety culture. The seven steps are organized in a circle (see Figure 1) because the processes to improve traffic safety culture will be repeated over time.

Examples

In Box Elder County, Utah, the local public health educator who was leading the health and safety coalition used speaking points to raise concern and hope about traffic safety with stakeholders. The speaking points were based on both state and county level data. These speaking points were shared and discussed with members during meetings. This activity helped develop a shared understanding and increased energy and engagement. Coalition members now had a better understanding of the concerns about seat belt use and ideas about how to increase use. They were more confident in their ability to address the issue.

The health educator held many one-on-one meetings with stakeholders to gain their support and encourage involvement in the coalition. She connected with people around the shared interest in growing a healthy and safe community. Each new partner brought an area of expertise. The health educator would often bring a request to a potential stakeholder and would also seek to learn about how the coalition could be beneficial for them. Stakeholders who find value or benefit from being part of a coalition are often more engaged over time.

Having regular, consistent meetings helped build excitement and engagement. Members needed time to capture the true vision of the coalition and understand the tools and resources that were available. Having a consistent meeting helped members learn and value the work. Shifting the focus of the meetings from a "health department meeting" to "the community's meeting" provided an opportunity to genuinely look for solutions to community problems.

Training was provided to the coalition, because they recognized the need to use a process to guide their efforts and to engage in continual learning to be effective. The health educator understood it was

Speaking Points About Seat Belt Use in Box Elder County, Utah

- A motor vehicle crash occurs approximately every 9 minutes in Utah.

- A person is injured in a crash every 23 minutes in Utah.

- Over the past 10 years, 35% of crash deaths in Utah involved unrestrained occupants.

- Unrestrained crash occupants were over 30 times more likely to be killed than restrained crash occupants.

- Approximately $1.54 billion dollars was estimated statewide to be the economic loss due to motor vehicle crashes in Utah.

- Hospital and emergency department charges for the treatment of Utah residents in motor vehicle crashes were $163 million.

- A recent survey revealed strengths to build on in Box Elder County:

  o MOST adults in Box Elder County, 74%, report always wearing their seat belt. However, 95% perceive that most other adults in their county do NOT always wear their seat belt.

  o MOST adults in Box Elder, 81%, strongly agree that "it is important to protect myself by always wearing a seat belt." However, 84% perceive that most other adults in their county do NOT strongly agree.

  o Most drivers in Box Elder (92%) believe it is their responsibility to make sure others in the vehicle wear a seat belt.

  o Most families in Box Elder (83%) have a rule about always wearing a seat belt.

critical to meet people where they were and provided training topics such as how beliefs relate to behaviors, a working definition of traffic safety culture, a process to grow traffic safety culture, and what it means to be a member of the coalition.

When the capacity of the group increased, the health educator began delegating more tasks to coalition members to increase their engagement and the overall sustainability of the group. These coalition members became more comfortable contributing to the workplan and remained engaged over time.

The coalition used an "appreciative frame" – whereby they were seeking not just to address a problem but rather seeking to grow something good in the community. Stakeholders were very excited about using a protective/strength-based approach, and it showed in their levels of engagement. "We always talk about the problems, rather than focusing on strengths. This definitely garnered more interest and involvement in the work," the health educator said.

While the focus on an appreciative frame remained consistent, the structure of the coalition evolved over time. In the beginning, a less formal structure was sufficient. Now, the coalition has developed a more formal structure, guided by a vision statement, a mission statement, roles, descriptions, and by-laws (see below and Appendix A). Because the coalition addresses issues beyond traffic safety, they created an injury prevention sub-group to specifically focus on traffic safety issues.

Box Elder Safe Communities Coalition

Vision Statement

The vision of the Box Elder Safe Communities Coalition is to provide a partnership between community agencies and individuals working together to create and maintain a safe and healthy environment.

Mission Statement

The mission of the Box Elder Safe Communities Coalition is to draw upon community resources to strengthen families and individuals by providing education and resources and creating an engaged and connected community.

Roles

Chairperson

Responsibilities –
The Chairperson represents the Box Elder Safe Communities Coalition as a whole to the community. They provide oversight and management, are responsible for meetings, communication, implementation, and evaluation of coalition objectives throughout the year. Chairperson duration is to serve for one year. It is intended that after one year of service the Chairperson will then serve for an additional year as Post Chairperson.

Duties include, but are not limited to:
- Facilitate coalition meetings and activities - responsible for setting up meeting, agendas, putting discussion into action
- Communicate with Coalition Coordinator
- Promote collaboration, communication, shared decision making, and conflict resolution
- Coordinate committee responsibilities within the coalition
- Participate in assessment, planning, implementation, and evaluation of goals and activities
- Ensure the coalition meets goals and objectives
- Maintains communication with the Executive Board, following up with goals and objectives, approval, and support
- Act as a spokesperson for the coalition

Vice-Chairperson

Responsibilities –
The Vice-Chairperson assists the Chairperson in leading strategic and ongoing planning and implementation of prevention initiatives, is to council with and support the Chairperson in execution, and aide committees as sees fit. Vice-Chairperson duration is for one year and will move into Chair position for one year.

Duties include, but are not limited to:
- Assume responsibility in the absence of the Chairperson
- Support Coalition Chairperson in all of their responsibilities
- Communicate with Coalition Coordinator
- Attend coalition meetings and support discussion from a well-informed position
- Act as the spokesperson for the coalition as required

Coalition Coordinator

Responsibilities –
Coalition Coordinator is responsible for assisting the coalition to oversee and manage its operations.

Duties include, but are not limited to:
- Coalition meetings and communication
- Community engagements
- Assist the coalition in assessment, planning, implementation, and evaluation activities
- Report to lead agency
- Assist coalition in developing coalition meeting schedules, agenda, record meeting minutes of coalition/ teams, and ensure timely distribution of meeting minutes
- Keep coalition and committees focused on activities that will meet projected outcomes
- Assist with developing relationships with residents, stakeholders, and other community members
- Assist in recruiting new coalition members
- Document coalition activities and progress toward outcomes in reports

Review the entire guidance document for the Box Elder Safe Communities Coalition in Appendix A.

In Tooele County, Utah, the local public health educator reached out and met with various local leaders and stakeholders one on one to develop a relationship, talk about the actions of the coalition, and recruit new members. While this takes time, growing a coalition is about growing relationships. Sometimes individuals may be interested in the issue but are unable to make the meetings. These individuals can be kept informed using email and periodic updates. This local health educator is always seeking new relationships and looking for new coalition members.

Training has been essential to developing a shared understanding among new members and connecting with others. The educator has a strong focus on delegation. She has found that coalition members are receptive to contributing to the coalition workplan – they just have to be asked. She acknowledges that sometimes asking them individually is more effective. She is also seeking to delegate some of the leadership – even if it is just small pieces at first. Creating shared leadership can improve sustainability.

In Park Rapids, Minnesota, the traffic safety group was formed as a subset of an existing coalition. New members were added based on their interest and experience with traffic safety. Providing in-person training helped the group connect with one another and develop a shared understanding of a process to grow traffic safety culture and their role in improving traffic safety. Speaking points were used by the coordinator to bring more stakeholders to the table over time by growing shared concern.

In Molalla, Oregon, Communities That Care, with support from the Clackamas County Department of Transportation and Development, engaged in a multi-year effort to improve traffic safety in their community. Communities That Care was a local coalition already addressing a variety of health and safety related issues in their community.

The volunteer coordinator of Communities That Care recruited local stakeholders and engaged in training where participants learned about a process to grow traffic safety culture and reviewed traffic safety data provided by the county about aggressive driving and speeding. They developed speaking points and continued to recruit additional stakeholders.

Speaking Points About Impaired Driving in Park Rapids, Minnesota

- Over 411 people died, and 29,981 people were injured as a result of motor vehicle crashes in Minnesota in 2015.

- Motor vehicle crashes were the third leading cause of death among those age 10 – 35 in Minnesota in 2015.

- Preventable car crashes are the second leading cause of death for Minnesota teens.

- Hospitalization costs from motor vehicle incidents exceeded $22 billion for the U.S.

- Between 2011-2015, Hubbard County experienced 812 crashes (42 resulted in serious injuries or fatalities).

- A recent survey of Park Rapids adults revealed strengths to build on:

  o Most Park Rapids adults (75%) are concerned about traffic safety.

  o Most Park Rapids adults (865) agree that the only acceptable number of deaths and serious injuries on Minnesota roadways is zero.

  o Most adults in Park Rapids (71%) report they have not driven a motor vehicle within two hours of drinking any alcohol in the past 30 days. However, 91% of these same adults believe that most adults in their community did drive within two hours of drinking any alcohol in the past 30 days.

  o Most adults in Park Rapids (61%) disapprove of driving within two hours of drinking any alcohol. However, 59% believe most people in their community would not feel the same way.

  o Most adults in Park Rapids (83%) plan so that they never have to drive after drinking (which may include choosing not to drink).

  o Most Park Rapids high school students (89%) report not having driven a vehicle after drinking alcohol in the past 12 months.

  o Most Park Rapids high school students (79%) disapprove of driving after drinking any amount of alcohol.

- Seeking broad stakeholder support (not just from law enforcement or schools) expands the reach and effectiveness of the coalition's efforts.
- Establishing a shared purpose draws people together and keeps people connected.
- Conducting regular meetings establishes importance, credibility, and consistency for scheduling.
- Training (formal and informal) develops shared language and understanding, which fosters greater engagement and more collaboration.
- Growing traffic safety culture is a process – using a process guides actions for next steps and enhances effectiveness.
- Looking for opportunities for mutual benefit to coalition members fosters sustained engagement.

Drive to Zero Molalla Speaking Points

Traffic safety is a significant public health concern in Oregon and in our community.

▪ **Over 1,000 people died as a result of motor vehicle crashes in Oregon between 2012 and 2014.**

▪ **Motor vehicle crashes were the third leading cause of death among those age 10 to 35 in Oregon between 2012 and 2014.**

▪ **Preventable vehicle crashes are the leading cause of death for Oregon teens.**

▪ **Between 2009 and 2014, Clackamas County experienced almost 25,000 crashes (24,770) – about one quarter of these (666) involved serious injuries or fatalities.**

▪ **In that same five-year period, Molalla experienced 914 crashes with 62 serious injuries or fatalities.**

▪ **Of the 914 fatal and serious injury crashes, there were 21 fatalities during the same time period, 2009 through 2014.**

▪ **Within the Molalla Fire District, the top cause factors for fatal and serious injury crashes include roadway departure (62%), young drivers ages 15-25 (34%), and aggressive driving (32%).**

The Clackamas County Department of Transportation and Development is engaging in a multi-year project to improve traffic safety in the county.

▪ **Our county has set an aggressive goal to reduce fatal and serious injury crashes by 50% by 2022, which has been endorsed by the Board of County Commissioners.**

▪ **Molalla has been selected to be the first to work on a very localized approach to safety!**

▪ **The approach seeks to move beyond traditional traffic safety strategies to engage the community at a deeper level in improving health and safety.**

▪ **We are using an approach called the Positive Culture Framework, which builds on the positive aspects of our culture to improve traffic safety.**

▪ **We are calling the effort "Drive to Zero Molalla" because our ultimate goal is to achieve zero fatalities and serious injuries from motor vehicle incidents.**

Step 2: Assess

Each of the many layers of social environment of a community (e.g., individuals, families, workplaces, schools, local government, law enforcement, etc.) have both common and unique values, beliefs, and behaviors that impact traffic safety. An assessment of these layers reveals baseline measures, opportunities to foster alignment, and any gaps that need to be addressed. Assessing culture includes measuring beliefs and behaviors as well as mapping existing strategies.

Key Tasks

- Gather local data about consequences and beliefs.
- Gather information about existing safety strategies and programs.

An assessment provides critical data that informs key decisions (i.e., "data-driven decision making"). Using reliable and valid data to make decisions helps overcome misperceptions about traffic safety, which are common and can lead to poor decisions. Using data to make decisions focuses limited resources on the most important safety issues.

Assessing existing strategies is also important. Existing strategies often provide the quickest and most cost-effective way to introduce new strategies. Getting a clear understanding of what is currently being implemented develops a shared understanding, identifies potential gaps, and may reveal opportunities for future collaboration.

Examples

In Box Elder County, Utah, the local public health educator met with local law enforcement leaders asking them how she could help their efforts. By coming to them offering resources (instead of asking for something), she was able to build a stronger relationship. Later, when a project to increase seat belt use needed responses by law enforcement officers on a survey, she was able to recruit greater participation because of their existing relationship.

Participation by law enforcement agencies in surveys about seat belt use encouraged other agencies to share data as well (like the local hospital's emergency room). This led to additional conversations by the coalition about what data were available and how they might seek access. Collecting accessible data was a way that coalition participants could immediately contribute, which bolstered ownership and future engagement.

With support from the Utah Department of Public Safety, Highway Safety Office, the community gathered data from adults in the community, key leaders (e.g., elected officials, business owners, etc.), law enforcement officers, and students. These data were summarized in a "Cultural Summary" about seat belt use. Coalition discussions about the data fostered shared understanding and supported subsequent steps as the group looked toward strategies.

A Cultural Summary About Seat Belt Use in Box Elder County, Utah

Critical Beliefs (predictive of desired behaviors)	Misperceptions	Desired Behaviors (to increase seat belt use among all adults)
Adults		
• Most adults (95%) agree they should always wear a seat belt. • Most adults always wear a seat belt. • Most drivers (92%) believe it is their responsibility to make sure others in the vehicle wear a seat belt. • Most drivers (92%) agree being comfortable asking others to wear their seat belts. • Most drivers (83%) are asking others to wear a seat belt. • Most passengers (78%) agree being comfortable asking others to wear their seat belts.	• Few (16%) thought most adults in their community would strongly agree it is important to protect themselves by always wearing a seat belt. • Very few (5%) thought most adults in their county always wear a seat belt. • Few (17%) thought most adults in their community would strongly agree it is the driver's responsibility to get others to wear a seat belt. • Few (25%) thought most drivers in their community always or almost always make sure everyone is wearing their seat belts.	• Always wear a seat belt. • Get others to always wear a seat belt.
Families		
• Most families (83%) have a rule about always wearing a seat belt.		• Establish a family rule about always wearing a seat belt.
Law Enforcement		
• Most adults always wear a seat belt. • Most officers (93%) agree they should always wear a seat belt. • Most adults (87%) support enforcement. • Most officers (87%) support enforcement of Utah seat belt laws.	• None (0%) of the officers thought most adults in their county always wear a seat belt. • Many officers (41%) thought most adults in their community would not agree that seat belt laws should be enforced.	• Increase seat belt use among all staff and officers. • Promote consistent, strong enforcement of seat belt laws. • Advocate for seat belt use in the general public.
Key Leaders		
• Most leaders (95%) agree they should always wear a seat belt. • Most always wear a seat belt. • Most drivers (92%) agree being comfortable asking others to wear their seat belts.	• Very few (5%) thought most adults in their county always wear a seat belt. • Few (17%) thought most adults in their community would strongly agree it is the driver's responsibility to get others to wear a seat belt. • Few (25%) thought most drivers in their community always or almost always make sure everyone is wearing their seat belts.	• Establish and enforce a workplace policy about always wearing a seat belt. • Require drivers to make sure everyone is always wearing a seat belt. • Advocate for seat belt use, getting others to wear a seat belt, and family rules in the general public.
Students		
• Most students wear a seat belt. • Most students want people they care about to always wear a seat belt. • Most students agree that if a friend is not wearing a seat belt, they should ask them to wear one. • Most students would likely ask a friend to wear a seat belt.	• Many students (52%) perceive that most students do not wear a seat belt. • Some students (18%) did not think most students agree that if a friend is not wearing a seat belt, they should ask them to wear one. • Many students (47%) perceive that most students would not likely ask a friend to wear a seat belt.	• Ask friends and family to always wear a seat belt.

In Park Rapids, Minnesota, a survey of community adults was completed (see Executive Summary). The survey provided greater insights about shared beliefs and behaviors (i.e., traffic safety culture) regarding impaired driving and distracted driving in their community (the full report contained more details). In addition, the coalition "mapped" existing strategies addressing impaired driving. They identified what layer of the social environment and population in the continuum of care (i.e., universal, selective, or indicated – see Table 1 for more details) each strategy addressed. This provided valuable information when they prioritized and selected strategies.

Table 1. Map of Existing Strategies/Countermeasures in Park Rapids, MN to Reduce Impaired Driving

	Individual Strategies designed to change the individual like curricula, programs, or interventions. These seek to change knowledge, beliefs, skills, and behaviors.	Family Strategies designed to impact the family like parent training, family rules, etc.	Organizations Strategies designed to impact schools/organizations/ workplaces like policies or training for staff	Community Strategies designed to impact community-wide systems like ordinances, laws, policies, and enforcement
Indicated Strategies for individuals known to be engaging in impaired driving	• Alcohol ignition interlocks • Alcohol treatment • Alcohol treatment DWI Clinic	(no strategies identified)	(no strategies identified)	• Vehicle and license plate sanctions • DWI offender monitoring • Lower BAC limit for repeat offenders • Administrative License Revocation or Suspension • High BAC Test Refusal Penalties • DWI court • Sanctions
Selective Strategies for individuals who are at higher risk for impaired driving	• Alcohol problem • assessment/evaluation	(no strategies identified)	(no strategies identified)	• Open Container Laws • Court monitoring • Limits on diversion and plea agreements • Preliminary Breath Test Devices (PBTS) • Passive Alcohol Sensors (PAS)
Universal Strategies for the general population	• Driving Simulator • Rollover Simulator • Child Passenger Res Ctr • Defensive Driving • Parent Ed-Driver's Ed • Alcohol screening and brief intervention • Alternative transportation options • Designated drivers • Youth programs • Education Campaign	• Family rules about driving after drinking alcohol • Monitoring youth • Post Prom Event • Victim Impact Panel	• School policies • Responsible beverage service • Alcohol vendor compliance checks • Workplace policies that address driving after drinking	• Minimum drinking age 21 laws • Zero-tolerance law enforcement • "Use and Lose" Laws • Keg Registration Laws • Underage Drinking Tip-Line • Social Host Liability • Alcohol-Impaired Driving Law Review • High Visibility Saturation Patrols • Integrated Enforcement

Park Rapids Executive Summary From Key Findings Report

Park Rapids has initiated a three-year project to improve roadway safety by growing a positive traffic safety culture. Traffic safety culture includes the shared values, beliefs, attitudes, and behaviors of road users. This report reviews the key findings from a survey of adults in Park Rapids, Minnesota conducted April 6, 2017 through June 9, 2017. The survey focused on two important traffic safety issues: driving after drinking alcohol and distracted drinking. Through a purchased mailing list, 1,200 households were contacted via a mailed survey across Park Rapids, MN (zip code 56470). Of these, 95 letters were returned as undeliverable. A total of 425 surveys were returned resulting in an overall response rate of 38.5 percent.

Overall, most adults in Park Rapids (75%) are concerned about traffic safety. Most (86%) agreed that the only acceptable number of deaths and serious injuries on Minnesota roadways is zero.

Most adults in Park Rapids are making good decisions and have healthy beliefs about driving after drinking alcohol. Most adults reported not driving within two hours of drinking. However, many adults significantly overestimated the prevalence drinking and driving in their community. Most adults had a negative attitude about driving after drinking; had protective beliefs; and reported they have family rules about never driving after drinking. Fewer adults reported having workplace policies about not driving after drinking.

Most adults have positive attitudes and protective beliefs about trying to prevent others from driving after drinking, and most adults are willing to intervene. Most adults feel comfortable and confident to prevent someone from driving if they had been drinking. About four in ten adults reported being in a situation when they could have intervened to prevent someone from driving after drinking in the past 12 months. Of these adults, most have intervened. However, fewer report they regularly intervened.

The survey examined three distracting behaviors: having a conversation on a cell phone while holding it; having a conversation without holding it ("hands-free"); and typing or reading on a cell phone ("texting"). Most adults in Park Rapids are never or rarely engaging in these distracted driving behaviors. However, some are engaging in these behaviors when they drive. Many adults significantly overestimated the prevalence of these distracting behaviors among adults in the community which places them at greater risk.

Many adults have protective attitudes about not having a conversation on a cell phone while holding it and about not texting while driving. Fewer adults have these same protective attitudes about not having a conversation on a hands-free cell phone while driving. Similarly, most adults disapprove of reading or typing on a cell phone while driving; and fewer adults disapprove of having conversations on a cell phone while driving. Some adults perceive that most adults in their community approve of these behaviors. Misperceptions like these may make it more likely that adults will engage in risky behaviors.

Many adults do not feel they are in control of these distracting behaviors. Adults indicated that situations come up that are out of their control that require them to have a conversation or read a message. Many indicated they would feel bad if they called or texted someone who was driving and caused a crash. Some adults do take steps to turn off or put their phone away before driving.

Some adults reported they had a family rule about never reading or typing on a cell phone while driving. Fewer reported family rules about having conversations (either hand-held or hands-free) while driving. Few reported workplace policies addressing these behaviors. Creating family rules and workplace policies are strategies that can change behavior.

Most adults have positive attitudes and protective beliefs about asking a driver to stop reading or typing on a cell phone while driving. Most feel comfortable and confident to ask a driver to stop, and most are willing to intervene. About half of the adults reported being in situations when they could intervene in the past 12 months, and most adults have intervened when the driver was a family member (fewer reported intervening with acquaintances, coworkers, or strangers). However, fewer adults reported intervening regularly. Some adults underestimated intervening behaviors by adults in their community.

Most adults in Park Rapids are concerned about traffic safety and share attitudes, beliefs, and behaviors aligned with a positive traffic safety culture. Most adults are not driving within two hours of drinking. While most adults are never or rarely engaging in distracted driving behaviors, too many are engaging in these behaviors. Many adults have positive attitudes, beliefs, and willingness to intervene with others who engage in these risky driving behaviors. There are opportunities to improve traffic safety culture among adults by growing stronger attitudes, correcting misperceptions, increasing the number of families with rules and workplaces with policies, and bolstering intervening behaviors.

Center for Health and Safety Culture. (2017). *Applying Traffic Safety Culture Community Survey in Park Rapids, MN.* Montana State University, Bozeman, MT (*n*=425)

In Molalla, Oregon, Communities That Care received support from the Clackamas County Department of Transportation and Development to conduct a survey among its residents about behaviors and beliefs regarding aggressive driving and speeding. They learned that most adults in their community have protective beliefs and don't engage in aggressive driving behaviors and don't speed. However, there were still too many people who did engage in these risky behaviors and many misperceived what others did and believed. This information helped the local coalition identify potential strategies.

A Few Results From the Molalla Survey About Aggressive Driving

Overall, most adults in the Molalla area are concerned about traffic safety and believe the only acceptable number of deaths and serious injuries on their roadways is zero.

The survey focused on three aggressive driving behaviors: passing drivers who are driving about the posted speed, following too closely, and speeding. Most adults reported never or rarely engaging in these behaviors. However, many perceived that most adults in their community engage in these behaviors occasionally or more often. These misperceptions may increase these risky behaviors.

Most Adults in the Molalla Area Are Not Engaging in Aggressive Driving Behaviors.

- Most adults (88%) never or rarely pass a driver who is driving about the posted speed. However, 71% perceive that most people pass a driver who is driving about the posted speed occasionally or more often.

- Most adults (91%) never or rarely drive so close to the vehicle in front that it would be difficult to stop in an emergency. However, 79% perceive that most people drive so close to the vehicle in front that it would be difficult to stop in an emergency occasionally or more often.

- Most adults (78%) never or rarely drive more than 10 mph over the posted speed on roads with speeds between 35 mph and 45 mph. However, 75% perceive that most people drive more than 10 mph over the posted speed on roads with speeds between 35 mph and 45 mph occasionally or more often.

- Most adults (62%) never or rarely drive more than 10 mph over the posted speed on roads with speeds between 45 mph and 55 mph. However, 80% perceive that most people drive more than 10 mph over the posted speed on roads with speeds between 45 mph and 55 mph occasionally or more often.

Most Adults in the Molalla Area Believe Aggressive Driving is Unacceptable.

- Most adults (66%) believe that passing a driver who is driving about the posted speed is unacceptable. However, many people (62%) do not believe that most people in their community feel the same way.

- Most adults (97%) believe that driving so close to the vehicle in front that it would be difficult to stop in an emergency is unacceptable. However, many people (39%) do not believe that most people in their community feel the same way.

- Most adults (78%) believe that driving more than 10 mph over the posted speed on roads with speeds between 35 mph and 45 mph is unacceptable. However, many people (50%) do not feel most people in their community feel the same way.

Source: Center for Health and Safety Culture. (2017). *Key Findings Report: Aggressive Driving, Beliefs and Attitudes among Adults in Molalla.* Montana State University, Bozeman, MT.

TIPS

- Investing time in reviewing, discussing, and making meaning of the existing data builds shared understanding. Don't assume everyone understands it the first time.
- Revisiting the data over and over is important. It takes time!
- Mapping the existing portfolio of strategies/countermeasures is an important task in Step 2. Groups often regret not making this a priority!

Step 3: Prioritize

The assessments of the many layers of the social environment of a community reveal common themes, which can align strategies around a common purpose. This common purpose fosters engagement. Furthermore, the assessments reveal critical gaps in strategies, misperceptions about shared culture, and critical beliefs that need to be grown to improve traffic safety. Prioritizing this information facilitates selecting strategies in the next step.

Key Task

- Prioritize efforts using data about consequences, changeability, and current strategies.

Changing behavior is difficult. It takes time and focused effort. Prioritizing avoids efforts being spread too broadly, which can result in minimal impact. Prevalence and severity of consequences, changeability, and current strategies should be considered when prioritizing.

Examples

The health coalition in Box Elder County, Utah, created a subcommittee to focus on injury prevention with their first task being to increase seat belt use. After reviewing local data, they prioritized working on improving law enforcement efforts and reaching middle-aged and older males. They recognized they could reach this population by focusing on workplaces with more skilled labor (i.e., blue collar positions). The focus would be on promoting workplace seat belt policies and training. Secondary efforts focused on reaching families through school and community functions to promote family rules about always using a seat belt.

In Park Rapids, Minnesota, stakeholders went through a formal process to prioritize which traffic safety issue to address first. After reviewing crash data, they decided to take a more in-depth look at impaired driving and distracted driving. They gathered more data from community members and high school students. They also developed an inventory of existing strategies. They then individually rated each issue (i.e., impaired or distracted driving) based on:

- size (or prevalence) using a scale from low prevalence (1) to high prevalence (3)
- seriousness using a scale from not very serious (1) to very serious (3)
- changeability using a scale from not changeable (0) to very changeable (3).

Rank= (Size + (2 x Seriousness)) x Changeability

This process ranked impaired driving higher than distracted driving. They then had a discussion as a group about how this felt overall and if this made sense. They concluded by reaching consensus that focusing on impaired driving was their priority.

TIPS

- Prioritizing with stakeholders increases understanding of the data and ownership in the decision.
- Narrowing the data can make it easier to prioritize. Too much data can be overwhelming, and participants may pull back.
- Conducting a "Gut Check" (i.e., "How does this feel?") after using a prioritization process can identify if anything was missed and help align everyone around the priority.

Step 4: Identify Strategies

Based on the prioritization of opportunities completed in Step 3, a portfolio of strategies is developed appropriate for different layers of the social environment. Each strategy should be based on the best available research regarding effectiveness and outcomes.

Key Tasks

- Identify strategies to address priority issues.
- Adapt strategies (as needed) and plan for pilot implementation within the community.

Traffic safety culture resides across the social environment. Using several strategies as a "portfolio" increases reach across the social environment. When there is more reach across the social environment, it is more likely that the local traffic safety culture changes.

When strategies are implemented locally, they may have to be adapted to "fit" in the local context. These changes should be done carefully so not to lose core components of the strategy. This requires planning and smaller pilots to see how well the strategy works in the local environment.

Examples

In Box Elder County, Utah, the coalition engaged in action planning to implement strategies to increase seat belt use. This gave coalition members tangible, concrete things they could do. At first, the local public health educator found it was difficult. She sensed that coalition members felt they were being asked to "do a favor for the public health office." She reminded them of their purpose and that steps were being taken not for her or her agency but rather for the community. Coalition members then took greater ownership and engaged more.

In Tooele County, Utah, the local public health educator met with other departments in the local public health office and other agencies to identify how efforts to increase seat belt use could be integrated into their existing efforts. For example, mental health providers could speak with their clients about always using a seat belt, tobacco cessation classes could remind clients about using a seat belt, and home visitation nurses could discuss family rules about everyone always using a seat belt with families with infants.

In addition, the educator presented to the local Chamber of Commerce to promote workplace policies among local businesses. The extensive social network of the educator and the coalition allowed for much greater reach of efforts across the social environment to increase seat belt use.

In Park Rapids, Minnesota, coalition members reviewed a list of potential strategies from documents like NHTSA's Countermeasures That Work.[3] They discussed what made sense in their community and what they felt they could make happen to reduce impaired driving. They selected four strategies for implementation in their community:

1. Augment arrest records with the place of last drink (POLD)
2. Bolster the local driver's education curriculum to integrate family rules about never driving after drinking
3. Increase access to and sustainability of Responsible Beverage Service Training for local establishments that serve alcohol (see NHTSA's Countermeasures That Work for more information about Responsible Beverage Service training)
4. Develop a community campaign promoting the local positive norms (e.g., most adults do not drive after drinking alcohol), bystander engagement, and family rules about impaired driving

In Molalla, Oregon, Communities That Care engaged local and county stakeholders in a process to identify and prioritize potential strategies to address aggressive driving and speeding. After reviewing the results of the behaviors and beliefs of adults in their community, they reviewed potential strategies with varying levels of evidence of effectiveness. They selected four strategies:

1. Initiating a local information campaign raising concern about the issue and promoting family rules
2. Enhancing driver skills in local driver's education programs and other training programs
3. Deploying automated speed warning signs
4. Promoting worksite policies about aggressive driving and speeding

TIPS

- Selecting strategies based on a prioritization process (data), readiness, capacity to implement the strategy, and willingness of coalition members to support implementation leads to better outcomes.
- When action planning, breaking down implementation into smaller steps and seeking engagement by multiple coalition members spreads the work and bolsters effective implementation.

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[3] https://www.nhtsa.gov/sites/nhtsa.gov/files/2021-09/15100_Countermeasures10th_080621_v5_tag.pdf

Step 5: Pilot and Refine

To make best use of limited resources and optimize outcomes, strategies should be piloted and refined before large-scale implementation. Communication messages should be piloted with stakeholders and focus audiences prior to broad release in campaigns.

Key Tasks

- Implement and evaluate a pilot of the strategy.
- Review how the pilot went and what might be adapted before implementing on a large scale.

Identifying and fixing problems early saves time, builds trust, and avoids costly mistakes. Implementation is often harder than expected. Trying a new strategy on a small scale leads to greater success in the long term.

Example

In Utah, messages used in media campaigns were tested by sharing the messages with adults and students and asking them to rate their attitudes about the messages. Adults and high school students were recruited to complete separate online surveys. The surveys showed potential messages and then asked respondents how they felt about specific messages using pairs of words that assessed both affective (e.g., positive vs. negative, interesting vs. boring, appealing vs. unappealing, uplifting vs. depressing, etc.) and cognitive attitudes (e.g., trustworthy vs. untrustworthy, persuasive vs. not at all persuasive, clear vs. not clear, helpful vs. not helpful, etc.). This provided feedback on the messages before they were deployed across the communities.

TIPS

- Prioritizing long-term success over short-term action by not skipping this step results in more effective strategies and messages.
- Building time for a pilot into your timeline aligns expectations among stakeholders.
- Sharing lessons learned and even small outcomes from a pilot generates more buy in and engagement for full implementation.

Step 6: Implement

Once refined after piloting, strategies should be implemented broadly across the community with ongoing monitoring and evaluation. Most strategies are only effective when they are implemented well. Excitement and engagement may decrease over time, so it is important to continue to monitor implementation for quality.

Key Tasks

- Align policy, training, and evaluations to support the strategy.
- Implement the strategy across the community.

One way to sustain strategies is by codifying them in policy. For example, a local law enforcement agency could adopt a policy that they will regularly enforce seat belt laws, or a local government could adopt a policy that the contracts issued by the locality require contractors to have seat belt policies.

Communication campaigns can be used as a catalyst to grow awareness, engage new stakeholders, and support the implementation of strategies. Creating behavior change using only a communication campaign requires a lot of "dosage" – that is many people need to continually see and engage with your message over an extended period of time (often years). High dosage usually requires large budgets.

Examples

In Box Elder County, Utah, the coalition reviewed the communication resources they had available to them to increase seat belt use and brainstormed ways they could use these resources to reach across the social environment. The local public health educator used the speaking points addressing concerns about traffic safety and concrete ways agencies and individuals could support increasing seat belt use to reach a variety of agencies. She found they liked hearing about something that they could do after hearing about the concerns regarding the issue. She spoke to her own agency about how they could improve their seat belt policy and training. She met with the school's Parent Teacher Association (PTA), teachers and school staff, the local driver's education program, the local Board of Health, various workplaces, and local service organizations like the Rotary Club to promote family rules about seat belts. She learned what to say to increase impact ("When you're protecting yourself by using a seat belt, you're protecting the ones you love").

In Tooele County, Utah, the local public health educator made a list of all the resources that were available and reviewed it with the coalition so they could find resources they could use. They used existing community events such as National Night Out, back to school events, the local rodeo, and the county fair as opportunities to share information to promote seat belt use. She found out when workplaces were having safety events and asked to participate.

TIPS

- Focused engagement with one or more layers of the social environment (e.g., schools or workplaces) is more effective than trying to reach everyone at the same time.
- Aligning with other efforts to improve health and safety can expand impact.
- Making it easy for coalition members to participate will increase their engagement.
- Asking coalition members and stakeholders to listen and bring back information during implementation will guide ongoing and future efforts.

Step 7: Evaluate

Evaluation facilitates ongoing effectiveness, learning, and understanding of future needs. The work of growing positive traffic safety culture is never complete; with every cycle through the process, new opportunities to improve health and safety are revealed and inform future efforts.

Key Tasks

- Monitor adoption of the strategy.
- Monitor consequence and incident data.

Changing behavior is complex and challenging. While strategies may have the best of intentions, many are ineffective. Learning what is effective (and how strategies are effective) helps coalitions improve and prioritize future efforts. Evaluation is not just about answering the question "Did we make a difference?" It is about learning what works and what doesn't so that future efforts can be more effective.

Examples

In Box Elder County, Utah, the local public health educator leads the coalition every year in a process where they reflect on the previous year's goals and create new ones. They consider what did and did not work and what needs their attention moving forward.

The Utah Department of Public Safety (which was supporting the coalition's efforts to increase seat belt use in their community) conducted annual observation studies of seat belt use as a component of their statewide seat belt use monitoring program. These observational studies provided important feedback to the community about the potential impact of their efforts.

In addition, the survey of community adults that was conducted at the start of the project was repeated. This provided additional insights about how the beliefs and self-reported behaviors of adults in their community had changed during the project. The current plan is that this survey will be repeated every three to four years to monitor progress.

TIPS

- Don't wait until this last step to think about evaluation. Thinking about evaluation at the beginning and constantly revisiting it during each step will significantly increase learning and long-term effectiveness.
- Focusing on evaluating a variety of indicators – not just a reduction in fatalities or serious injuries – leads to more learning and enhanced skills. Changing behavior takes time, and meaningful changes in outcomes may take even longer.
- Taking time to reflect and gather wisdom (personally and as a group) before re-engaging in the steps again will improve planning, implementation, and outcomes. Learning from the past is critical for growing traffic safety culture.
- Celebrating learning and success creates energy to engage coalition members and stakeholders in the process again.

Conclusion

Traffic safety culture is "the shared belief system of a group of people, which influences road user behaviors and stakeholder actions that impact traffic safety."[2]

Improving traffic safety culture involves growing beliefs that increase protective behaviors and decrease risky behaviors among road users and stakeholders. Culture in a community exists within layers of the social environment – among individuals, families, schools, workplaces, organizations, and community-level organizations like local government and law enforcement. Growing shared beliefs across these layers takes time and is facilitated by stakeholders who have established relationships.

Creating a coalition composed of diverse representatives across the social environment leads to greater effectiveness over the long term. In the short term, starting a coalition requires investing in the coalition itself – establishing a shared purpose, developing roles and expectations, and identifying resources that various stakeholders bring to the effort.

While growing a coalition is a critical first step, a healthy coalition requires ongoing effort as the coalition progresses through a process to grow traffic safety culture. This ongoing work to nurture the coalition is important to increase engagement and contributions and to foster sustainability. Building the capacity of coalition members, developing a shared understanding of traffic safety within the community, prioritizing needs and strategies, piloting strategies, supporting broad implementation, and reflecting and evaluating are critical to successful efforts.
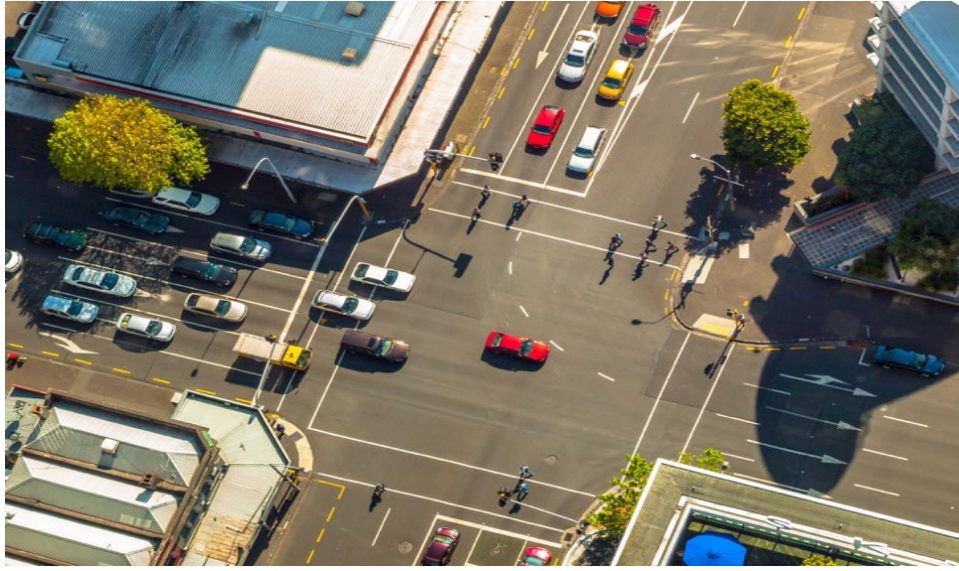
Appendix A – Sample Coalition Organization Document (Box Elder)

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Organization By-Laws

BY-LAWS OF THE
BOX ELDER SAFE COMMUNITIES COALITION

Article One - Name

The name of this coalition shall be the Box Elder Safe Communities Coalition (BESCC). Agencies and citizens from the Box Elder County communities are represented in this coalition.

Article Two - Vision and Mission

Vision Statement

The vision of the BESCC is to provide a partnership between community agencies and individuals working together to create and maintain a safe and healthy environment.

Mission Statement

The mission of the BESCC is to draw upon community resources to strengthen families and individuals by providing education and resources and creating an engaged and connected community.

Article Three - Guidelines

- Utilize sound prevention principles and practices to promote positive mental health development and prevent injury and substance abuse. (Use the Utah Substance Abuse Prevention Guiding Principles (see appendix)).
- Ensure Culturally Competent prevention in all approaches. (Willingness and ability to draw on community-based values, traditions and customs and to work with knowledgeable persons of and from the community).
- Consider sustainability of all prevention approaches.

Article Four - Goals

- BESCC will utilize data gathered from the Bear River Health District and Box Elder County, examples of data sources may include SHARP (Student Health and Risk Prevention), community needs assessments, and other applicable data that address health & safety concerns specific to our area.

- BESCC will create a data driven comprehensive plan that includes goals, objectives, and an ongoing evaluation of the prevention plan.

Article Five - Membership

BESCC will work to have representation from each of the following areas: local government, education, law enforcement, business owners, youth services, parents, social services, faith community, cultural and ethnic groups, justice systems, health services, media, and concerned citizens. BESCC members will review the membership roster, as necessary, to ensure representation from above mentioned areas. The Chairperson and/or the Coalition Coordinator, will meet with new members and provide a new member packet and educate them on the following items: BESCC By-Laws and membership application, Utah Prevention Guidelines (see appendix), BESCC goals and accomplishments.

Article Six - Meeting and Attendance

BESCC Executive Board (EB) is a body of key decision makers in Box Elder County. The EB shall meet bi-annually (March & September). Notice shall be given to each Executive Board member not less than ten (10) days before the meeting is held.

BESCC Community Board (CB) is composed of a Community Board Chair, Vice Chair, and Teams. The CB shall meet quarterly (February, May, August, November). Notice shall be given to each Community Board member not less than ten (10) days before the meeting is held.

BESCC Teams shall meet monthly (or as needed).

Members are asked to attend all respective meetings. If unable to attend, members will send a representative in their place or notify the Coalition Chairperson. Members will be removed from the coalition roster for non-participation following notification form BESCC.

Article Seven - Code of Conduct

This Code of Conduct is a statement of the BESCC's principles and is not intended to cover every situation. Members will be expected to represent the BESCC in a manner consistent with the By-Laws. Members share a responsibility to the community and are expected to lead by example. This means that members must act with civility, respect, and should avoid any activity that would impair the coalition's integrity or jeopardize the community's trust in the BESCC. Failure to comply with the Code of Conduct may result in dismissal.

Article Eight - Officers and Duties

Chairperson

Responsibilities - The Chairperson represents the Box Elder Safe Communities Coalition as a whole to the community. They provide oversight and management, are responsible for meetings, communication, implementation, and evaluation of coalition objectives throughout the year. Chairperson duration will serve for one year. It is intended that after

one year of service that the Chairperson will then serve for an additional year as Post Chairperson.

Duties include, but are not limited to:

- Facilitate coalition meetings and activities - responsible for setting up meeting, agendas, putting discussion into action
- Communicate with Coalition Coordinator
- Promote collaboration, communication, shared decision making, and conflict resolution
- Coordinate committee responsibilities within the coalition
- Participate in assessment, planning, implementation, and evaluation of goals and activities
- Ensure the coalition meets goals and objectives
- Maintains communication with the Executive Board; following up with goals and objectives, approval, and support
- Act as a spokesperson for the coalition

Qualifications:
- Coincide with coalition mission, goals, and By-Laws
- Possess strong leadership and team skills
- Maintain organization within the coalition
- Knowledgeable about the coalition and the issues it addresses

Vice-Chairperson

Responsibilities - The Vice-Chairperson assists the Chairperson in leading strategic and ongoing planning and implementation of prevention initiatives, is to council with and support the Chairperson in execution, and aide committees as sees fit. Vice-Chairperson duration is for one year and will move into Chair position for one year.

Duties include, but are not limited to:

- Assume responsibility in the absence of the Chairperson
- Support Coalition Chairperson in all of their responsibilities
- Communicate with Coalition Coordinator
- Attend coalition meetings and support discussion from a well-informed position
- Act as the spokesperson for the coalition as required

Qualifications:
- Coincide with coalition mission, goals, and By-Laws
- Possess strong leadership and team skills
- Maintain organization within the coalition
- Knowledgeable about the coalition and the issues it addresses

Executive Board Members

Responsibilities: Influential community leaders who can provide resources and who will support the coalition efforts.

Duties include, but are not limited to:

- Secure needed resources for implementing programs, policies and practices
- Assist and support Community Board and Teams as needed
- Support the Coalition's vision, mission, and purpose.
- Knowledgeable about the coalition and the issues it addresses

Community Board

Responsibilities: Builds and sustains a healthy and effective Community Board

Duties include, but are not limited to:

- Establish vision and mission for coalition
- Establish communication and reporting protocols
- Establish decision-making protocols (By-Laws and operating procedures)
- Develop a process for recruiting and educating new community board members
- Foster team-building and recognition activities
- Assist in implementing new programs, policies, and activities
- Assist and support Teams as needed
- Knowledgeable about the coalition and the issues it addresses

Coalition Coordinator

Responsibilities: Coalition Coordinator is responsible for assisting the coalition to oversee and manage its operations.

Duties include, but are not limited to:

- Coalition meetings and communication
- Community engagements
- Assist the coalition in assessment, planning, implementation and evaluation activities
- Report to lead agency
- Assist coalition in developing coalition meeting schedules, agenda, record meeting minutes of coalition/ Teams and ensure timely distribution of meeting minutes
- Keep coalition and committees focused on activities that will meet projected outcomes
- Assist with developing relationships with residents, stakeholders and other community members
- Assist in recruiting new coalition members

- Document coalition activities and progress toward outcomes in reports

Article Nine - BESCC Teams

Responsibilities: Teams responsible for overseeing and implementing the coalition structure and projects.

Duties include, but are not limited to:

Assessment & Capacity
- Collect and analyze substance abuse data (SHARP, Law Enforcement, Hospital, Treatment etc....)
- Identify priorities to address
- Identify Risk and Protective factors to address
- Identify any gaps
- Report findings via written report to Community Board
- Review every 3 years

Strategic Plan
- Develop an inventory of existing programs, policies, and practices that address the priorities and Risk and Protective factors
- Identify gaps in existing services
- Recommend tested, effective programs, policies, and practices to fill the gaps
- Report findings via written report to Community Board

Community Outreach
- Brand BESCC
- Maintain contact with members and executive members
- Work with media/identify opportunities to educate community
- Identify opportunities to celebrate success/foster team building and recognition activities
- Establish decision-making protocols (By-Laws, operating procedures)
- Develop a process of recruitment, i.e., elevator speech, "leave behinds" for new member packets
- Report findings via written report to Community Board

Youth
- Recruit youth for all aspects of BESCC's effort.
- Coordinate with other Teams and community groups to identify meaningful opportunities for young people
- Identify skills and training needed by young people and incorporate appropriate recognition.
- Ensure there are always a minimum of two adults working with the youth at meetings and at all activities.

Funding

- Identify funding needs
- Manage the acquisition of public and private funds to support the Community Coordinator, Community Board and the action plan programs, policies, and practices.

Article Ten - Decision Making

BESCC will enlist suggestions from the group and discuss the ideas. The group will come to a majority consensus in person or in writing, and directed by the Chairperson, and will comply with the decision. The Chairperson will then submit the decision to the Executive Board for review and feedback. The Executive Board will provide support through resources and assisting with linking others that align with the BESCC mission.

Article Eleven - Amendments

BESCC By-Laws will be reviewed at least every three years and amendments or additions may be made at that time. Provisions of the By-Laws may be altered, amended, or revised at any duly called or scheduled meeting of the general membership if approved by majority vote of those in attendance.