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**High School Students Conduct
Seat Belt and Alcohol Awareness Campaigns:
A Statewide Incentive Program**

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TABLE OF CONTENTS

I. INTRODUCTION	1
Background	1
Project Description	2
II. RECRUITMENT AND SELECTION OF HIGH SCHOOLS	3
Marketing Strategy	3
Regional Workshops	4
Selection Process	5
Monitoring of Programs	6
III. OVERVIEW OF PROGRAMS	23
Leadership	23
Activities	23
Comments of Participants	25
IV. RESULTS	30
Methodology	30
Overall Results	30
Belt Use Characteristics of Teenage Motorists	34
Comparison of 1993 Seat Belt Program to 1994 Seat Belt/Alcohol Program	35
V. CONCLUSIONS AND RECOMMENDATIONS	36
REFERENCES	39

APPENDIX A: PROGRAM APPLICATION PACKAGE

APPENDIX B: SEAT BELT DATA COLLECTION PACKAGE

APPENDIX C: SEAT BELT DATA COMPUTER PROGRAM

APPENDIX D: FINAL REPORT FORM

EXECUTIVE SUMMARY

This project examined the effects of high-school-based programs in increasing seat belt use and decreasing drinking and driving among teenage motorists. Seat belt incentive/alcohol awareness programs were initiated at 68 high schools across North Carolina during spring 1994. Students and advisors attended training workshops, then applied for program grants for up to \$500. Each school was required to conduct periodic seat belt use surveys and submit a final program report. All schools conducted alcohol awareness activities and documented these activities in the final reports. Since measuring the effectiveness of a school's alcohol program is extremely difficult, evaluation of behavioral change was focused on reported belt use only.

The findings of this project indicate that the concept of recruiting student groups to conduct seat belt/alcohol awareness programs at the high schools can be effective in increasing belt use among high school students:

- Belt-wearing rates increased an average of 14 percentage points during the project period. Initial reported belt-wearing rates averaged 67 percent. The average reported rate increased to 81 percent by program end.
- Eight schools finished with belt use rates greater than 90 percent. Ten school reported increases of 25 percentage points or more.
- Small amounts of money generated much activity and leveraged substantial additional resources. Approximately \$34,000 were distributed to 68 schools. These programs reached nearly 60,000 high school students. This does not include the activities that were directed at middle and elementary school students and the communities.

A similar project was conducted in 1993 in which programs were focused solely on seat belts. An examination of the data for the two years indicated that the addition of alcohol activities had a positive effect on the programs:

- The number of schools participating increased from 48 in 1993 to 68 in 1994, a 42 percent increase.
- The number of students exposed to the program increased from more than 40,000 in 1993 to more than 60,000 in 1994.
- The average reported belt use rate increased 12 percentage points in 1993 and 14 percentage points in 1994.

I. INTRODUCTION

This report documents a project to increase seat belt use and decrease drinking and driving by North Carolina high school students. The project recruited student groups within high schools across the state to conduct programs aimed at encouraging seat belt use and discouraging impaired driving by teenagers. Advisors and students attended workshops in January and February 1994, where they learned how to apply for modest program grants. Those schools which applied and received cash awards conducted seat belt incentive/alcohol awareness programs during the spring, 1994.

Background

Statistics show that young drivers can benefit from seat belt use. The leading cause of death for U.S. teenagers is motor vehicle crashes (43 percent), followed by homicides (27 percent) and suicides (15 percent) (National Center for Health Statistics, 1991). Regardless of the measurement used, miles driven or number of licensed drivers, younger drivers in the United States experience a high rate of motor vehicle crashes. Injuries sustained in motor vehicle crashes remains the leading cause of death through age 24.

Five thousand four hundred-thirteen teenagers (13-19 years old) died from motor vehicle crashes in 1993. Teenagers comprised ten percent of the U.S. population yet they accounted for 13 percent of all 1993 motor vehicle deaths. Most teenage passenger deaths (65 percent) occur in crashes in which another teenager is driving (Insurance Institute for Highway Safety, 1994).

The danger of alcohol use is intensified with teenage drivers. At a blood-alcohol concentration of .03 percent, 16-19 year olds are three times more likely to be in a fatal crash. The fatal crash risk is 13 times greater at a concentration of .06 percent.

Male drivers 16-19 years old were involved in 30 nighttime fatal crashes per 100 million miles traveled in 1990—about four times the rate for males 30-54 years old. Female drivers 16-19 years old were involved in 13 nighttime fatal crashes per 100 million miles traveled—about three times the rate for female drivers 30 to 54 (IIHS).

In North Carolina, 25 percent of all 1993 licensed 16-year-old drivers were involved in crashes. Nearly half of these crashes resulted in injuries. Eighteen percent of all 17-year-old N.C. licensed drivers experienced crashes. In 1993, there were 43,077 teenage drivers 16-19 years old involved in crashes. This equalled nearly one in every 14 N.C. teenage drivers (North Carolina Department of Transportation).

Several studies show that teenagers tend to use seat belts at rates below other motorist age groups. In 1988, a national study found 24 percent of teens buckling up while 44 percent of adults used belts (Bowman and Rounds, 1989). A 1992 North Carolina study found that drivers younger than age 25 wore lap belts with automatic restraint systems 48 percent of the time compare to 67 percent for 25-54 year olds and 73 percent for drivers older than 54 (Marchetti, Hunter et al., 1993). Observational data collected at 48 N.C. high schools in 1993 indicated that high school students had a 10-point lower belt-wearing rate than for the general driving public (Marchetti, Lowrance, Tolbert, and Hall, 1993).

A number of factors, including inexperience, low tolerance for alcohol and a tendency to not use seat belts, appear to place teenagers at a greater risk for crash involvement NHTSA, 1991; Williams and Lund, 1985; Fell, 1984). Teenage motorists in general, and young male

drivers in particular, are groups in need of seat belt promotion and alcohol awareness programs. This project attempted to reach teens in a most obvious location—high schools.

Project Description

The objective of this project was to initiate seat belt incentive/alcohol awareness programs in 60 to 70 North Carolina high schools. Programs would be conducted by one or more school-based, student organization. The approach used to achieve this objective included:

- 1) recruiting all public and non-public high schools in the state through two mailings which invited schools to send representatives to regional workshops;
- 2) conducting five regional workshops to educate students and advisors about the need for seat belts, the dangers of teenager alcohol consumption, types of program activities students could develop, and the application process to qualify for program grants (as much as \$500 per school);
- 3) selecting 60 to 70 schools to receive cash awards based on the submitted applications;
- 4) monitoring programs' progress through continued communication with the schools receiving grants;
- 5) evaluating the programs based on summary reports submitted by the schools, and by analyzing seat belt use observational survey data also submitted by the schools.

Schools were required to conduct belt use surveys and to report results as part of their applications and to continue monitoring belt use periodically during their programs. In addition to changes in student belt use, the project documented innovative activities, effective strategies aimed at target populations, leadership sources, and recommendations for future programs focusing on teenage drivers.

II. RECRUITMENT AND SELECTION OF HIGH SCHOOLS

Marketing Strategy

HSRC staff talked with several organizations and persons during the previous year's project (1992-93) to make decisions related to mailing lists and times and locations of workshops. We continued to follow the advice of the N.C. Department of Public Instruction, the Division of Non-Public Education, health departments with high school program experience, and select educators across the state during this project's preparation.

Program Scheduling. The overall project year began in October 1993. This meant that school programs needed to occur during the following spring months and conclude by the end of the 1993-94 academic year. In order to avoid holidays and the hectic time between Thanksgiving and the new year, project staff planned the regional workshops for late January and early February, 1994. Schools with approved applications received award checks in early March, and then conducted their programs in April, May and the first week of June. This timing also enabled students to blend program activities with traditional springtime events such as the prom and Prom Promise, beach trips, graduation and alcohol-free graduation parties.

Workshop Scheduling. Educators advised HSRC that the best time to conduct workshops was during the regular school day. They also suggested that workshops be held at locations that would enable students and faculty members to travel from school and then return to school before then end of daily classes. Based on these recommendations, and desiring a short-enough time period to maintain the students' attention, project staff chose to start workshops at 10:00 a.m., provide lunch, and conclude each session by 1:30 p.m.

Locations. HSRC decided to hold five regional workshops and to locate them so that most school representatives attending would have no more than a two-hour drive. Workshop locations also were chosen to attract schools in areas with traditionally low seat belt use. Areas in North Carolina with lower belt use rates include the western mountainous region and the eastern coastal plain. Where possible, college and university facilities were used as another way to attract bright, motivated students. The workshop sites and dates were as follows:

University of North Carolina at Asheville, 1/25/94,
Wake Forest University, Winston-Salem, 1/26/94,
University of North Carolina at Chapel Hill, 1/27/94,
Pembroke State University, Pembroke, 2/1/94,
Beaufort Community College, Washington, 2/3/94.

Information Mailings. All public high school principals, school system superintendents, SADD advisors, student government advisors, health occupations advisors, and non-public school principals received at least one mailing, listing the workshop dates and locations.

An advance notice flier served as the project's first information mailing. The flier briefly described the program, grant eligibility and provided workshop dates and locations. The flier was mailed December 10, 1993 to all the groups listed above. Mailings to principals and superintendents included letter that explained the program in more detail and urged their participation. Superintendents were included to inform them that schools in their district may participate and to enlist their support.

A second letter, including workshop agendas, registration materials and site maps were sent to principals on December 22, 1993. SADD, student government, and health occupations

advisors received cards, notifying them that their principals were receiving registration information. Schools were asked to respond by January 14, 1994.

Regional Workshops

Ninety-three high schools sent representatives to the five workshops. (Seventy schools attended the previous year's workshops.) Most schools sent three to four students and an advisor. The first workshop, held in Asheville, drew representatives from 11 high schools. The Winston-Salem and Chapel Hill sessions both attracted 22 schools. Representatives from 17 high schools came to Pembroke, while the Washington workshop hosted 21 schools.

During the workshops, students and advisors received an overview of the importance of seat belts, and information about why teenagers are an important target group. Project staff presented information about the drinking and driving problems of teenagers, and provided explanations of North Carolina's underage drinking laws.

Workshop coordinators also described program activities students could use and modify during their programs. Some of these included:

- Incentive programs through which belted drivers in school parking lots are rewarded with small prizes;
- *Lifeguard on Duty Program*, an incentive activity where students set up a lifeguard stand in a school parking lot and reward belted drivers with beach-related prizes;
- Kickoff assembly programs with guest speakers such as law enforcement officers, emergency medical professionals, race drivers, or crash victims giving testimonials;
- Mock crashes using police and rescue personnel to describe a staged crash scene and relate the probable outcomes for belted and unbelted occupants;
- Goals for schools to set, seat belt use rates and alcohol awareness objectives and appropriate rewards for reaching goals;
- Competitions between different classes or students and faculties and possible rewards for the winners;
- Ways students can look for and examine alcohol advertising and how it is targeted at youth;
- Activities to address teenagers' beliefs that alcohol is needed to have a good time;
- Program activities for elementary school, middle school and community presentations;
- Contest to create slogan and/or logo for program; and
- Tips on how to get local media involved.

Project staff also gave detailed explanations of the application process and how schools could qualify for grants up to \$500. The application package is contained in Appendix A. Key components of the grant application included the following.

Program Plan. Schools were asked to describe briefly the programs they planned to conduct, including project goals, plus activities and their scheduled dates. Students also were asked to submit a schedule of dates and times additional seat belt surveys would be conducted. HSRC informed students that their plans could change during their programs to address newly

identified targets groups or to compensate for unexpected circumstances. However, developing an initial program plan was an important first step.

Program Expenditures. Each school was required to submit a preliminary, itemized budget. Students were asked to describe briefly the materials, supplies, services and incentive prizes they planned to purchase, with best guess estimates of costs. Budgets could not exceed \$500. Grant monies could be spent on most materials, supplies and small incentive prizes. Funds could not be spent toward expensive prize items or given as cash prizes. Many schools, however, were able to offer higher-value prizes by seeking additional funds from local businesses and other community sources. Whether or not a school planned to use or secured addition funding did not influence the evaluation of the school's application.

Belt Use Survey Data. Application requirements included that students report the results of an initial observational seat belt use survey. HSRC considered the conduct of a quality survey and its results a key component of the application. Procedures for conducting surveys were demonstrated during the workshops. Attendants also received printed instructions. Staff members explained to students that their first survey would provide a baseline reading of their schools' belt use. Following surveys would tell students what kind of impact their programs were having. Survey forms, provided to each school attending, allowed students to analyze belt use by driver, front-seat-passenger, sex, and type-of-vehicle categories. Project sponsors also provided a computer program, on disk, to aid schools in their data analyses. The seat belt survey materials is shown in Appendix B.

Signatures and Letter from Principal. The application materials included a final page for the signatures of the school's principal, the faculty advisor supervising the program, and of a student representative. HSRC felt a successful program would require commitments from the school's administration, faculty and participating students. Principals showed additional support of their students' proposed program with the requested letter.

Students and advisors received clipboard notebooks for attending the workshops. Each notebook could be used for collecting seat belt use data and contained seat belt and alcohol fact sheets, an application form with detailed instructions, and survey instructions and collection forms. A set of three high school seat belt posters, produced through a NHTSA project, also were distributed in whatever quantities students chose to take.

Selection Process

Project staff set February 18, 1994 as the deadline date by which schools were to submit applications. Award notifications were mailed by March 1. Sixty-eight schools applied for program grants. At least two reviewers read and evaluated each application. Reviewers filled out evaluation forms, commenting on proposed program activities, survey results and survey plans, and innovative strategies. Reviewers also offered suggestions to strengthen plans and to point out any problems with proposed budgets. Some schools had to re-submit information such as improved or more developed program plans and changes to budget items not complying with state and federal guidelines.

These evaluation forms were mailed to the schools with award notifications. HSRC hoped that this review process showed the students that their applications were considered carefully and that project sponsors were interested in their ideas.

All 68 schools received program grants. Some schools requested less than \$500. These grant amounts were awarded according to the schools' requests. A sample news release accompanied the award notification letters and evaluation forms. Schools were encouraged to use the release to generate local media coverage of their programs. This appeared to work well with several schools sending copies of news articles.

Figure 1 shows the locations of the 68 schools that conducted programs during the spring of 1994. All geographic regions of North Carolina were represented with several schools in the central piedmont area participating.

Monitoring of Programs

The 68 schools conducted their programs during April, May and early June. Several schools called HSRC to discuss events, new ideas, new budget items and to relay exciting news about their programs. Staff members attended the kickoff events and other activities at a number of schools. A final report form was prepared and mailed to each school in May with a reminder that reports were due by June 30, 1994. See Appendix C for the final report form.

Most schools sent in final reports by the June 30 deadline. A few schools called and requested extensions so they could conduct additional use surveys to measure their programs' effect over the summer break. These schools were asked to send in reports no later than September 15. Some schools did not submit final reports, nor requested extensions, and prompted follow-up phone calls from project staff.

Several schools enclosed T-shirts, videos, printed materials, photographs and other items with their final reports. A summary description of each school and its program can be found on the pages of Table 1.

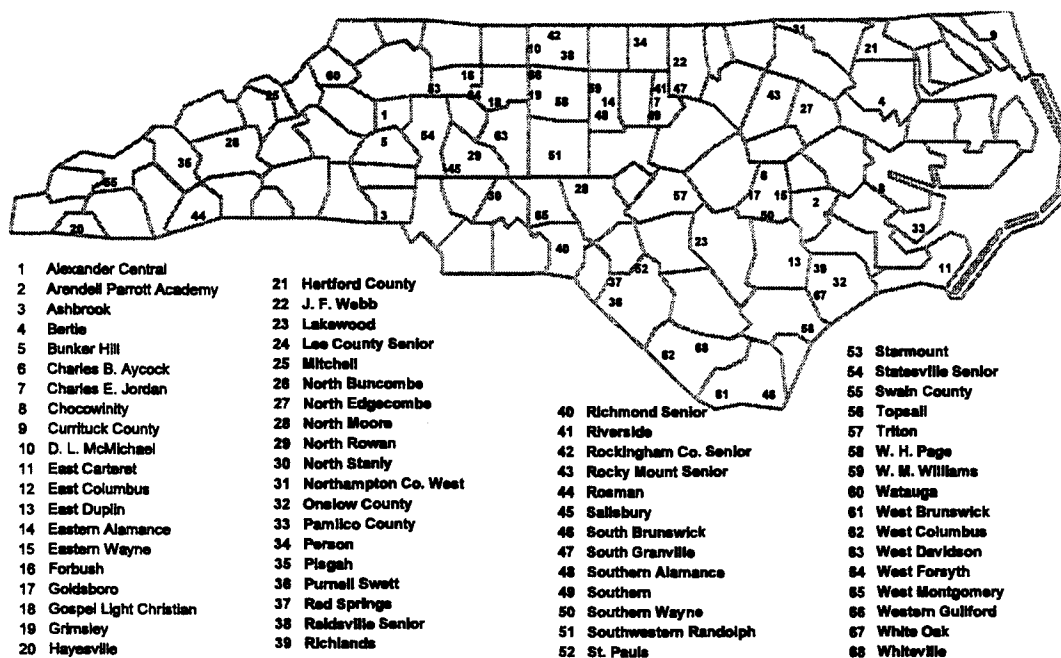


Figure 1. 1994 High School Seat Belt and Alcohol Programs

Table 1. High School Program Summaries**Alexander Central High School**

Public school in Taylorsville with 977 students in grades 10-12. Located in Alexander County.

B e l t U s e		
Baseline	High	Final
76	93	93

Program activities lead by Student Council.

Kicked-off with a school-wide assembly. During the assembly, students stood up and told a fact about drinking and driving or seat belts. Students also wore masks, to show they were dead, for the rest of the day. A local trooper discussed the legal consequences of drinking and driving or not wearing a seat belt. Candy, face balls, bouncing eye balls, and erasers were used as prizes during incentive activities.

Arendell Parrott Academy

Non-Public school in Kinston with 580 students in grades Pre-K--12. Located in Lenoir County.

B e l t U s e		
Baseline	High	Final
76	87	80

Program activities lead by SADD.

Teachers used seat belt topics for art projects and creative writing. SADD members were trained by a local trooper on the proper use of seat belts. These students conducted group sessions with students in grades 1-6. They received stickers that said "I'm No April Fool! I Buckle Up!!!" Lifeguards were posted at both entrances and gave out key chains. A Health Fair was held outside with booths from such organizations as the Highway Patrol, the local health department, and the Traffic Injury Prevention Program of Greenville. Received media coverage from area TV stations and newspapers.

Ashbrook High School

Public school in Gastonia with 1300 students in grades 10-12. Located in Gaston County.

B e l t U s e		
Baseline	High	Final
68	85	85

Program activities lead by Student Council.

Two assemblies were held for the kick-off event. One for sophomores and one for juniors and seniors. A slide presentation was used by a member of the local hospital emergency room staff. Sodas, candy, key chains and school cups were used as incentives. Names of belted students were placed in a drawing for a parking place in the teachers parking lot. Posters were placed around the campus.

Bertie High School

Public school in Windsor with 1275 students in grades 9-12. Located in Bertie County.

B e l t U s e		
Baseline	High	Final
62	90	86

Program activities lead by SADD.

Kickoff event used a talent show to promote seatbelt and alcohol awareness. Vice and Larry participated in kickoff. Drug free ribbons were given out. Received coverage in local paper.

Table 1. High School Program Summaries *continued*

Bunker Hill High School

Public school in Claremont with 670 students in grades 9-12. Located in Catawba County.

B e l t U s e

Baseline	High	Final
88	93	93

Program activities lead by SADD Traffic Safety Club.

Kickoff event featured Dale Jarrett, NASCAR driver, as a speaker. As the program progressed a mock accident was staged for the student body. The Grim Reaper selected students to represent someone being killed by a drunk driver. Safety videos were shown on closed circuit television. Candy and season passes to Carowinds were used as incentives. Received local media coverage.

Charles B. Aycock High School

Public school in Pikeville with 775 students in grades 9-12. Located in Wayne County.

B e l t U s e

Baseline	High	Final
66	88	88

Program activities lead by Aycock Youth Council.

All students were involved in at least one 55-minute workshop on seat belt and alcohol awareness. Local law enforcement and the highway patrol assisted in the workshops. Belted students were stopped by law enforcement officers and given incentives for being belted. Incentives included movie passes, putt-putt passes, and gift certificates.

Charles E. Jordan High School

Public school in Durham with 1490 students in grades 9-12. Located in Durham County.

B e l t U s e

Baseline	High	Final
88	90	90

Program activities lead by SADD.

Program sponsored a tricycle contest during the school's campus carnival. Local businesses donated prizes for the program's Prom Pledge drawing. Stadium cups and T-shirts were used as incentives. Book markers with safety messages were put in all lockers.

Chocowinity High School

Public school in Chocowinity with 650 students in grades 9-12. Located in Beaufort County.

B e l t U s e

Baseline	High	Final
62	77	77

Program activities lead by FBLA, SGA.

Students coordinated seven different days of incentives. Presentations on seat belts and alcohol were made to all 6, 7, and 8th grade classes. Developed in-school advertising and conducted a USA Today survey titled, "Is Drinking Cool?" Also sponsored prom week activities and used Safety-Stat locker stuffers.

Currituck County High School

Public school in Barco with 740 students in grades 9-12. Located in Currituck County.

B e l t U s e

Baseline	High	Final
50	78	78

Program activities lead by SADD.

Program kicked off with a candle light vigil for those killed by drunk drivers. Vince and Larry visited during lunch periods. A contest between the classes for pledges to wear seat belts, was won by the senior class. They received an ice cream party. Beach towels, tumblers, and candy were used as incentives.

Table 1. High School Program Summaries *continued*

Dalton L. McMichael High School	Program activities lead by Students.											
Public school in Mayodan with 1000 students in grades 9-12. Located in Rockingham County.	Program used a drug free assembly and a demonstration with police dogs by local law enforcement officers. Prom week included planting flowers, Prom Promise and giving out door prizes to belted students. Program sponsored a poster contest and a skit for the school's closed circuit TV.											
<table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>57</td><td>88</td><td>88</td></tr></table>	B e l t U s e			Baseline	High	Final	57	88	88			
B e l t U s e												
Baseline	High	Final										
57	88	88										
East Carteret High School	Report pending.											
Public school in Beaufort with 750 students in grades 9-12. Located in Carteret County.												
<table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>67</td><td>—</td><td>—</td></tr></table>	B e l t U s e			Baseline	High	Final	67	—	—			
B e l t U s e												
Baseline	High	Final										
67	—	—										
East Columbus High School	Program activities lead by SADD, Student Council, Health Occupations, Theater and Drama.											
Public school in Lake Waccamaw with 640 students in grades 9-12. Located in Columbus County.	Began with adolescence health fair. Good media coverage including newspaper, radio, and TV. Guest speakers, seat belt demonstration. SADD car wash with flyers. Fifth graders wrote letters to prom attendees. Key chains and coupons to those buckled up during survey at prom.											
<table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>53</td><td>63</td><td>60</td></tr></table>	B e l t U s e			Baseline	High	Final	53	63	60			
B e l t U s e												
Baseline	High	Final										
53	63	60										
East Duplin High School	Program activities lead by SADD, FCA.											
Public school in Beulaville with 625 students in grades 9-12. Located in Duplin County.	Coordinated a "Mock Beverage" contest in which students entered alternative, non-alcoholic beverages. Also staged a car crash scene and used "Dr. Death" character to remind students to buckle up. On three occasions each student received candy with a buckle up or avoid alcohol message.											
<table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>62</td><td>63</td><td>63</td></tr></table>	B e l t U s e			Baseline	High	Final	62	63	63			
B e l t U s e												
Baseline	High	Final										
62	63	63										
Eastern Alamance High School	Program activities lead by Student Council.											
Public school in Mebane with 700 students in grades 9-12. Located in Alamance County.	Kick-off event was an assembly with the national president of DARE. Winning poems and slogans were read during the assembly. Gift certificates and free prom tickets were used as incentives.											
<table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>62</td><td>78</td><td>78</td></tr></table>	B e l t U s e			Baseline	High	Final	62	78	78			
B e l t U s e												
Baseline	High	Final										
62	78	78										

Table 1. High School Program Summaries *continued*

Eastern Wayne High School Public school in Goldsboro with 1500 students in grades 9-12. Located in Wayne County. <table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>82</td><td>89</td><td>89</td></tr></table>	B e l t U s e			Baseline	High	Final	82	89	89	Program activities lead by SADD, HOSA, SGA, Drama Club. Conducted mock trial using real judge, lawyers, and law enforcement officers. Students, teachers and parents served as jurors and witnesses. Painted parking lot speed bumps with buckle up and drive sober messages. Also staged a mock crash using community professionals.
B e l t U s e										
Baseline	High	Final								
82	89	89								
Forbush High School Public school in East Bend with 770 students in grades 9-12. Located in Yadkin County. <table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>71</td><td>80</td><td>80</td></tr></table>	B e l t U s e			Baseline	High	Final	71	80	80	Program activities lead by SADD. Kickoff event with Mrs. Donna Garrison, a member of the Mecklenburg County MADD Chapter. Candy and hats were used as incentives.
B e l t U s e										
Baseline	High	Final								
71	80	80								
Goldsboro High School Public school in Goldsboro with 1200 students in grades 9-12. Located in Wayne County. <table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>74</td><td>89</td><td>89</td></tr></table>	B e l t U s e			Baseline	High	Final	74	89	89	Program activities lead by SADD. Dr. Leouise Bias, mother of Len Bias, brought message of individual values and resisting peer pressure. Students filled out pledge cards and a "Contract for Life." Numbered key chains were distributed and used for drawings each morning. Other incentives included water bottles, pencils, window scrapers, and chamois cloths.
B e l t U s e										
Baseline	High	Final								
74	89	89								
Gospel Light Christian School Non-Public school in Winston-Salem with 529 students in grades 5-12. Located in Forsyth County. <table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>77</td><td>88</td><td>88</td></tr></table>	B e l t U s e			Baseline	High	Final	77	88	88	Program activities lead by Service Club. Raffle tickets for prizes were periodically given to belted students. Vince and Larry skits were presented at lunch with all in attendance receiving a "snap two together" sticker. Other prizes included clear plastic cars filled with candy and car designed stationary. To end the program, every belted passenger received a safety pop and adults were given colored notepads.
B e l t U s e										
Baseline	High	Final								
77	88	88								
Grimsley High School Public school in Greensboro with 1400 students in grades 9-12. Located in Guilford County. <table><tr><td colspan="3">B e l t U s e</td></tr><tr><td>Baseline</td><td>High</td><td>Final</td></tr><tr><td>90</td><td>—</td><td>—</td></tr></table>	B e l t U s e			Baseline	High	Final	90	—	—	Report pending.
B e l t U s e										
Baseline	High	Final								
90	—	—								

Table 1. High School Program Summaries *continued***Hayesville High School**

Public school in Hayesville with 375 students in grades 9-12. Located in Clay County.

B e l t U s e		
Baseline	High	Final
48	69	69

Program activities lead by SADD.

During half-time of a home basketball game, the lights were dimmed and students with painted faces and candles came onto the court. They represented the number of people killed by drunk drivers in the past year. A "Friends don't let friends drink and drive" sign was posted at the school's entrance. Vince and Larry passed out T-shirts and candy to belted students.

Hertford County High School

Public school in Ahoskie with 1300 students in grades 9-12. Located in Hertford County.

B e l t U s e		
Baseline	High	Final
42	74	74

Program activities lead by SGA, SADD, HOSA, Drama, Art, Shop.

Lifeguards passed out soft drinks to belted drivers. A mock crash was staged by local health and law enforcement officials. On "Bandage Day" persons wearing bandages represented someone injured from not wearing a seatbelt, by driving under the influence, or by a drunk driver. Videos were shown on closed circuit TV. Tombstones lined the grass near the student parking lot. Ribbons with safety messages were tied on every student's car. Key chains were used as incentives.

J. F. Webb High School

Public school in Oxford with 1077 students in grades 9-12. Located in Granville County.

B e l t U s e		
Baseline	High	Final
53	83	83

Program activities lead by SADD, Key Club.

A list of students recorded wearing their seat belts was posted. These names were also put into a drawing for prizes. These students were invited to a cookout near the end of the school year.

Lakewood High School

Public school in Roseboro with 551 students in grades 9-12. Located in Sampson County.

B e l t U s e		
Baseline	High	Final
59	85	85

Program activities lead by Student Government.

Began program with "Pledge Week." Students pledged to wear seat belts and not drink and drive. Drawings every Friday for incentives; belted drivers given candy. Kick off assembly with mock crash. Weekly public service announcements. Wrap-up assembly with Miss North Carolina with focus on Prom including Prom Promise.

Table 1. High School Program Summaries *continued*

Lee County Senior High School

Public school in Sanford with 2000 students in grades 9-12. Located in Lee County.

B e l t U s e		
Baseline	High	Final
63	72	70

Program activities lead by SADD.

Highway safety video tapes were shown with the in-school news program. Highway safety literature was placed on display and given to interested individuals. Candy, gift certificates, and cups were used as incentives.

Mitchell High School

Public school in Bakersville with 650 students in grades 9-12. Located in Mitchell County.

B e l t U s e		
Baseline	High	Final
56	89	89

Program activities lead by Student Council, SADD.

MADD key chains were given out with prom tickets. Candy, key chains, and windshield shades were used as incentives. David Thompson, a former professional basketball star, spoke to students about being drug free.

North Buncombe High School

Public school in Weaverville with 837 students in grades 9-12. Located in Buncombe County.

B e l t U s e		
Baseline	High	Final
72	83	83

Program activities lead by SADD, HOSA.

Students erected a chain of life. A state trooper from Mississippi spoke to the student body. Red ribbons were tied on antennas. Received coverage from local radio station.

North Edgecombe High School

Public school in Tarboro with 445 students in grades 9-12. Located in Edgecombe County.

B e l t U s e		
Baseline	High	Final
71	88	88

Program activities lead by HOSA.

Juniors and seniors presented a mock funeral with the assistance of a local funeral home and rescue squad. A mirror was placed in the casket and students saw their reflection as they viewed the body. A seat belt simulator was on display during lunch periods. Videos were shown on channel 1. Candy and coupons were used as incentives. Seat belt bumper stickers were given to all student drivers. Received media coverage from local news paper and area TV station.

Table 1. High School Program Summaries *continued***North Moore High School**

Public school in Robbins with 552 students in grades 9-12. Located in Moore County.

B e l t U s e		
Baseline	High	Final
66	95	88

Program activities lead by SADD.

Kickoff assembly with mock trial using local rescue squads, law enforcement, doctors, nurses, morticians, and students. Incentives included a car wash, privilege parking for belted drivers and passengers, candy kisses, and a "get out of homework free" card. During "Lifeguard Week", unbelted students were given a life preserver to wear during the day.

North Rowan High School

Public school in Spencer with 700 students in grades 9-12. Located in Rowan County.

B e l t U s e		
Baseline	High	Final
59	80	80

Program activities lead by Student Government, Visions (drug-free club), HOSA.

Program sponsored a school-wide cookout with Vince and Larry. Drawings using the license plate numbers of cars with belted drivers were an incentive, activity. Program also picked names of bus riders in order to reach as many people as possible. Key rings with the slogan "Cavaliers buckle up" was given to every student.

North Stanly High School

Public school in New London with 619 students in grades 9-12. Located in Stanly County.

B e l t U s e		
Baseline	High	Final
83	90	90

Program activities lead by SADD.

Local law enforcement officer spoke to promote safety awareness at kickoff event. Red ribbons were tied to automobile antennas and SADD members performed "egg" car crashes. Lifeguards were on duty in the student parking lot. Tombstones of celebrities who died from alcohol related accidents were put on the front lawn. HOSA bandaged students during lunch to show what a person would look like after an unbelted crash. "Planted flowers not students" in a 10 ft circular garden. NCGHSP videos were shown on closed circuit TV.

Northampton County High School - West

Public school in Gaston with 432 students in grades 9-12. Located in Northampton County.

B e l t U s e		
Baseline	High	Final
64	—	—

Report pending.

Table 1. High School Program Summaries *continued*

Onslow County High School

Public school in Jacksonville with 140 students in grades 9-12. Located in Onslow County.

B e l t U s e		
Baseline	High	Final
70	85	85

Program activities lead by SADD.

Kick-off was a dinner with a guest speaker. Members of the Highway Patrol, the local rescue unit, insurance agencies and local law enforcement agencies discussed highway safety with small groupings of students. Recognized as Grand Champions in Nationwides's Prom Promise for 1994.

Pamlico County High School

Public school in Bayboro with 603 students in grades 9-12. Located in Pamlico County.

B e l t U s e		
Baseline	High	Final
54	67	67

Program activities lead by SADD,HOSA.

Life guards along with Vince and Larry handed out dum dum lollipops. A mock crash was held by the entrance to the student parking lot. A \$15 gift certificate was given to the winner of their slogan contest. Received local media coverage.

Person High School

Public school in Roxboro with 1587 students in grades 9-12. Located in Person County.

B e l t U s e		
Baseline	High	Final
56	73	73

Program activities lead by SADD, Prom Committee, Project Celebration.

An assembly with Patrick T. Grady focused on drug and alcohol use. Boxes of popcorn and cotton candy were given to students who were wearing their seat belts. Discounts for funerals were given to unbelted students. A 19" color TV was donated for the Prom Promise drawing. Received recognition from the local media.

Pisgah High School

Public school in Canton with 837 students in grades 9-12. Located in Haywood County.

B e l t U s e		
Baseline	High	Final
72	84	84

Program activities lead by SADD, HOSA.

Activities included observed un-belted drivers and passengers being arrested in fun by local police. Officers came to classes and cuffed those motorists seen without belts. These seat belt criminals then attended a program on seat belt use facilitated by the police officers. Also used pledge cards, a Chain of Life, Grim Reaper events, and periodic incentive activities.

Purnell Swett High School

Public school in Pembroke with 1496 students in grades 9-12. Located in Robeson County.

B e l t U s e		
Baseline	High	Final
33	—	—

Report pending.

Table 1. High School Program Summaries *continued***Red Springs High School**

Public school in Red Springs with 650 students in grades 9-12. Located in Robeson County.

B e l t U s e		
Baseline	High	Final
36	75	51

Program activities lead by SADD, RSHS Show Choir, JROTC.

Kick-off event featured the "Montel Winfrey Show." The skit had a variety of guest, for example, a dead student, the student that killed him and a state trooper. On "Death Day " students were given strips of colored paper to pin to their clothing. The assistant principal chose the color pink. Every student with a pink strip couldn't talk to anyone unless they also had a pink strip. The program sponsored a door decorating contest. SADD presented an assembly with a surprise visit from a fellow student, restricted to a walker by a drunk driver. Candy and pencils were used as incentives. Received local TV coverage.

Reidsville Senior High School

Public school in Reidsville with 750 students in grades 9-12. Located in Rockingham County.

B e l t U s e		
Baseline	High	Final
76	81	74

Program activities lead by SADD.

Kickoff event was an assembly with Lt. Pete Collins from the Mississippi Highway Patrol. Safety videos were shown on closed circuit TV. Coupons and gift certificates from local businesses were used as incentives.

Richlands High School

Public school in Richlands with 600 students in grades 9-12. Located in Onslow County.

B e l t U s e		
Baseline	High	Final
73	86	86

Program activities lead by SADD.

Kick-off event was a "Just Say Yes To Healthy Living/Seat Belt Awareness Fair." Local government, law enforcement, and health agencies were present. Program sponsored a candlelight vigil. "The Remembrance Quilt" was unveiled at the vigil. Candy, key chains, and stadium cups were used as incentives. Received local TV coverage.

Richmond Senior High School

Public school in Rockingham with 1554 students in grades 10-12. Located in Richmond County.

B e l t U s e		
Baseline	High	Final
75	84	74

Program activities lead by SGA.

Kick-off event showed several videos on channel 1. One video consisted of interviews of several students who had been in a serious car crash. Five dollar gift certificates from a gas station and a music store were used in a drawing of belted students. "Raider" footballs and local fast food gift certificates were used as incentives.

Table 1. High School Program Summaries *continued*

Riverside High School

Public school in Durham with 1300 students in grades 9-12. Located in Durham County.

B e l t U s e

Baseline	High	Final
83	94	93

Program activities lead by SADD, HOSA.

A rescue scene with local health officials was used as a kick-off. Seat belt posters were posted around the school. Purple glitter pens with the message "Buckle up for a brighter future" were handed out to students. Cups, water bottles, and candy were used as incentives.

Rockingham County Senior High School

Public school in Wentworth with 750 students in grades 9-12. Located in Rockingham County.

B e l t U s e

Baseline	High	Final
71	84	84

Program activities lead by SADD.

Distributed posters, red ribbons, and a Mississippi State Trooper spoke at an assembly. Received local media coverage.

Rocky Mount Senior High School

Public school in Rocky Mount with 1120 students in grades 10-12. Located in Nash County.

B e l t U s e

Baseline	High	Final
79	80	80

Program activities lead by SADD, SASI, FCA.

Highway safety posters were posted throughout the school. Winners of the door decoration contest received t-shirts. A school-wide assembly with a guest speaker from the highway patrol gave a presentation called "Just Four Beers". Program also sponsored Grim Reaper Day and a BYOB (Bring Your Own Banana) party.

Rosman High School

Public school in Rosman with 468 students in grades 7-12. Located in Transylvania County.

B e l t U s e

Baseline	High	Final
45	88	88

Program activities lead by SADD.

Kick-off was an assembly presented to the entire student body. Assembly consisted of a mock funeral along with video's about seat belt usage. Winners of the seat belt logo contest received gift certificates valued at \$40, \$30, and \$20. Students filled out pledge cards during SADD Awareness Week. The cards were put into a drawing for prizes worth \$40, \$30, and \$20. Received local media coverage.

Salisbury High School

Public school in Salisbury with 734 students in grades 9-12. Located in Rowan County.

B e l t U s e

Baseline	High	Final
81	—	—

Report pending.

Table 1. High School Program Summaries *continued***South Brunswick High School**

Public school in Southport with 850 students in grades 9-12. Located in Brunswick County.

B e l t U s e		
Baseline	High	Final
86	88	85

Program activities lead by Anchor Club.

A highway patrolman spoke with 4 groups of 150 students. Program sponsored an after prom party with a wide variety of prizes. Received local community support and media coverage

South Granville High School

Public school in Creedmoor with 725 students in grades 9-12. Located in Granville County.

B e l t U s e		
Baseline	High	Final
73	85	85

Program activities lead by Prom Promise.

Kick-off event was a school wide assembly using a mock funeral and videos. Key chains, T-shirts, and candy were used as incentives. Community-wide activities including "Red Ribbon Day" and literature to parents to encourage belt use.

Southern Alamance High School

Public school in Graham with 900 students in grades 9-12. Located in Alamance County.

B e l t U s e		
Baseline	High	Final
80	80	80

Program activities lead by Key Club, SADD, SANA (Students Against Narcotics Abuse).

During the kick-off event, the grim reaper gave out death certificates to unbelted students and candy to belted students. At a school wide assembly a skit portrayed an after prom party. The skit continued with a judge finding a student guilty of the murder of his girlfriend by drinking and driving. The assembly moved to the football field where a mock crash was created. Two rescue units, two fire departments, a highway patrolman and the Carolina Air Care helicopter assisted in the skit.

Southern Durham High School

Public school in Durham with 1100 students in grades 9-12. Located in Durham County.

B e l t U s e		
Baseline	High	Final
83	98	98

Program activities lead by SGA, SADD, DARE.

Kickoff assembly included local college basketball stars in an actual scrimmage with the varsity team. Players and other speakers encouraged seat belt use and cautioned against drugs and alcohol. Used "reverse DARE"—5th grade students wrote letters to students who purchased prom tickets encouraging them to have fun and be safe. (Organizers insured that all 5th graders received a return letter from a high school student). Fantastic community support with lots of donated prizes. Special emphasis on Prom Promise and Project Graduation.

Table 1. High School Program Summaries *continued*

Southern Wayne High School

Public school in Dudley with 1200 students in grades 9-12. Located in Wayne County.

B e l t U s e		
Baseline	High	Final
60	90	75

Program activities lead by SADD, Student Council.

Seat belt safety posters were posted around campus for a poster contest. Seat belt safety tests were administered to the entire school. Lifesavers and sportsbottles were used as incentives. Safety messages were placed on windshields and lockers. A follow up seat belt test was given. Received local media coverage.

Southwestern Randolph High School

Public school in Asheboro with 850 students in grades 9-12. Located in Randolph County.

B e l t U s e		
Baseline	High	Final
60	74	74

Program activities lead by SADD.

Kick-off used local health and law officials to present a mock crash. Seniors that pledged not to drink on graduation night received a small cedar chest from a local furniture store. SADD bought every senior a ticket to a county wide party for seniors. T-shirts were used as incentives.

St. Pauls High School

Public school in St. Pauls with 600 students in grades 9-12. Located in Robeson County.

B e l t U s e		
Baseline	High	Final
54	—	—

Report pending.

Starmount High School

Public school in Boonville with 600 students in grades 9-12. Located in Yadkin County.

B e l t U s e		
Baseline	High	Final
79	83	83

Program activities lead by SADD.

Program invited MADD President to be the guest speaker. Coupons and gift certificates from local businesses were used for incentives. Program ended with project graduation. Received local media coverage.

Statesville Senior High School

Public school in Statesville with 750 students in grades 9-12. Located in Iredell County.

B e l t U s e		
Baseline	High	Final
68	81	81

Program activities lead by SADD.

Red Ribbons were distributed to teachers and students as a symbol of the program. Candy was given to everyone wearing a ribbon on designated days. Seat belt commercials were aired on closed circuit TV. An ice cream party, pencils, and key chains were used as incentives.

Table 1. High School Program Summaries *continued***Swain County High School**

Public school in Bryson City with 500 students in grades 9-12. Located in Swain County.

B e l t U s e		
Baseline	High	Final
55	90	81

Program activities lead by The DREAM Team (Drug Resistance Education Athletic Models).

Program began with an assembly. Student-faculty contest ended with faculty members serving the students soft drinks during final exams. A program presented by state troopers was held for juniors and seniors. Prizes such as key chains and t-shirts were awarded to belted students and faculty members during surveys.

Topsail High School

Public school in Hampstead with 350 students in grades 9-12. Located in Pender County.

B e l t U s e		
Baseline	High	Final
72	78	78

Program activities lead by SADD.

Used vince and Larry as part of school-wide kickoff. Used mock crash and Prom Promise activities. Miss North Carolina came to school and spoke on behalf of safety program.

Triton High School

Public school in Erwin with 1300 students in grades 9-12. Located in Harnett County.

B e l t U s e		
Baseline	High	Final
81	89	89

Program activities lead by SADD.

Kickoff event used representatives from ENCARE and local law enforcement agencies. Incentives were given to belted students on three occasions. Vince and Larry were present at all three. Received local media coverage.

Walter Hines Page High School

Public school in Greensboro with 1500 students in grades 9-12. Located in Guilford County.

B e l t U s e		
Baseline	High	Final
74	86	86

Program activities lead by SADD.

Homeroom and hallway displays encouraged students to buckle up. Activities were focussed on safety at the prom. Red ribbons and pledge cards were used to remind students to buckle up and avoid drinking and driving.

Table 1. High School Program Summaries *continued*

Walter M. Williams High School

Public school in Burlington with 1060 students in grades 9-12. Located in Alamance County.

B e l t U s e		
Baseline	High	Final
72	90	90

Program activities lead by SADD.

Kickoff program was called "white out". Every 10 minutes a SADD member would place 2 white stickers on his/her face to represent alcohol related deaths. Vince and Larry along with DARE officers were also present. A casket was placed in the lunchroom. Burlington Fire and Police Departments created a mock crash scene. Candy and a pizza party were used as incentives. Received local media coverage.

Watauga High School

Public school in Boone with 1500 students in grades 9-12. Located in Watauga County.

B e l t U s e		
Baseline	High	Final
66	86	86

Program activities lead by HOSA, SADD.

Vince and Larry were available during lunch periods for the kickoff event. Students signed pledge cards and tied "Watauga Blue" ribbons onto their antennas. Everyday three drawings for prizes valued at \$25 and two other donated coupons were used as incentives to get pledge card signatures. Received recognition from the local media.

West Brunswick High School

Public school in Shallotte with 933 students in grades 9-12. Located in Brunswick County.

B e l t U s e		
Baseline	High	Final
71	71	65

Program activities lead by SADD, HOSA, VICA, Art Club, JROTC.

Program painted speed bumps with "Get a Grip" logo. A state trooper presented a seat belt /alcohol awareness program with graphic slides of crashes. A mock crash was staged on the football field for juniors and seniors. Miss North Carolina delivered a message to juniors and seniors focusing on building self-esteem and making the right decisions. Key chains, bumper stickers, pencils, and locker hangers were distributed as reminders to buckle up and not to drink and drive. Vince and Larry were positioned at the prom exit as a final reminder. Program received local media coverage.

West Columbus High School

Public school in Cerro Gordo with 700 students in grades 9-12. Located in Columbus County.

B e l t U s e		
Baseline	High	Final
50	89	89

Program activities lead by HOSA.

Kickoff event was a 2-hour assembly with a mock accident. Local law enforcement officials participated. All students riding the bus participated in safety checks. Those receiving 4 or more tokens were invited to a pizza party. A casket was displayed in the atrium of the main building. Vince and Larry along with life guards and key tags used as reminders to be safe.

Table 1. High School Program Summaries *continued***West Davidson High School**

Public school in Lexington with 500 students in grades 9-12. Located in Davidson County.

B e l t U s e		
Baseline	High	Final
77	90	90

Program activities lead by SADD.

Kickoff used local surgeons, EMT workers, lawyers, and highway patrolmen to discuss drinking and driving along with seat belt use. Planted flowers with the heading "Plant a flower, not a body". Final event was a free after-prom breakfast in the cafeteria. These events received coverage in the local newspaper.

West Forsyth High School

Public school in Clemmons with 1623 students in grades 9-12. Located in Forsyth County.

B e l t U s e		
Baseline	High	Final
80	86	86

Program activities lead by SADD.

Local law enforcement sponsored a school wide assembly. Gift certificates, T-shirts, key chains, and dinner to a local restaurant were used as incentives. A crashed car was placed on campus during Prom Week. Police officers issued warning citations to unbelted students in the student parking lot. Received local media coverage.

West Montgomery High School

Public school in Mt. Gilead with 640 students in grades 9-12. Located in Montgomery County.

B e l t U s e		
Baseline	High	Final
68	76	76

Program activities lead by SADD.

Kickoff event used colored paper with every students signature to construct a "chain of life". Candy with safety messages were distributed to each student. Candy bars with safety messages were distributed to everyone turning 16 during the school year. A "BYOB", "Bring your own banana", ice cream party was held for all students. On "Grim Reaper Day", preselected students were asked to act as victims of drunk drivers. They assembled and formed a morgue at the end of the day. Students made seat belt and anti-alcohol posters. Received local newspaper coverage.

Western Guilford High School

Public school in Greensboro with 852 students in grades 9-12. Located in Guilford County.

B e l t U s e		
Baseline	High	Final
72	77	77

Program activities lead by SADD.

Program used highway patrol along with MADD in an assembly focusing on seat belt improvement and Prom Promise. Gift certificates for CD's, McDonalds, movies and baseball games were used as incentives.

Table 1. High School Program Summaries *continued*

White Oak High School

Public school in Jacksonville with 980 students in grades 9-12. Located in Onslow County.

B e l t U s e		
Baseline	High	Final
65	73	73

Program activities lead by SADD.

"Get a Grip Buckle Up. . ." was posted in front of the school. A billboard was donated using the same logo. Videos were shown on channel 1. Statistics and personal experiences were included in the daily announcements. Bumper stickers were given to faculty, students, and members of the community. Posters were posted in 150 local businesses. Juniors and seniors received discounts from local merchants for signing the prom pledge. Juniors and seniors viewed a slide show presented by local EMS. On "Lost Friend Day" students painted their faces to represent friends lost to alcohol related crashes. Candy was used as incentives.

Whiteville High School

Public school in Whiteville with 750 students in grades 9-12. Located in Columbus County.

B e l t U s e		
Baseline	High	Final
47	72	72

Program activities lead by Prom Committee, SADD.

Very successful mock crash at school led the SADD club to create a float for a local parade. A mock crash using two cars was set up on a flatbed trailer borrowed from a local trucking company. Drug/alcohol free and buckle up signs were posted on the float. SADD club members riding on the float threw candy to the crowds and admonished onlookers to buckle up.

III. OVERVIEW OF PROGRAMS

Leadership

Through the initial mailings and workshop discussions, project sponsors suggested that at least one club or other student organization serve as program coordinators and leaders. Applications and final reports submitted by the participating schools indicated that Students Against Driving Drunk (SADD) groups and student government organizations conducted a great majority of the programs.

SADD chapters, alone or with other groups, served as leaders for about 50 of the 68 programs. Student government groups, with or without help, conducted approximately 15 programs. SADD and student government groups served as program co-leaders at six of the participating schools.

Other lead groups included: Fellowship of Christian Athletes, health occupations students, drama clubs, art clubs, key clubs, prom committees, business education students, and Jr. ROTC participants.

Student government students appear to be an especially good group to lead seat belt and alcohol programs. Student Councils and Student Government Associations are comprised of peer-elected leaders. They often are bright and motivated young people who lead by example and by persuasive reasoning.

Activities

Most of the programs started with some type of special kickoff event. Many schools used assembly programs to introduce their campaigns. Mock crashes with students portraying injured motorists and local law enforcement and emergency medical personnel participating as narrators and speakers were popular assembly programs. Others included skits showing situations leading to crashes; parodies of TV talk shows; presentations by medical professionals, motivational speakers, and race car drivers; and personal crash testimonies by students and their families.



Sweet treats



Currituck County High School student Shannon Stallings hands a candy reward to fellow student, Spencer Austin, for wearing his seat belt. Stallings and other members of the school's SADD chapter distributed sweet treats to belt wearers as part of a campaign to promote highway safety. CCHS recently began a project to help educate the student body on the importance of wearing seat belts. (Staff photo by Diane Knox)

Some schools used their program kickoffs to debut safety-belt and alcohol-related videos produced by students. In many cases, these videos were shown repeatedly on the schools' closed-circuit TV systems. A number of schools used campaign slogan and logo contests to spark student interest and involvement. The winners were announced, and the slogans and logos unveiled, during kickoff assemblies. One school's opening assembly included an appearance and speech by the reigning Miss North Carolina.

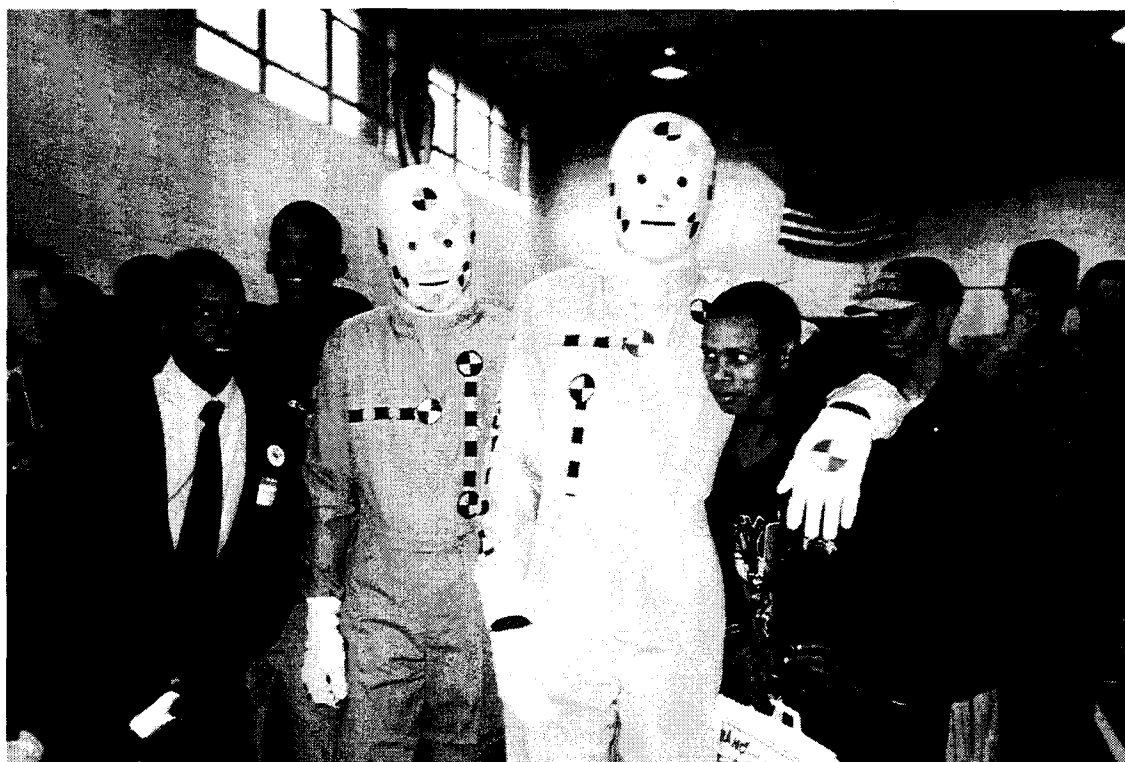
Kickoff day often coincided with the first day of incentive activities. Workshop speakers stressed that the programs should reward and reinforce seat belt use with positive actions. Most schools accomplished this by giving small prizes (incentives) to belted students as they entered or exited school parking lots. Incentives varied from school to school and included some of the following: candy, soft drinks, T-shirts, note pads, stadium cups, water bottles, fast food coupons, pencils, key rings, movie passes, miniature golf gift certificates, and beach-related items.

Some programs also entered the names of belted students in drawings for larger grand prizes such as prom packages, including limousine service, photos and dinner; baseball caps; gift certificates to music stores; a television set; amusement park season passes; local restaurant gift certificates; and invitations to BYOB—Bring Your Own Banana—ice cream parties. Other schools kept a record of all students spotted with belts in place. Any student spotted a specified number of times enjoyed a free period and/or snacks like pizza and ice cream. A number of programs provided small incentives to students who signed belt-wearing/no drinking and driving pledges. Some programs placed the names of students signing pledges into drawings for larger prizes.

Activities other than kickoff and incentive events further demonstrated the creativity of the students. Several schools erected metal and wooden signs in parking lots. The signs displayed buckle up and stay sober messages. One school worked to get a billboard donated

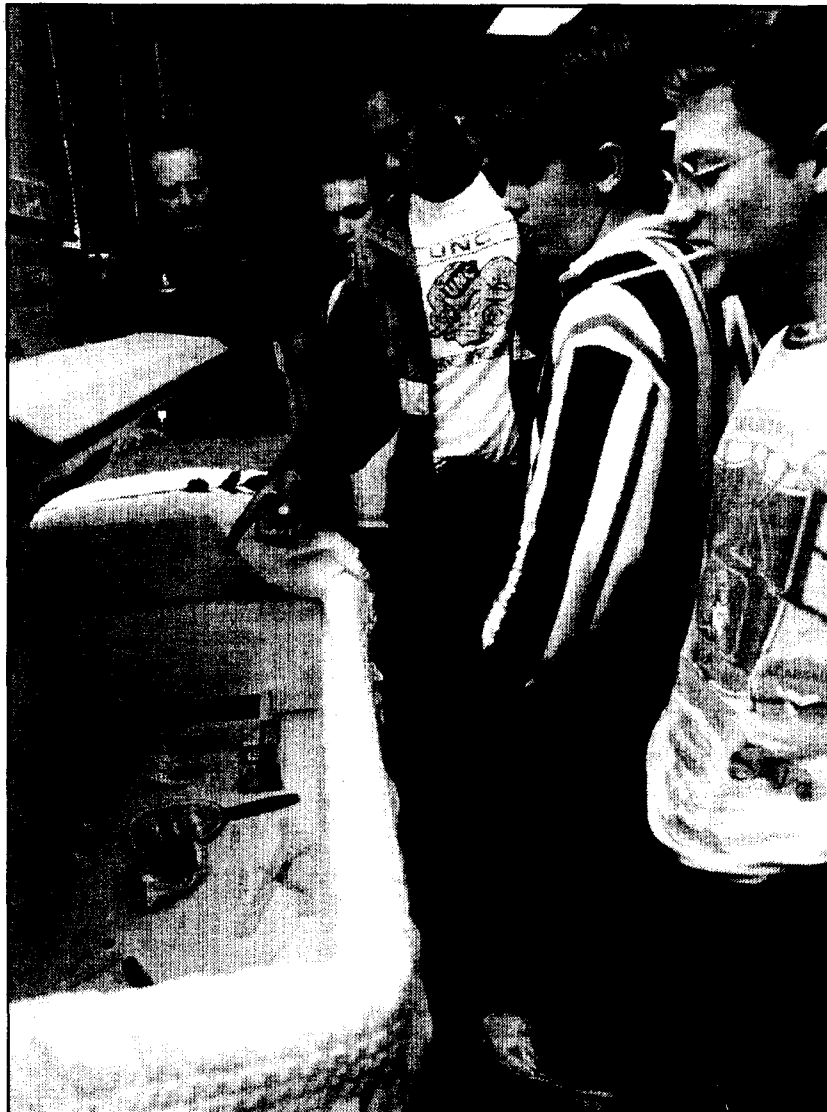
for a month during its program. Several schools generated local and county media coverage (TV, radio and newspaper). Some expanded their programs, giving presentations at elementary and middle schools. Other programs fostered competition between the different grades by posting updated seat belt use rates each week. At many schools, each program day began and/or concluded with a seat belt or drinking and driving statistic given during intercom announcements. Program activities took place during halftimes of basketball games, at health fairs, through skits and poems recited during lunch periods and on school bulletin boards.

Many programs ran concurrently with Prom Promise promotions. These programs peaked the day of the prom. SADD sponsored "Ghost Out" days, complete with tombstones in courtyard areas were popular. Other programs climaxed with graduation. Several schools planned program events that set the stage for a safe and sober graduation and after-graduation parties. Table 1 provides a brief summary of each school's activities.



Comments of Participants

One section of the final report form asked the schools to give their impressions of what did and did not work. Students and advisors gave recommendations for future programs and some pitfalls to avoid. Comments expressed by the schools were overwhelmingly positive. Most stated that the programs were beneficial and were a good experience for the students. Many teachers wrote that they were delighted at how effectively their programs produced increases in their schools' seat belt use rates. Many conveyed feelings that their efforts will prevent crash injuries and deaths. Negative comments usually expressed a lack of time due to other spring activities in schools. Several reports also indicated that schools would like to see more sources of materials (both seat belt and alcohol) to use in their programs.



Sherry Williams / Times-News

Burlington Police Cpl. G.K. Turner, left, speaks to students at Williams High School about drug abuse Wednesday. The students are, from left, Travis May, James Dixon, Craig Baggerly and Rick Murph.

Specific recommendations to other schools undertaking seat belt incentive/ alcohol awareness programs included the following.

- Skits performed by students work well as part of assembly programs. Boring speakers do not.
- Combining our efforts with our local Nationwide Insurance office helped make our program a big success.
- Enthusiastic kickoff assemblies and incentive activities can have a big impact.

- This was our first year doing a program and it was a real wake-up call to our students. It helps to get parents on board and involved.
- Our mock crash event had a big effect on the students. Many had tears in their eyes. Be sure to get your local law enforcement and rescue squad involved. They really enjoyed coming out.
- Have a flexible plan to compensate for problems and bad weather that may arise.
- Having fifth graders write letters to seniors encouraging them to buckle not and to not drink and drive on prom night and after graduation was a real good activity.
- Be realistic in your ideas. Remember your time constraints and don't bite off more than you can chew.
- Make sure that students working on the program are good leaders, planners, and workers. Teachers can't and shouldn't do it all.
- You need responsible, attentive, and thorough students to conduct the seat belt surveys. Otherwise, your surveys' accuracy will suffer.
- Incentive activities worked well. We felt that savings bonds made good prizes.
- Students enjoyed our red ribbon days.
- Our student-faculty competition was great. If faculty members had the highest use rate, students washed their cars. If the students won, each got a cold soft drink during exams.
- Pledge cards worked great as part of our kickoff activities. It helped focus the program on the students and encouraged their participation and support.
- Using a body bag during the mock crash was real effective.
- It's important that more than one club or group participate in and coordinate the program. This way one group of people will not be over-worked.
- Enlisting community support and involvement can make all the difference.
- Organization is the key. Plan out everything before beginning the program.
- Incentives are great. They show that wearing seat belts can be rewarding—you can get prizes and you can keep your life.

-
- Parents could use incentives too. Many were not wearing their belts when dropping off their kids.
 - It's hard to overcome the male macho attitude about not needing seat belts. We never did.
 - Grim Reaper Day was a most effective activity. Many of the students actually feared the Grim Reaper and moved to the other side of the hall when it approached. It made the students think about their mortality.
 - Avoid the pitfall of planning too late.
 - Don't plan your program to occur after the prom. You'll be worn out and lack enthusiasm.
 - The earlier that you can get the program up and running the better. Four to five weeks is a good length of time.

The final report form also ask students and advisors to tell the Highway Safety Research Center and Governor's Highway Safety Program how this project, including the workshops, could be improved. Again, many of these comments stressed the need for more materials and resources. School recommendations to the program sponsors included the following.

- This is vital information all high school students need to know. Somehow pressure system superintendents so more schools will participate.
- Keep the program simple. The simplicity of this year's program requirements helped us as a small, rural school.
- We came to the workshop for two main reasons, (1) it was close, less than an hour's drive; (2) there was the perk of free lunch. Otherwise our students may not have chosen to miss a day of classes.
- Tell us more about what other schools are doing. Give us more information about other agencies that will provide materials.
- It would be nice if could schools could spend \$100 of their grants to purchase a large prize. This would help generate more enthusiasm.
- Talk more about what schools in previous years did and give us an idea of their success.
- Send a copy of the final report form to the schools at the start of their programs, not at the end.
- The state needs to get more Vince and Larry costumes. We could not get them when we wanted them.

- More interaction with other schools at the workshops would be good. More communication with the program sponsors during the programs would be appreciated.
- Some schools do not have SADD programs. A lot of the materials seem geared for SADD groups.
- We need more videos that address teenage alcohol abuse.
- Give us lists of other resources—films, videos, training manuals, and speakers.
- People who could explain the state's laws regarding alcohol use by teenagers on a high school student's level would be in great demand.
- We recommend the program to all N.C. high schools. A training seminar for principals would be helpful and would increase participation.

IV. RESULTS

Methodology

Although no special emphasis was given to either alcohol or seat belt programs during the workshops, primary evaluation will focus on seat belt wearing data supplied by the high schools. Measuring the effectiveness of a school's alcohol program is extremely difficult. How a school's alcohol program activities may have affected individual behavior is a question we would like very much to answer. However, "measurement tools" necessary for such an evaluation are beyond the scope of this project. Fortunately, seat belt data are easy to collect and provide a reasonable measure of a school's success at increasing seat belt use.

High schools were required to conduct observational seat belt surveys to document program effects. During the workshops, attendants were given instructions on how to conduct the surveys. Safety of observers and quality of data were emphasized, and students were provided observation forms (see Appendix B). Data collection variables included three vehicle types (car/minivan, pickup, utility/full sized van) and sex and belt use for drivers and right front passengers.

The primary reason for seat belt data collection was to provide students with feedback on the program's success, not to provide reliable data for analysis. Students attending the workshops were given instructions on conducting the surveys and they were responsible for training the data collection teams at their school. Students were told to collect baseline data which was submitted with their proposal. Use rates were to be monitored during the program with a second wave of data collection at some point halfway through the program. A final data collection wave was to be conducted at the end of the program. Special emphasis was given to bias in data collection. Students were clearly instructed to collect data mornings only, unannounced, and without incentives. How carefully these instructions were followed is unknown.

Overall Results

All but five of the 62 schools submitting a final report saw increases in belt use (see Table 2). Baseline data are available for all schools but no additional data are available from the six schools with pending reports. Baseline rates ranged from 33 to 90 percent averaging 67 percent overall. With a statewide seat belt use rate of approximately 80 percent, 58 schools began their programs at or below the state rate. Table 2 also reports the school's highest belt wearing rate observed. Highest rates equaled final rates for many schools and illustrate how high belt use can climb. Final use rates, taken at the end of the program, coincided with the usual year-end activities like prom and graduation. Use rate increases ranged from -6 to 43 percentage points with an average increase of 14 percentage points. Eight schools finished with belt use rates of 90 percent or greater. Despite low baseline rates, many schools reached very high rates by program end. This was true last year and is encouraging. Schools who need big gains in use rates often achieve them (see Figure 2 and Figure 3).

Table 2. Baseline, High, and Final Seat Belt Use by High School

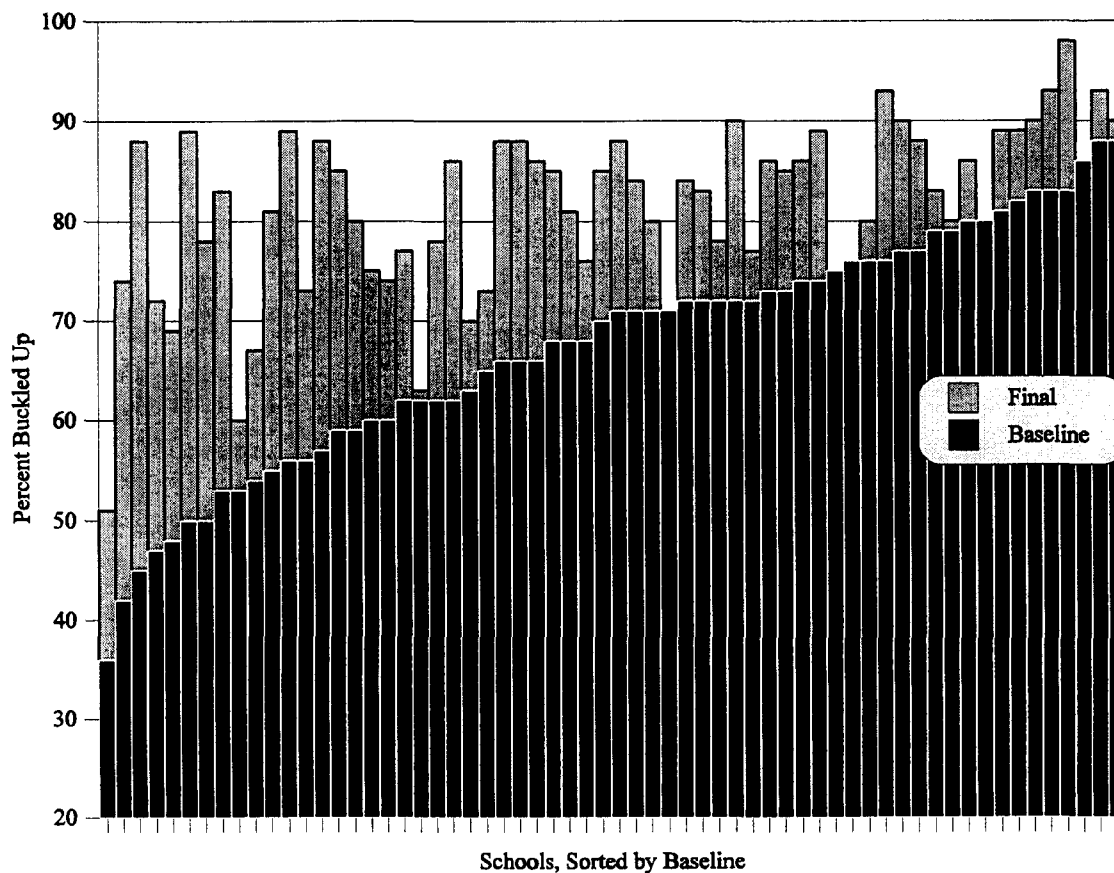
School Name	Baseline	High	Final	Percentage Point Change
Alexander Central HS	76	93	93	17
Arendell Parrott Academy	76	87	80	4
Ashbrook HS	68	85	85	17
Bertie HS	62	90	86	24
Bunker Hill HS	88	93	93	5
Charles E. Jordan HS	88	90	90	2
Charles B. Aycock HS	66	88	88	22
Chocowinity HS	62	77	77	15
Currituck County HS	50	78	78	28
Dalton L. McMichael HS	57	88	88	31
East Columbus HS	53	63	60	7
East Duplin HS	62	63	63	1
East Carteret HS	67	N/A	N/A	N/A
Eastern Alamance HS	62	78	78	16
Eastern Wayne HS	82	89	89	7
Forbush HS	71	80	80	9
Goldsboro HS	74	89	89	15
Gospel Light Christian School	77	88	88	11
Grimsley HS	90	N/A	N/A	N/A
Hayesville HS	48	69	69	21
Hertford County HS	42	74	74	32
J. F. Webb HS	53	83	83	30
Lakewood HS	59	85	85	26
Lee County Senior HS	63	72	70	7
Mitchell HS	56	89	89	33
North Stanly HS	83	90	90	7
North Rowan HS	59	80	80	21
North Moore HS	66	95	88	22
North Edgecombe HS	71	88	88	17
North Buncombe HS	72	83	83	11

Table 2. Baseline, High, and Final Seat Belt Use by High School *continued*

School Name	Baseline	High	Final	Percentage Point Change
Northampton County HS - West	64	N/A	N/A	N/A
Onslow County HS	70	85	85	15
Pamlico County HS	54	67	67	13
Person HS	56	73	73	17
Pisgah HS	72	84	84	12
Purnell Swett HS	33	N/A	N/A	N/A
Red Springs HS	36	75	51	15
Reidsville Senior HS	76	81	74	-2
Richlands HS	73	86	86	13
Richmond Senior HS	75	84	74	-1
Riverside HS	83	94	93	10
Rockingham County Senior HS	71	84	84	13
Rocky Mount Senior HS	79	80	80	1
Rosman HS	45	88	88	43
Salisbury HS	81	N/A	N/A	N/A
South Granville HS	73	85	85	12
South Brunswick HS	86	88	85	-1
Southern Alamance HS	80	80	80	0
Southern Durham HS	83	98	98	15
Southern Wayne HS	60	90	75	15
Southwestern Randolph HS	60	74	74	14
St. Pauls HS	54	N/A	N/A	N/A
Starmount HS	79	83	83	4
Statesville Senior HS	68	81	81	13
Swain County HS	55	90	81	26
Topsail HS	72	78	78	6
Triton HS	81	89	89	8
Walter Hines Page HS	74	86	86	12
Walter M. Williams HS	72	90	90	18

Table 2. Baseline, High, and Final Seat Belt Use by High School *continued*

School Name	Baseline	High	Final	Percentage Point Change
Watauga HS	66	86	86	20
West Davidson HS	77	90	90	13
West Columbus HS	50	89	89	39
West Brunswick HS	71	71	65	-6
West Forsyth HS	80	86	86	6
West Montgomery HS	68	76	76	8
Western Guilford HS	72	77	77	5
White Oak HS	65	73	73	8
Whiteville HS	47	72	72	25

**Figure 2. Baseline Versus Final Belt Use for 62 Reporting Schools, 1994**

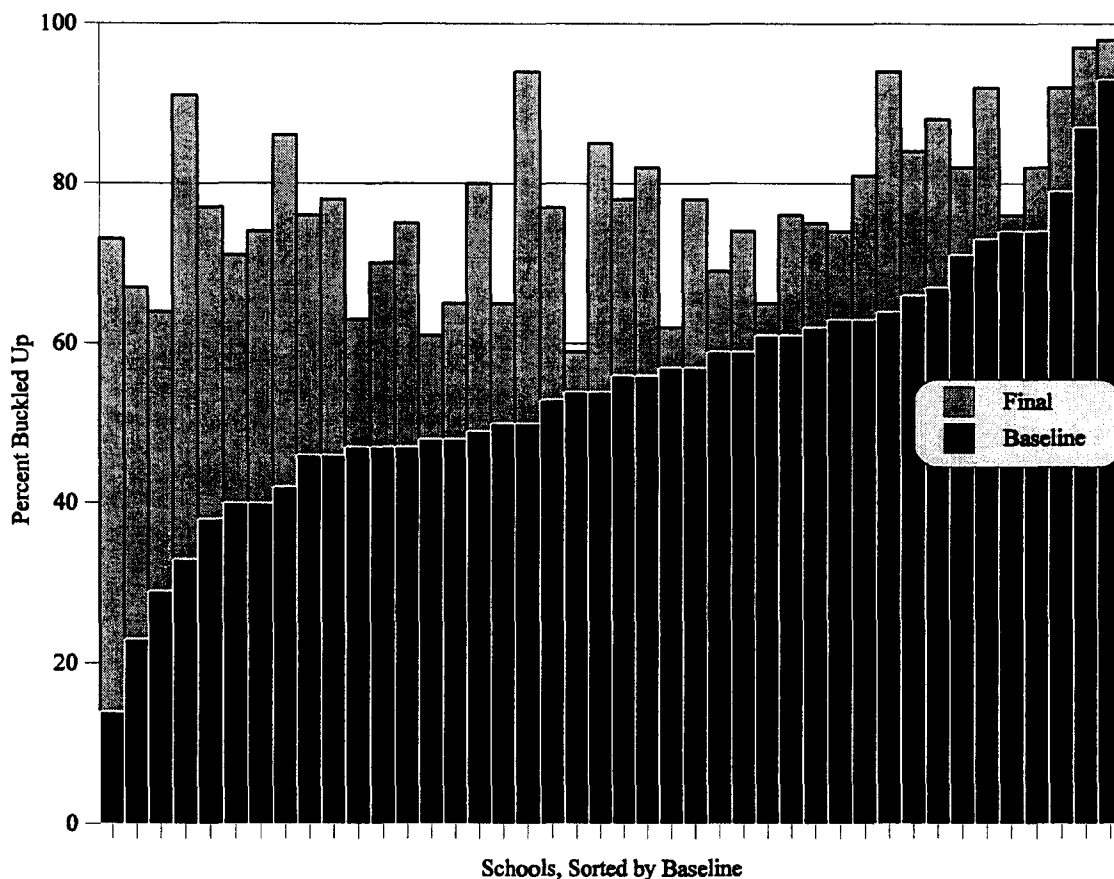


Figure 3. Baseline Versus Final Belt Use for 42 Reporting High Schools, 1993

Belt Use Characteristics of Teenage Motorists

Although not requested, last year, half of the participating schools submitted all of their data collection sheets. This provided the project with the opportunity to conduct an ad-hoc analysis of teenage belt use characteristics. Data from the data forms were into a computer program for analysis. That analysis reflected patterns of belt use found in standard observational seat belt surveys in North Carolina. Specifically, males were less likely than females to buckle up, pickup occupants were less likely to be restrained than those riding in cars and drivers were more likely to be restrained than passengers.

HSRC believed that schools would find this detailed information useful. For example, if a particular school could announce to the student body that females were buckling up more often than males, competition might result increasing use rates. Getting variable-specific information from the data collection forms would require a great deal of counting. For example, to report belt use for males and females, students would need to count all restrained female drivers and passengers and divide by the total number of females observed. This kind of hand-count is particularly prone to error and would require a substantial amount of time and effort. Large schools recorded hundreds of observations each data collection wave.

In an attempt to make the data more meaningful for schools, a simple computer program was developed. The program allowed students to enter three rounds of data: baseline,

midpoint, and final. Once entered, the program would generate a detailed report listing overall belt use, belt use by males, females, drivers, passengers, car occupants, pickup occupants, and utility vehicle occupants. Further breakdowns included belt use among males in cars, pickups, and utility vehicles and females in cars, pickups, and utility vehicles (see Appendix B). Ideally, students would enter the baseline data, generate a report, and use the findings to feed into their school's campaign. The same would be done for second and final data waves. The program allowed the reports to be printed and generated several simple pie charts. All schools receiving cash awards were given a 5 1/4" IBM compatible diskette and instructions for installing and using the program.^a The program was designed to operate on IBM compatible computers with minimal resources (system requirements covered in the instructions. See Appendix C).

Students were not required to use the program but were encouraged to do so. Those who did were asked to return their data on diskette. HSRC hoped to use the data much like last year's ad-hoc analysis. Unfortunately, few schools used the program. Most schools chose to tabulate the belt use data manually and only a few actually used the program. Consequently, no variable-specific analysis can be done.

Comparison of 1993 Seat Belt Program to 1994 Seat Belt/Alcohol Program

Since the 1993 participating schools concentrated on seat belt use only and the 1994 schools conducted joint seat belt and alcohol awareness programs, we examined the data for the two years to see if adding alcohol activities changed the effectiveness of the belt use activities. Table 3 below compares the 1993 and 1994 program information. The number of schools participating and the number of students exposed to the program in 1994 were up 42 percent and 50 percent respectively from 1993. Belt use in 1994 started higher and the overall increase was higher as well. It appears that the seat belt component was not harmed by the introduction of alcohol issues and that the project was enhanced in all categories. It is likely that other factors are involved in these gains such as the ongoing presence of the *Click It or Ticket* seat belt enforcement campaign and the fact that the 1994 programs were building upon the groundwork established by the 1993 project.

Table 3. Comparison of the 1993 and 1994 High School Program Results

	1993 Seat Belt Programs	1994 Seat Belt and Alcohol Program	Change from 1993 to 1994
Number of Schools Participating	48	68	42% increase
Number of Students Exposed to Programs	40,000+	60,000+	50% increase
Belt Use at Start of Program	55%	67%	+ 12 points; 22% increase
Belt Use at End of Program	77%	81%	+ 4 points; 5% increase
Change in Belt Use During Program	+ 12 points	+ 14 points	17% increase

^a Three and a half inch computer diskettes were provided to schools that requested them.

V. CONCLUSIONS AND RECOMMENDATIONS

This was the second consecutive year in which high school student groups were recruited to conduct seat belt programs at their high schools. This year's programs were expanded to include alcohol awareness activities. Both the initial seat belt project and the combined seat belt/alcohol awareness project were successful in increasing belt use at participating schools.

All participating schools conducted alcohol awareness activities and documented their efforts. However, the effects of alcohol programs on individual behavior are difficult to monitor and such an evaluation was beyond the scope of this project. The evaluation of this project in terms of behavioral change was based on seat belt use which is easy to collect and provides a reasonably accurate measure of change.

The number of schools participating and the number of students exposed to the program in 1994 were up 42 and 50 percent respectively from 1993. Belt use in 1994 started higher and the overall increase was higher as well. It appears that the seat belt component was not compromised by the introduction of alcohol issues and that the inclusion of alcohol issues may have increased participation.

The initial reported belt-wearing rates at the 68 participating high schools averaged 67 percent. The average reported rate increased to 81 percent by program end. Eight schools finished with belt use rates greater than 90 percent. Ten schools realized increases of 25 percentage points or more.

Small amounts of money (\$500 maximum awards) generated much activity and leveraged substantial additional resources. Approximately \$34,000 were distributed to 68 schools. These programs reached nearly 60,000 high school students. This number does not include the exposure resulting from the numerous activities that were directed at middle and elementary school students and the communities and the coverage given to these activities by the local media.

A section in the final report form asked participants to critically comment on the program. Both students and advisors indicated that the programs were beneficial and good experiences. The few negative comments expressed frustration at a lack of time to do everything that was planned.

Based on the evaluation of this project and the information gained from the previous year's project, recommendations for future programs conducted through high school settings include:

Design recruitment/training workshops to enhance attendance. In North Carolina that meant conducting five workshops at locations spread throughout the state so that no school would be required to travel more than two hours to attend. The workshops started late morning to allow the students and advisors to be able to check in at school first and concluded early enough to allow participants to return to campus by the end of the school day.

Use multiple mailing lists to recruit diverse school groups. Do not rely solely on the principal to route the information to the best candidates. Mailings to the faculty advisors, student body presidents, health coordinators, SADD or other highway safety advocacy groups enhance the likelihood that your message will reach where the interest lies. Groups not traditionally involved with highway safety may self-select themselves for this program. Although most programs were conducted

by student government associations and SADD groups, programs also were conducted by such diverse groups as a newspaper staff, a computer club, and a coalition of foreign language clubs.

The workshops are an opportunity to provide information and training and to create advocates. Gather many ideas to share with the students. A number of the school program activities were versions of the ideas presented in the workshops. At the same time, stress creativity. Encourage students to use what interests them in forming their activities. The program approaches of a computer club and SADD group may be quite different. The workshops will attract bright students who will become our community leaders, so consider this an opportunity to create lifelong highway safety advocates.

Application package should contain certain essential ingredients. Applications should require baseline belt use survey results, a preliminary itemized budget, a program plan including proposed activities and a letter of endorsement from the principal. These requirements prompt the student groups to give deliberate thought to their program. The support of the principal is critical for the conduct of the program.

Use periodic belt use surveys to serve several important functions. Surveys enable students to gauge the belt-wearing habits of the student body. The data identify low belt use target groups and provide feedback for program leaders and the student body. It also can be used as a measure to support any competitions between class grades or schools.

Encourage schools to seek community support and involvement. Many schools were able to obtain prizes from local merchants; to get media coverage from local newspapers, radio and television stations; and to include events for the community. These interactions benefit everyone.

Encourage schools to share programs with their feeder schools. Extending campaign efforts to younger students proved rewarding and successful for several programs. High school groups incorporated middle and elementary school students by presenting skits during assembly programs, conducting poster and poetry contests, and distributing incentives. Two high schools recruited fifth grade students to write to the high school students who would be attending the spring prom to ask them to buckle up and not drink.

Use incentives and positive reinforcement to reward belt use. Incentives were popular with students. Some programs gave small prizes to belted motorists. Others used a system in which students who had received a series of tokens for being belted were invited to an event such as a pizza party. Still other schools were able to get large items donated for a grand prize drawings. All these approaches were well received.

Target activities to reach low belt use groups. Across the board, high school males had lower belt use than females and pickup truck drivers lower belt use than drivers of cars. Passengers consistently buckled up less often than drivers. Programs should include messages that target males and occupants of pickup trucks. Passengers need to be included in incentive programs. These groups did show improvements during the programs; however their belt use consistently lagged behind the other groups.

Make final reports brief but pithy. Most high school students have limited extra time. The time that they devote to this program is best used on activities to increase belt use. Brief summaries of project activities accompanied by newspaper articles and belt use data can provide a good idea of a school's program concept. It is important to include a section for candid comments on what worked and what didn't and how to improve the program for future efforts.

Young drivers can benefit greatly from increased seat belt use and decreased drinking and driving. Sixteen and 17 year olds have the highest number of crashes per licensed driver, followed by 18-20 year olds, then 21-24 year olds (Stutts et al., 1990). Motor vehicle crashes kill more young people between the ages of 15 and 24 than any other cause of death.

Student-led and designed programs appear to be an effective way to create positive change among teenagers. And there is no better time to reach this age group than while they are still in high school. Young people continue to be the drivers at high risk of crash involvement through their mid-twenties. The high school years are the last time that young drivers are a contained target group. After high school, they are assimilated into other groups such as college students and diverse members of the work force, making programs directly targeted at them more difficult to conduct.

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Appendix A
Program Application Package

- Information and Procedures
- Application Form for Cash Award

NORTH CAROLINA HIGH SCHOOL SEAT BELT/ALCOHOL AWARENESS PROGRAMS

Information and Application Procedures

Why conduct a seat belt/alcohol awareness program? Statistics show that young drivers stand the greatest risk of being involved in crashes. Teenagers also suffer more serious and fatal crash injuries. When teenagers drink and drive, they become impaired more rapidly and crash more frequently. To compound this problem, younger drivers more often fail to buckle their seat belts than any other motorist age group.

The North Carolina Governor's Highway Safety Program (GHSP) and the University of North Carolina Highway Safety Research Center (HSRC) are sponsoring a project aimed at addressing these serious threats to teenage drivers. GHSP and HSRC are making funds available to assist at least 50 North Carolina high schools in conducting programs to increase seat belt use and decrease drinking and driving among students. These programs will be based on educational activities and events that provide incentives or rewards for wearing seat belts and avoiding alcohol and other drugs.

Amount of cash awards. At least 50 North Carolina high schools will receive cash awards of \$500. Schools may apply for a \$500 award by completing the enclosed application forms. Multiple schools from the same district and/or county may apply for and receive awards. There are no enrollment size qualifications.

There are guidelines for using the award money. These funds may be used to purchase small value items given as incentives or rewards for buckling up. Printed materials used for educational or publicity purposes and other materials related to planned seat belt/alcohol awareness activities also may be purchased with award money. Funds cannot be used for cash prizes, or to purchase expensive prize items.

Schools that want to conduct program activities which go beyond their \$500 awards are encouraged to seek additional funds, supplies, and services from local businesses and other community sources.

When should the individual programs take place? Schools must conduct and complete their programs prior to spring 1994 graduation. GHSP and HSRC suggest that schools conduct four-to-six-week programs during April and May 1994. HSRC must receive a final program report from each school by June 30, 1994.

What is required of each program? All high school programs must meet a number of requirements. These requirements are listed on the following pages.

- One or more student groups, such as the Student Council, Beta Club, SADD chapter, health education class, driver's education class, etc., and one or more faculty

advisors must take responsibility for planning and coordinating program activities.

- Each program should be targeted at the entire student body. All students should feel encouraged to buckle up and avoid alcohol. The purposes of this project are to see if high school based programs can change the seat belt-wearing and alcohol consuming habits of teenage motorists.

- Seat belt use observational surveys must be conducted. The participating students, under the supervision of faculty advisors, must monitor and record their school's seat belt wearing rates through observational surveys.

An initial survey must be conducted and its results included with the school's application form. At least two additional surveys must be conducted: one soon after the school's program holds a major kickoff event or special activity, and one more toward the end of the program when belt use might be reaching a peak. Results of these surveys must be forwarded to HSRC as part of the school's final report.

Instructions and survey forms are included in the application materials. Each school will receive a computer disk containing a program for entering seat belt data. However, hand tallied data and forms will be gladly accepted.

- A brief report of program activities and results will be due June 30, 1994. Reports need not be lengthy or extremely detailed. A listing and description of activities and survey results will suffice.

- HSRC staff members suggested a number of educational and incentive activities during the workshops. These are just suggestions. Other than the seat belt surveys, there are no required activities. GHSP and HSRC encourage students to use their creativity and originality when planning activities. Particularly innovative and successful ideas will be noted and shared with other states.

- As part of the application, schools should include a program plan. This simply can be a listing of dates when surveys will be conducted and dates when activities will take place. Each school's plan should include good descriptions of its scheduled activities. A school's plan can change during the course of its program. In order to give the \$500 awards fairly, GHSP and HSRC need an idea of what each school proposes.

- Each application must include a letter from the school's principal. This letter should confirm the willingness of the school's administration to support and cooperate with program activities.

How to apply. Schools can apply for \$500 seat belt program awards by completing the enclosed application materials. Application forms should be returned to the UNC Highway Safety Research Center by the following dates.

- Schools attending the *Asheville, Winston-Salem and Chapel Hill* workshops must have their applications postmarked no later than *Friday, February 11, 1994*.
- Schools attending the *Pembroke and Washington* workshops must have their applications postmarked no later than *Friday, February 18, 1994*.

The due dates were set to give all schools approximately two weeks to plan their programs, conduct their first surveys, and submit their applications. If your school has problems meeting its deadline, contact the Highway Safety Research Center. We will try our best to work with you.

All applications should include the following.

- Fully completed application forms.
- Results of an observational survey using the provided survey form.
- A plan of program activities including dates and descriptions (be original!)
- List of projected program expenditures.
- A letter from the school's principal.

Submit the original application materials and one (1) copy to:

NC High School Project
 UNC Highway Safety Research Center
 Campus Box 3430
 Chapel Hill, NC 27599-3430.

Applications received by the above deadlines will be evaluated by UNC Highway Safety Research Center and Governor's Highway Safety Program staff members. Schools selected to receive cash awards will be notified by March 1, 1994. Selected schools will receive award checks shortly after March 18, 1994. Criteria used to evaluate the completed applications will include the following.

- Does the program target the entire student body.
- Are the proposed program activities well-planned and unique.
- Are good activity descriptions and dates included.
- Will observational surveys be conducted as often as required.
- Will the school's administration support a program.
- Will one or more student groups and advisors be responsible for conducting the program.

Questions? If you have questions or need assistance completing your school's application, call the Highway Safety Research Center at 1-800-672-4527, between 8am and 5pm. Ask for a member of the High School Project staff.

North Carolina Governor's Highway Safety Program
University of North Carolina Highway Safety Research Center

1994 N.C. HIGH SCHOOL SEAT BELT/ALCOHOL AWARENESS PROGRAM
APPLICATION FOR CASH AWARD

(PLEASE TYPE OR PRINT CLEARLY)

1. Workshop Attended: ☐ Asheville ☐ Winston-Salem ☐ Chapel Hill
☐ Pembroke ☐ Washington

2. School Information:

Name of School: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____
County: _____

Street Address: _____
(if different) _____

Phone: () _____ Fax: () _____

Type of School: ☐ Public ☐ Non-Public
Grades: ☐ 9-12 ☐ 10-12 ☐ other _____

Enrollment: _____

3. List the name(s) of the student group(s) who will be coordinating this program:

4. List the name(s) of the student(s) who will be responsible for coordinating this program:

_____ grade
_____ grade
_____ grade

5. List the name(s) and position(s) of faculty advisor(s) for this program:

6. Program Plan

Consider the program you wish to conduct at your school and briefly describe it below. State your project goals and any objectives, such as a 90-percent belt use rate, and/or reaching all students with the message that they don't need to use alcohol to be cool. Map out the dates and morning hours you plan to conduct seat belt surveys. Then describe the activities you plan to have. Give as many details as possible and include each activity's scheduled date and time. Be sure to include all events, small and large. Use additional sheets of paper if necessary.

7. Program Expenditures

List and briefly describe the incentive prizes, materials, supplies and services that you plan to purchase with the cash award. Tell how the items will be used. Include your best-guess price estimates. Use additional sheets of paper if necessary.

Note: Schools winning awards will be required to report expenditures.

Item

Cost

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Total Funds Requested (not exceeding \$500)

8. Additional Funds

GHSP and HSRC do not require that schools solicit additional funds, goods or services to supplement cash awards. Whether or not a school plans to seek additional funds will not affect if that school is selected as an award winner. If your school does plan to search for and use additional resources, please list what funds, materials, goods, etc., might be donated. Please include the names of organizations making the program donations.

On the following page, report the results of the seat belt use survey that you conducted. In the bottom summary section of the following form, record your school's overall belt use rates. Include copies of any collection forms that you would like to send.

10. Signatures

Faculty Advisor

Date _____

 Advisor name typed or printed

School Principal _____

Date _____

Principal name typed or printed

Student Representative

Date _____

Student name typed or printed _____

School Name _____

SEAT BELT DATA COLLECTION FORM

Site # _____

Observer Initials _____

Date ____/____/____

Start	_____:	_____
End	_____:	_____
Pg #	_____ of	_____

#	Veh Type	Driver		Right Front		Notes
		Sex	Belt	Sex	Belt	
1	C P U	F M		F M		
2	C P U	F M		F M		
3	C P U	F M		F M		
4	C P U	F M		F M		
5	C P U	F M		F M		
6	C P U	F M		F M		
7	C P U	F M		F M		
8	C P U	F M		F M		
9	C P U	F M		F M		
10	C P U	F M		F M		
11	C P U	F M		F M		
12	C P U	F M		F M		
13	C P U	F M		F M		
14	C P U	F M		F M		
15	C P U	F M		F M		
16	C P U	F M		F M		
17	C P U	F M		F M		
18	C P U	F M		F M		
19	C P U	F M		F M		
20	C P U	F M		F M		
Number belted		A		# belted	B	If more than one page is used during a survey, add the totals from the previous pages and put the sum of all sheets on the last page.
Total number observed		C		# observed	D	
Percent restrained		A÷C		% restrained	B÷D	
Add number of belted drivers and belted passengers here (A+B)					E	
Add total number of drivers and passengers observed here (C+D)					F	
Divide E by F—This is the overall belt use rate					E÷F	

C = Cars/minivans P = Pickups U = Utility vehicles/full sized vans
 F = Female M = Male Belted = ✓ Unbelted = —

Appendix B
Seat Belt Data Collection Package

- Survey Instructions
- Blank Data Forms

Seat Belt Data Collection

How to Conduct Seat Belt Surveys at Your School

Monitoring seat belt use will be a requirement of your school's program. Outlined below are guidelines for conducting seat belt surveys.

Number of surveys

Surveys will need to be done three times during the program.

Baseline—before your program begins (you may use data from your application proposal).

Wave 2—a day or two after a big program event, somewhere toward the middle of your program.

Final—shortly after your program ends.

When to conduct surveys

Surveys should be conducted mornings only. This will give a better measure of your school's true belt use. Conduct your surveys without announcement. This way students will not know to buckle up before arriving at school. Do not conduct surveys and distribute incentives to belted occupants at the same time. Remember, you want a good measure of true belt use.

Vehicles to be counted

If you look at your data collection form, you will notice three vehicle type codes. Belt use is usually different in each vehicle group. Your surveys will help you target groups that aren't buckling up. The vehicles to be counted are explained below.

- C— Passenger cars and minivans.** All cars made in 1968 and later were equipped originally with shoulder belts. If you cannot tell if a car is newer or older than '68, look for front seat headrests or high seat backs. Do not count vehicles without shoulder belts.
- P— Pickups.** Pickup trucks made after 1975 will have lap-and-shoulder belts. Look for the shoulder belt assembly in the corner of the cab to be sure it is equipped with a shoulder belt. If you don't see it don't count it.
- U— Sport/utility and full sized vans.** Vehicles like the Cherokee, Explorer, Blazer, Bronco, and older model Jeeps are considered sport/utility vehicles. Also count full-sized vans in this group.

Who to count as belted

Include only student drivers and right-front-seat passengers during your surveys. Count drivers and right-front passengers as belted only if you see they are wearing their shoulder belts. Do not count back seat passengers or the middle person if three people are in the front seat. If a person is wearing his or her shoulder belt incorrectly, count that person as unbelted. Correctly wearing a shoulder belt means the belt fits across the shoulder and chest and is buckled; not under the arm or behind the back. People who buckle their belts as they approach your survey site (because they see you doing a survey) should be counted as unbelted.

Seat Belt Data Collection *continued*

Site selection

Position data collection teams at all parking lot entrances and exits. If your school has a certain area where parents drop off students, this area should be included as a site. Observe and record the belt use of students riding in the right front seat. Leave the driver information blank on the survey form.

Getting a good view

Stand close enough to traffic that you can see clearly but don't get so close that you are in danger of being hit by a car. Use two person collection teams. Position yourselves where you can see the cars, but the drivers cannot see you, or put yourself in a position in which it does not appear that you are collecting data. One way to do this would be for the observer to stand by a parked vehicle while the recorder sits in the vehicle. The observer can call out belt use while the recorder, unseen by the motorists, writes down the information. Both observer and recorder can sit in the parked vehicle if it sits high enough that motorists can be seen. Vans and pickups work well and provide shelter if it is raining.

The survey planning form and site location diagram

This form should be used to help keep records of sites you have selected for observations. Once it has been completed, data collectors unfamiliar with the site can use it to plan how to work that site. Separate forms should be completed for each site.

The seat belt survey form

Use this form for your data collection. Be sure to fill in the header information. Circle the appropriate code in each column and indicate belt use with a check mark for belted occupants and a minus sign for unbelted occupants. The notes column can be used to note an unusual situation ("Dark windows, couldn't see").

Calculating belt use

Belt use for drivers, right front passengers, and all occupants combined, can be calculated on the survey form. Each form has a space for these calculations. However, you only need to do this once, preferable on the last form of the survey. For example, if you used two teams to collect your baseline data, and each team used two survey sheets, you would have four sheets altogether. Put all four sheets together and determine the number belted and number observed for drivers and passengers on each page. Then, add all the belted and all the observed from all sheets together on the last sheet. This tells you what belt use is for all observations made during your baseline survey.

It becomes a little more difficult to calculate belt use for several interesting variables. For example, if you want to know what belt use is for male pickup drivers and right front passengers, you would need to go through each form and count the number of belted male pickup drivers and passengers and divide this by the total number of male pickup drivers and passengers. This can be done but it leaves room for a lot of counting errors. Schools who are given the cash awards will be furnished a computer program that allows you to enter the data once and extract detailed belt use information easily.

Survey Planning Form

School _____

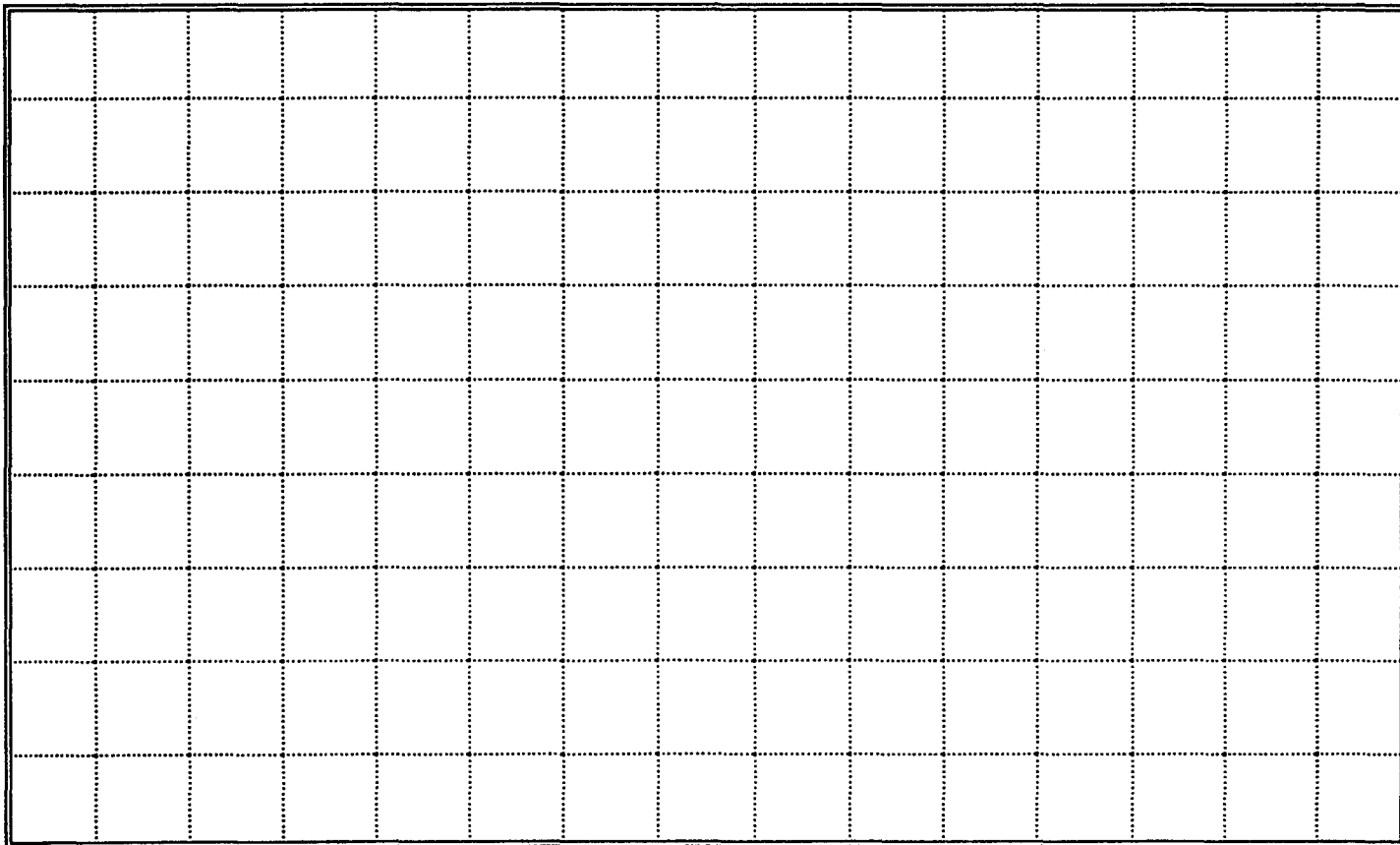
Site Name _____

Site Number _____

Comments: _____

Site Location Diagram

Use this diagram to indicate position for observers. Also indicate important landmarks, names of roads, traffic flow, and any traffic signs or signals.



December 13, 1993

School Name _____

SEAT BELT DATA COLLECTION FORM

Start	_____:	_____:
End	_____:	_____:
Pg #	_____ of	_____

Site # _____

Observer Initials _____

Date ____/____/____

#	Veh Type	Driver		Right Front		Notes
		Sex	Belt	Sex	Belt	
1	C P U	F M		F M		
2	C P U	F M		F M		
3	C P U	F M		F M		
4	C P U	F M		F M		
5	C P U	F M		F M		
6	C P U	F M		F M		
7	C P U	F M		F M		
8	C P U	F M		F M		
9	C P U	F M		F M		
10	C P U	F M		F M		
11	C P U	F M		F M		
12	C P U	F M		F M		
13	C P U	F M		F M		
14	C P U	F M		F M		
15	C P U	F M		F M		
16	C P U	F M		F M		
17	C P U	F M		F M		
18	C P U	F M		F M		
19	C P U	F M		F M		
20	C P U	F M		F M		
Number belted		A		# belted	B	If more than one page is used during a survey, add the totals from the previous pages and put the sum of all sheets on the last page.
Total number observed		C		# observed	D	
Percent restrained		A÷C		% restrained	B÷D	
Add number of belted drivers and belted passengers here (A+B)					E	
Add total number of drivers and passengers observed here (C+D)					F	
Divide E by F—This is the overall belt use rate					E÷F	

C = Cars/minivans P = Pickups U = Utility vehicles/full sized vans
F = Female M = Male Belted = ✓ Unbelted = —

Appendix C

Seat Belt Data Computer Program

- Instructions for Data Entry and Analysis
- Example of Computer Report

SEAT BELT DATA ENTRY AND ANALYSIS PROGRAM

Please review these instructions before attempting to use the program.

This computer program has been designed to assist your school in analyzing and reporting progress made in your seat belt program. It is designed to run on IBM and compatible computers. Unfortunately, a version for Macintosh computers is not available. The program will calculate detailed information on seat belt use at your school and allow you to print a summary of findings. Use of the program is not required but is encouraged. If you use the program, we would like you to submit a backup copy of your data on diskette along with your final report (see "backing up data" below).

Instructions for installing and using the program follow. If you know nothing about computers, you are encouraged to find someone who does and ask for assistance. Once the program is up and running, follow these instructions and you should be able to get a lot of use out of the program. If you cannot use the 5.25 inch floppy disk enclosed, call and request a 3.5 inch disk. Feel free to call if you have any technical questions not addressed in this document. Ask for Bill Tolbert at 1-800-672-4527.

SYSTEM REQUIREMENTS

In order to use the program, you must have an IBM or IBM compatible computer with a hard drive or network drive (you will need at least 650,000 bytes of free disk space). The program will run from a floppy disk if necessary, but it will be much slower than on a hard drive. For more information on how to set up the program to run from a floppy, call the 800 number and ask for Bill Tolbert.

INSTALLING THE PROGRAM

You can't just copy the program from the diskette to your computer. The program has been archived to reduce its size and the files must be extracted in order to be used. To install the program, place the diskette in the disk drive, usually A or B. From the prompt for the drive you are using, type INSTALL followed by the letter of the drive where you want the program installed. If this is confusing, have no fear. An illustration follows. You should get a prompt that looks something like one of the following when you start your computer.

C:\> F:\> W:\STUDENTS\MYDIR>

Decide where you want the program to be. The C drive is great if your computer has one. If you have a sub-directory on a network (like \STUDENTS\MYDIR above), you can put the program there. **The install process will create a sub-directory called SEATBELT and extract the program files from the diskette to the SEATBELT sub-directory.** So, once you decide where you want the program, get a prompt for your A or B drive (the drive that has the diskette in it). To get a prompt, type the driver letter followed by a colon and press enter (as in A: or B:).

You should have an A or B prompt like this: A:\> B:\> Now, at the prompt, type,
INSTALL C:

The program destination follows the word "install" (in this case, the C drive). You may also include sub-directories as in

B:\>INSTALL W:\STUDENTS\MYDIR

In this example, the program will be installed from the B drive to the W drive, creating its own SEATBELT sub-directory under the \STUDENTS\MYDIR directory.

Once you have successfully installed the program, you must move back to your original drive by typing the drive letter followed by a colon. To move back to the C drive from the A drive, just type C: and press ENTER. Now you need to change directories and get into the SEATBELT sub-directory. To do so, type CD SEATBELT and press ENTER. Your prompt should look something like this:

C:\SEATBELT>

F:\STUDENTS\MYDIR\SEATBELT>

From the SEATBELT prompt, you may begin the program by typing HSBELT and pressing ENTER.

THE MAIN MENU

From the main menu, you should see several options. The first thing you must do is enter some data. Each menu choice will be explained in detail below.

ENTERING DATA

Entering data can be mind-numbing work but its well worth the effort. The program will take the data you enter and generate a detailed report. In addition to overall belt use, the program will calculate belt use for males and females, car, pickup, and utility vehicle occupants, and belt use by males and females in each vehicle type. Doing these calculations by hand is extremely tedious but once the data are entered, the computer will do the calculations quickly and accurately, allowing you to see who is buckling up and who isn't.

When you choose number 1 from the main menu, another menu appears allowing you to choose which data you want to enter. Since its already collected, choose 1 and start with your baseline data. Before you begin entering data, notice several things.

- Only numbers can be entered as data. The codes are as follows:
 - 1=Cars, 2=Pickups, 3=Utility vehicles
 - 1=Females, 2=Males
 - 1=Belted, 2=Unbelted

When you type a number, the cursor automatically moves to the next box and waits for another number. Most records do not have a passenger so leave the passenger boxes blank by pressing ENTER twice and going on to the next record.

- In the lower right corner of the screen you will see Rec = 1. This is the record counter and helps you keep up with where you are. Although each data page is numbered 1 through 20, you can easily keep track of your record number by keeping your sheets in order. Number 1 on the second data sheet will be record number 21. If you have four full data sheets you will have 80 records—you get the idea.
- You will occasionally need to back up and correct an error. Pressing the up arrow will move you back one box on the screen, while the down arrow will move you forward one box. You cannot use the arrow keys to move back to the previous record however. Instead, use the <F7> key to move back one record at a time and the <F8> key to move forward one record at a time. Once you go back using <F7> you can't move automatically to the next record. Using the down arrow will simply rotate you forward through the boxes of the current record and <F8> will give you a "Record not found. Press <ESC> message." When you make a correction and are ready for a new record, press Ctrl N and a new record will appear.
- Each box will only accept valid numbers. If you try to enter a 3 for belt use the program will beep and the cursor will not advance.

-
- Press <F10> when you are finished entering data. If the program asks, "Write data to disk?" press Y and the program will return to the data entry menu. Don't worry if the program does not ask you this question. If it doesn't, it will save the data.
 - If you have a lot of data, it is a good idea to save your work after you have entered several records. In the event of power failure or machine lock-up, any unsaved data will be lost. If you've entered 100 cases and want to take a break, be sure to mark your place and press <F10>. From the data entry menu, choose the proper data wave and continue where you stopped.

Be prepared to practice entering some data. Find out what works best for you and give yourself a chance to get comfortable with the keyboard. Because all the data is numeric, extended keyboards with a number pad separate from the arrow keys is easy to use. Once you establish a routine you will be surprised how easy data entry can be. After entering some practice data, you may want to delete it by returning to the main menu and choosing number 2, "Delete seat belt data and start over." If you can't finish all of the data entry at one time, just press <F10> and come back to it later.

DELETING DATA

You may need to delete data already entered, especially if it is practice data, or you may enter the baseline data instead of the second wave of data. This option just gives you a chance to start over if you think you need to.

GENERATE A REPORT

As soon as you enter the data, you can get your results. When you choose option 3, you will get another sub-menu. Choose the data you want a report for and several things will zoom past on the screen. You may see a file not found message—don't worry about this. The program is just making sure of something. You may also see a message that stops the program and says, "Error Division by zero, result set to 0 Press ESC." Just press the escape key and the program will start up again. This means some of the calculations can't be done because there were no observations in that particular category. For example, if no females were observed in utility vehicles, the machine tries to divide 0 by 0 and gives you the error. Again, it's nothing to worry about. When it's done, the screen pauses and you'll see lots of data. There are about two screen-fulls of this information. When you are ready to continue, press any key and you return to the menu. Now, you may want to print the report.

PRINT REPORT OF BELT USE

Option 4 will attempt to send your report to a printer. Because there are so many different kinds of printers and configurations, this option may not work. If you can't get the printer to respond, you can open the report in any word processor and print it from that program. The reports for each data collection wave end in OUT (for output) and are ASCII text files. The baseline report is called BASE.OUT, the second data wave report is called WAVE2.OUT, and the final report is called FINAL.OUT. You will find these files in the SEATBELT sub-directory.

GRAPH DATA

Option 5 will attempt to send to your screen a series of pie graphs. Before you can use this option however, you must run option 3, "Generate report of belt use." Choose the data wave you are interested in and sit back. A total of five graphs appear, beginning with your school's

overall belt use. When you are done viewing the graph, press any key and the next graph appears. If you get a message saying you don't have a valid graphics driver, it means you won't be able to see the graphs. The graphs work on most computers.

BACKING UP DATA

Choosing options 6 and 7 will allow you to copy your data files and report files to a diskette in drive A or B. Use this option to make a copy of the data you report to HSRC in your final report.

Don't worry if you really mess things up. You can always erase the program files and re-install the whole thing.

Have fun!

Detailed Report Generated by Computer Program

High School Seat Belt Report

This report is for final data entered 04/27/94 -- 12:39:54 PM

Total number of occupants observed:	440
Total number of belted occupants:	387
Overall belt use:	88%
Total number of males:	174
Total number of belted males:	150
Belt use by males:	86%
Total number of females:	266
Total number of belted females:	237
Belt use by females:	89%
Total number of drivers:	270
Total number of belted drivers:	242
Belt use by drivers:	90%
Total number of passengers:	170
Total number of belted passengers:	145
Belt use by passengers:	85%
Total number of car occupants:	348
Total number belted car occupants:	309
Belt use by car occupants:	89%
Total number of pickup occupants:	61
Total number belted pickup occupants:	48
Belt use by pickup occupants:	79%
Total number of utility vehicle occupants:	31
Number of belted utility vehicle occupants:	30
Belt use by utility vehicle occupants:	97%
Percent belted males in cars:	88%
Percent belted males in pickups:	82%
Percent belted males in utilities:	88%
Percent belted females in cars:	89%
Percent belted females in pickups:	69%
Percent belted females in utilities:	100%

Appendix D
Final Report Form

North Carolina Governor's Highway Safety Program
University of North Carolina Highway Safety Research Center

1994 NORTH CAROLINA HIGH SCHOOL
SEAT BELT/ALCOHOL AWARENESS PROGRAM
FINAL REPORT

Due Date: By the end of the school year or no later than June 30, 1994.

SCHOOL INFORMATION

Name of School:

Mailing Address:

City: State: Zip:

Street Address:

Phone: () FAX: ()

Type of School: ☐ Public ☐ Non-Public

Grades: ☐ 9-12 ☐ 10-12 ☐ Other

Enrollment (Approximate):

PROGRAM PARTICIPANTS

Program Advisors:

Students who prepared this report:

Groups Participating in Program:

.....
.....
.....

1. DESCRIPTION OF OVERALL PROGRAM:

Give the dates when the program officially began and ended. Briefly describe the kickoff event. Describe the elements of the program, when they were conducted, and any media coverage the program received. (Use additional pages if needed.) Include examples of materials, newspaper clippings, a videotape, or other *good stuff* that could be shared with other schools.

List and briefly describe the incentive prizes, materials, supplies and services purchased and the approximate cost. Also include items that were donated from other sources and note that they were donated. (The program is required to keep receipts of expenditures for one year, but do not send them to HSRC.)

APPROXIMATE COST

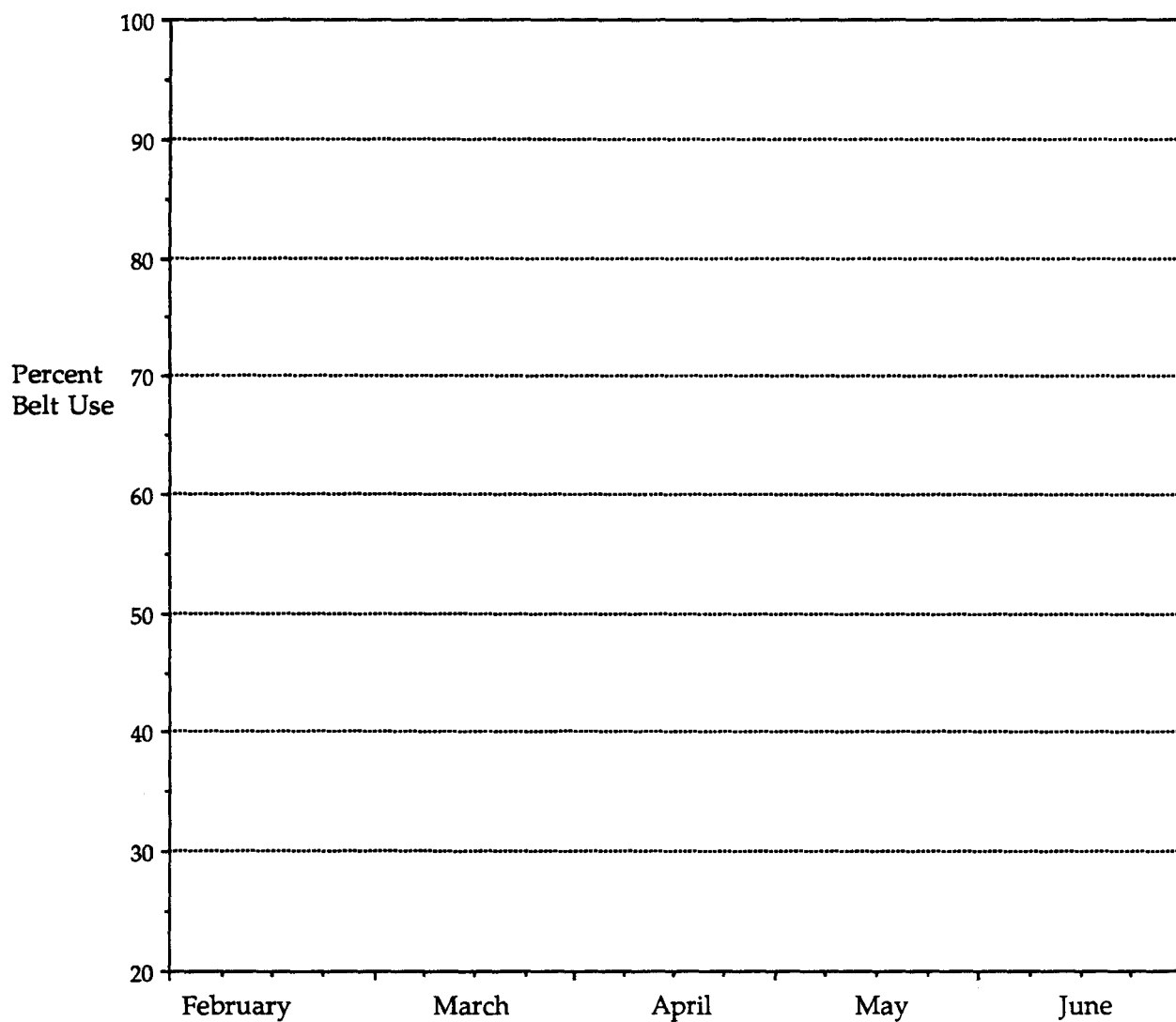
[illegible]

3. SURVEY RESULTS:

Describe below what happened to seat belt use during the program. Provided on the next page is a blank graph for you to use if you would like to plot your school's belt use during the project. Be sure to send us your data collection forms and summary sheets.

IF YOU USED THE COMPUTER PROGRAM, use the backup option to make a copy of your data on a diskette, Send the diskette along with the actual data collection forms and summary sheets.

Name of School: _____



4. WHAT WORKED, WHAT DIDN'T, ADVICE FOR OTHER SCHOOLS:

This is how you can help us most. From your experience, give us your impressions of the program. Identify the best things to recommend for future programs, and pitfalls to avoid. (Be honest, we can take it.)

Did you use the computer program to calculate seat belt data? If so, was it helpful? Were there problems with it?

Finally, what would you like to see this project do in the future? Should the programs be expanded to cover more topics? Like what? Is there a better way to recruit schools to attend the workshops?