Rosemount Parent-Teen Driving Meeting
Grant Proposal

Prepared by
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On behalf of
The City of Rosemount

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The Resilient Communities Project
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Introduction

In the Rosemount community there was recently fatal accident involving four teenagers. One teenager died and the other three were injured. Two of the teens were wearing seatbelts but the other two were not. This prompted great concern in Rosemount about the driving habits of its teenagers. The city presented its concerns to the Resilient Communities Project, in order to help improve the driving behavior of the young people of Rosemount. The resulting program presented in this grant impacts parents, school officials, lawmakers, police officers and the very youth of Rosemount to improve the driving conditions and streets of Rosemount. It includes Rosemount community, and indirectly involves the residents of Minnesota who are behind the wheel. We have focused our efforts on providing an effective resource for the youth and parents of Rosemount. As members of the University of Minnesota’s Youth Studies Program partnering with the Resilient Communities Project and students from Rosemount High School, we have researched the risks of unsafe driving behaviors within the community. We are looking to use the findings from our research to provide an effective parent-teen driving program for the City of Rosemount, in order to educate parents of the risks their teens face today and how they can, with their teen, address them. Our goal for this program is to raise awareness and educate the community about teen driving risks, and ultimately decrease the number of accidents in Rosemount and the surrounding areas.

Need Statement

Each day, 7 teens between the ages of 16 and 19 die every day from accidents related to motor vehicles (Center for Disease Control, 2011). This does not include the thousands of other teenagers who are seriously injured or treated in emergency wings (292,000
teenagers in 2011) (CDC). Furthermore, the CDC states that for every mile driven, teenagers aged 16-19 are three times more likely to crash than people over 20 years of age (CDC). Furthermore, between 1999 and 2006, the leading cause of death for teenagers between the ages of 12 and 19 were accidents involving motor vehicles (35%) (CDC). There has been no evidence of significant change since then, and the addition of more distractions for teen drivers (including widespread use of technologies such as cell phones), has aroused more concerns in local communities. (Center for Disease Control and Prevention, 2014)

According to Minnesotans for Safe Driving, a social services organization, 15.9% of the crashes in Minnesota involved teenage drivers. The data shows that these accidents were attributed to distracted driving (20.5%), failing to yield to traffic (12.9%), speeding (12.9%), and following too closely behind other vehicles (9.2%). While there is a state-mandated curriculum that must be met in all driver’s education classes that includes talking about risks, supplementary materials appear to be necessary (for example, there is nothing in the Minnesota state guidelines requiring driving schools to address technology distractions, though many of the programs do this anyways).

Teenaged driving is a growing concern for the city of Rosemount. According to the 2010 Census, almost half (46.5%) of the 7,587 households have children under the age of 18. In fact, 30.7% of the residents of Rosemount are under the age of 18 (Rosemount, 2010 Census, 2010). This means that there is a large population of current and future drivers who will be more liable to cause accidents and endanger the community than the average driver. Furthermore, the population of Rosemount is expected to double the size of its population by 2040 (Resilient Communities Project,
2014-15). With a higher population density, the likelihood of accidents occurring and resident casualties also increases. This is why it is in the city’s best interest to take action today to ensure the safety of its citizens and residents. By implementing supplementary measures to the driver’s education programs, we hope to really impress upon Rosemount teenagers the consequences of distracted and risky driving.

**Desired Program Outcomes**

The evidence provided demonstrates that it is in the city’s best interest to take action today to ensure the safety of its citizens and residents. By implementing supplementary measures to the driver’s education programs, we hope to really impress upon Rosemount teenagers the consequences of distracted and risky driving. Teenagers will have a deeper understanding of conscientious driving, and a deeper sense of accountability. They should have an understanding of the impact of their driving on the community and their peers. In attaining this new mindset and perspective, teenagers will become more conscientious drivers, with a reduced likelihood of risk factors. This in turn will benefit the entire Rosemount community by teenagers actively contributing to a safer and more unified neighborhood.

**Research on Teenaged Driving**

There have been many diverse studies that have been directed towards teen safety while driving. One study looked at the perspectives and experiences of teenagers themselves, and found that drinking, texting and marijuana use were factors they found most dangerous for their generation of drivers (Ginnsburg et al 2007). Many studies have
found that driving accidents are higher among teens for “at least several years after licensure” (Ouimet, Simons-Morton 1, 2006). While a large portion of this can be attributed to inexperience with driving, youthfulness and risk taking are also significant factors that play into higher youth risk (Winston and Senserrick 2006). Surprisingly, the few research efforts that studied the effects of increased parent-supervised driving before licensure did not have positive results (Simons-Morton, 2007). However, recent studies have shown that parental management of their teen’s driving after they receive their license has promising results, particularly when it is paired with a graduated licensure program (Simons-Morton). This combination limits the conditions under which a teenager can drive, and allows for the teenager to be held responsible by their parents for any unsafe or reckless behavior (Hartos et al 2002).

One article focused specifically on the successful and unsuccessful ways in which to deal with risk factors for young drivers (Williams 2006). Contrary to what has typically been held as common knowledge, traditional driver’s education is not a successful way of preventing accidents. While these classes are important in teaching skill-building and teaching the rules of the road, Williams states that the course is of a short duration. One study tellingly found that any safety measures that are successfully conveyed in driving programs can “readily be overwhelmed by ongoing parental, peer, personal, and other social influences that largely shape driving styles and crash environment” (Williams 1). A study that perfectly illustrates this phenomenon was published in the journal for the American Academy of Pediatrics in 2014 (Kaiping et al 2014). It revealed that teenagers who had ridden with a driver impaired by drugs,
alcohol, or sleep deprivation were more likely to drive while they are impaired themselves (Kaiping et al).

Currently, the City of Rosemount has fairly well-rounded Driver’s Education Programs. Those offered follow the guidelines required by the state of Minnesota, which includes everything from driving techniques to safety. Like other public high schools in the surrounding area, Rosemount High School has an in-school Driver’s Education program that is required for all students. Not only does it exceed the state time requirement by 8 hours, but it includes Red Cross CPR training and certification (Bergstedt, 2015). For students who attend private schools, Driver’s Education programs are offered at the school after school hours, including programs such as A+ Driving School. Like the program offered at Rosemount High School, this program has been tailored over the years and organized to best fit today’s student needs (A+ Driving School, 2015).

It is clear that a meeting with teenaged drivers who are still considered ‘at-risk’, their parents, and a trained instructor would be advantageous to the Rosemount community as a whole. This follow-up program should not only be implemented at Rosemount High School, but expanded to all drivers’ education programs. This would be a relatively low cost solution that would encourage active parenting and monitoring. It would also models the findings of studies that have shown that parental intervention is one of the most effective ways to reduce accidents among teenagers (Hartos et al 2002).
Program Description

Though the safety curriculums provided in traditional driver’s education programs have been discredited (Williams 2006), changing a system that has been used for years and is mandated through the Minnesota statutes is not plausible (Minnesotans for Safe Driving 2015). As mentioned before, these programs do provide an environment where teenagers can learn the rules of the road and learn from an experienced instructor in driver’s education (Williams). However, the research has made it clear that a supplementary program would be most advantageous to the Rosemount community.

The research suggested that it is the young person, their friends, and their parents that have the biggest influence on potential risk factors while driving (Shope and Bingham). It can therefore be concluded then that in order to promote safety in teen driving, it is essential to involve those with whom teenagers have the strongest relationships with. Parents are not only in a position to set limits and monitor their child’s driving, but they can also hold them accountable (Simons-Morton 2007). Furthermore, it was recently found that when parents are given more information about safe teen driving and novice driver-parent agreements, they are more likely to put more limits on driving in the first couple years after licensing (Hartos et al 2002). The more higher regulation of driving in the years after licensure, the lower the risk factors are for accidents.

The program that the city of Rosemount should implement is one that would engage parents fully in their teenager’s driving process. Once a teenager has received his/her permit, the parents and teenager would be required to attend a class with their child’s instructor. The program would give parents the opportunity to educate
themselves about the dangers and risks that teenagers face on the road today, and learn about their impact on their child’s driving and well-being. The class would culminate with the parents and teenager working together to come up with an agreement for their son or daughter once they passed their licensing test.

Program Logistics

At the beginning of every Driving Education class offered in the City of Rosemount, parents will receive a list of dates for a 90-minute meeting they would be required to attend with their child before their child receives their completion slip from the Driver’s Education class. The meeting would take place in an auditorium or gym at the location of their teenager’s class, and would be taught by the school driving instructor. The City of Rosemount would provide the driving instructors with relevant facts about driving in specifically Minnesota, specifically in Rosemount, and any statistics or information that is unique to the area. They would also be provided with the research that has proven the importance of the parents’ role in their child’s driving. They would be directed to sites like DriveItHome.org and the Minnesota Safety Council, and the Office of Traffic Safety, a division of the Minnesota Department of Public Safety, which provide free resources, including videos and parent guides, for parent-teen classes about driving. These materials allow communities and driver’s education programs to help implement a “community-based class for parents and their soon-to-be student drivers” (OTS).

Driving instructors are ideal candidates for this position because they already are well-versed about teenaged driving, and can bring additional knowledge to the table. These instructors would need time to develop their course, continue teaching their normal
driver’s education courses, and facilitate the meeting. Community leaders and police officers would also be invited to sit in on the class or even give an address specific to the community of Rosemount. This would be voluntary, but could provide the opportunity for officials such as police officers to offer support and directly address teenagers and their parents about driving. Multiple modes of presentation communication would be recommended, including showing one of the parent-teen driving videos, and allowing time for families to have discussions about what they were learning, their thoughts, and driving in their household.

A required component of the course would be to talk about the importance of setting guidelines for teenagers. This agreement could include curfews, what kind of road and weather conditions they can drive in, etc. Parents would also be advised to come up with reasonable consequences that would occur if any part of the agreement was violated. This would also give them the opportunity to be a resource to families if they should ever need assistance, and create closer ties with the community. Specific agreement forms can be found at the Office for Traffic Safety (OTS).

A program like this is not meant to take away a teenager’s autonomy. In fact, throughout the process the teenager would be given the opportunity to collaborate with their parents and voice their opinions without inhibition. Both the parents and instructor should be able to recognize the teenager’s achievement in passing their license test. However, by actively having parents play a role in setting guidelines and rules for their child, a parent is ensuring that conversations about safety and personal responsibility are occurring (Kansier 2015). It also allows the teenager to recognize that they are accountable for their actions, and gives them the opportunity to prove themselves, and
promote a safer community (Office of Traffic Safety, 2015). The program would further educate parents, and make them aware of resources they can use to really help support their child from home.

Another recommendation to the program would be to have an optional, one-on-one meeting between the teen driver, their parents, and the driving instructor a year or so after licensure. Following the model being developed by Rosemount Driver’s Education instructor Tim Bergstedt, the meeting would take place in the student’s junior or senior year (Bergstedt). The meeting would consist of the teenager and their parents meeting with the driver’s education instructor. The instructor would be able to facilitate a discussion regarding the teenager’s progress and driving habits. The parents and teen would each have the opportunity to say how they felt the process was going, and voice any concerns that they may have. If resources permit, this process could become mandatory for all teenagers who receive any driving tickets or complaints. At this point, the discussion could be centered on the behavior the led to the ticket, how the teenager had broken the agreement if one was in place, and what changes needed to be made. However, this is a recommendation, and would need to be coordinated between the Rosemount Police Department and the Rosemount Schools.

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**Program Budget**

The following chart provides the estimated budget for a program to be implemented at one High School or Driving School. It is important to note that this budget would differ depending on the High School and/or Driving School, depending on the resources the program already has at its disposal.

<table>
<thead>
<tr>
<th>Personnel Costs</th>
<th>Number of Staff</th>
<th>Time Spent</th>
<th>Salary/Hourly</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Manager</td>
<td>1</td>
<td>10</td>
<td>$21.00</td>
<td>$210</td>
</tr>
<tr>
<td>Program Assistant</td>
<td>1</td>
<td>4.5</td>
<td>$17.00</td>
<td>$76.50</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>15</td>
<td>$15.00</td>
<td>$225.00</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(25% personnel)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Facility Costs

<table>
<thead>
<tr>
<th></th>
<th>Cost</th>
<th>Number of Times Used</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Rent</td>
<td>$0.00</td>
<td>1</td>
<td>$0.00</td>
</tr>
<tr>
<td>Space Rent</td>
<td>$12.00</td>
<td>1</td>
<td>$12.00</td>
</tr>
</tbody>
</table>

### Supplies/Equipment

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projection/DVD Equipment</td>
<td>$0.00</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Course Booklets “Safe Young Drivers: Guide for Parents and Teens</td>
<td>$15.00</td>
<td>45</td>
<td>45x15 $675.00</td>
</tr>
<tr>
<td>Office Supplies: Pens, paper, paper clips, staples, markers, tape, post-its, etc.</td>
<td>$50.00</td>
<td></td>
<td>$50.00</td>
</tr>
</tbody>
</table>

**Total: $1248.50**

This budget is the estimation for what it would cost to implement such a program at Rosemount High School. The staff cost is based off of the program’s needs. In order for the program to run effectively we would need a program manager, facilitator, and one administrative assistant. The program manager would most likely by the driving instructor at Rosemount High School, or another instructor from around the area. They would be expected to perform about 10 hours of work for each 90-min meeting, including prep time. Their pay would be a salary of $21.00 per hour. The program assistant would be a part time job, and could easily be assumed by a staff member at the school. They would work 4.5 hours in order to assist the program manager in logistical work, and
would receive a salary of $14.50 per hour. Finally, the administrative assistant would help with any office support or logistical activities. Since the administrative assistant will be hired through the Rosemount school district we will have to pay them the same salary as a Rosemount High School administrative assistant employee, which will be 34 dollars an hour for 4.5 hours.

There would not likely be any cost for office rent, because the program would most likely be held in a gym or auditorium at the school. This would equate to about $12 for each parent-teen meeting. Each family would receive a copy of *The Safe Young Drivers: Guide for Parents and Teens* book. This will provide both the student and parents with valuable information about safe driving and the risks of unsafe driving, and will give them a resource to look to once the class is over. The program would also need office supplies for pens, paper, markers, etc., for student and parent use for notes as needed. This would probably amount to about $50.00. This makes the total for the combined budget for this program to be $1,248.50 in order for it to run successfully.
## Evaluation

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ACTIVITIES</th>
<th>OUTCOMES</th>
<th>MEASUREMENT METHODS</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an environment where teenagers can learn the rules of the road and learn from an experienced instructor in driver’s education</td>
<td><strong>Education</strong></td>
<td>Teenagers will have a deeper understanding of conscientious driving.</td>
<td>Have teenagers attend the Driving class for all 3 sessions.</td>
<td>It will create safer roads for not only for themselves, but for peers and anyone driving.</td>
</tr>
<tr>
<td>Give parents the opportunity to educate themselves about the dangers and risks that teenagers face on the road today, and learn about their impact on their child’s driving and well-being.</td>
<td><strong>Dialogue/Education</strong></td>
<td>They should have an understanding of the impact of their driving on the community and their peers</td>
<td>Parents can set up some ground rules regarding safe driving for their teenagers.</td>
<td>It will not only create a dialogue between teens and parents, but parents can also stand their ground on their teenager’s driving privileges.</td>
</tr>
<tr>
<td>Bring more awareness to safe driving.</td>
<td><strong>Attending Class/Talking to Parents about Risks of Driving</strong></td>
<td>Teenagers will become more conscientious drivers, with a reduced likelihood of risk factors</td>
<td>Have 1 on 1 sessions with teens about safe driving</td>
<td>Not only bring awareness but really show the importance of why they’re taking the course.</td>
</tr>
<tr>
<td>The instructor would be able to facilitate a discussion regarding the teenager’s progress and driving habits</td>
<td><strong>Dialogue</strong></td>
<td>Teens will have discussion about expectations on the road.</td>
<td>Teens will read Course book: “Safe Young Drivers: Guide for Parents and Teens”</td>
<td>Teach teens about the importance of safe driving. The “Do’s and “Don’ts while on the road.</td>
</tr>
<tr>
<td>Students will understand that driver education is a family and community intervention, taking advantage of the family and community strengths in influencing early driving behavior and helping to build those strengths.</td>
<td><strong>Dialogue</strong></td>
<td>Students will demonstrate the ability to advocate and Promote personal and family wellbeing.</td>
<td>Students will acquire knowledge in risk-taking prevention with regard to: road rage, aggressive driving, and personal safety.</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

This program has been specially tailored to fit the needs of teen drivers and their families, as well as those of the City of Rosemount. This program could make a very significant difference in the city of Rosemount, and allow it to become a more safe and family-friendly community. It also empowers teenagers in Rosemount by helping them to recognize themselves as members of a community with an important responsibility to that community. Finally, this program would guarantee that all teenagers and parents within the City of Rosemount are fully aware of the risks of teenaged driving, and have the tools they need in order to ensure the safety of the Rosemount community.
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