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RESEARCH REPORT

Idaho Alive at 25 Young Driver Education Program Evaluation

RP 308

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16. Abstract Since 2009, the Idaho Transportation Department (ITD) has implemented the Alive at 25 national program in Idaho. Each year, thousands of young Idaho drivers participate in the program to learn how to be better and safer on the road. To date, the impact of this program on driver behaviors and attitudes is unknown. ITD contracted Boise State University's Idaho Policy Institute (IPI) to study the program's implementation over the past 13 years to better understand how the course is delivered in Idaho and how similar courses are implemented in other states. IPI analyzed data collected through 24 qualitative interviews, 24 years of crash and citation data, and three quantitative surveys of Alive at 25 course participants. Analysis suggests Alive at 25 is viewed favorably by both instructors and participants; demand for virtual course options is under-served; method of instruction does not appreciably impact student attitudes or behaviors; certain elements increase the likelihood of success in behavioral change programs; Alive at 25 curriculum is in needed-flux; the program's impact on citation and crash occurrence is short-term; and attitudinal changes among participants appear similarly short-term.			
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Each research project is overseen by a Technical Advisory Committee (TAC), which is led by an ITD project sponsor and project manager. The TAC is responsible for monitoring project progress, reviewing deliverables, ensuring that study objectives are met, and facilitating implementation of research recommendations, as appropriate. ITD's Research Program Manager appreciates the work of the following TAC members in guiding this research study.

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List of Abbreviations and Acronyms

23 CFR 420	Code of Federal Regulations, Title 23, Part 420
AA25	Alive at 25
ADTPs	Advanced Driver Training Programs
BMVs	Bureau of Motor Vehicles
DiD	Difference-in-differences regression model
DOT	Department of Transportation
DUI	Driving Under the Influence
GDL	Graduated Driver's License or Graduated Driving License
FHWA	Federal Highway Administration
IPI	Idaho Policy Institute
ITD	Idaho Transportation Department
MPH	Miles Per Hour
NDSC	North Dakota Safety Council
NSC	National Safety Council
SCNSC.....	National Safety Council Southeastern Chapter
STK	Share the Keys
TAC	Technical Advisory Committee

Executive Summary

The Idaho Transportation Department (ITD) began implementing the Alive at 25 national program in Idaho in 2009. Each year, thousands of young Idaho drivers participate in the program to learn how to be better and safer on the road. The impact of this program on driver behaviors and attitudes in Idaho was unknown. In order to ensure the program is delivered efficiently and effectively, ITD contracted Boise State University's Idaho Policy Institute (IPI) to study the program's implementation over the past 13 years to better understand how the course is delivered in Idaho and how similar courses are implemented in other states. Based on this goal, the IPI research team sought to answer the following research questions in this study:

1. Does participating in the Alive at 25 course impact risky driving (accident and citation occurrences)?
2. How does the Alive at 25 course impact young driver attitudes toward driving?
3. What are the current delivery methods of the Alive at 25 course? Is any method more impactful than another? How can this process be streamlined?
4. How do other state approaches to young driver education compare from Idaho's? Is there any evidence on the effect they have on young driver performance? What are considered best practices?

To answer these questions, the IPI research team analyzed data collected through 24 qualitative interviews, 24 years of crash and citation data, and three quantitative surveys of Alive at 25 course participants.

Key Findings

The Alive at 25 course is viewed favorably by both instructors and participants. Instructors see the course as a mechanism to provide important learning opportunities for young drivers and reduce risky driving behavior. Course participants are similarly positive, with 74% rating the course "very useful" (scored 8 or above) to them as a driver immediately following their course and 69% rating it similar three months later. This indicates that stakeholders directly involved with the Alive at 25 course do value it.

Demand for virtual course options is under-served. Owing in part to the geographic realities of Idaho, there is great demand for virtual options for the Alive at 25 course. Nearly half (48%) of all pre-course survey respondents reported a preference for virtual instruction over in-person, but only a fraction of them reported successfully registering for their preferred instruction method, much lower than the success rate of those who preferred in-person instruction.

Method of instruction does not appreciably impact student attitudes or behaviors. While course instructors underscored the value of being able to directly interact with students in communicating an

understanding of course content, there was no substantial variation in course participant's responses based on whether they took the course in-person or virtually.

Certain elements increase the likelihood of success in behavioral change programs. A review of defensive driving courses and other behavioral modification programs suggests that successful interventions are those that engage parents, harness peer influence, and cultivate hazard anticipation. Programs that are built around these precepts, while also cultivating skill and knowledge acquisition, support of peers, and enhance participant motivation are more likely to be successful in effectuating behavioral change.

Alive at 25 curriculum is in needed-flux. The National Safety Council (NSC) is currently piloting a new version of its Alive at 25 curriculum, with an anticipated implementation by the end of 2025. Most course instructors interviewed identified many elements of the current curriculum in need of revision or refinement. It will be necessary to evaluate the degree to which the new curriculum addresses these concerns, so that effort is not made to correct something already in the process of being fixed.

Evidence suggests Alive at 25's impact on citations and crash occurrence is short-term. Analysis of secondary citation and crash data suggests that individuals exhibit signs of behavior change in the short term (0-6 months following course completion), but these improved behaviors do not extend outside of this immediate time window. While crashes and citations are not the only indicators of risky driving behaviors, they are a major one, and the lack of sustained impact indicates the effectiveness of the Alive at 25 course fades over time.

Attitudinal changes among Alive at 25 participants appear similarly short-term. Three surveys provide snapshots of Alive at 25 participant attitudes prior to taking the course, immediately following completion of the course, and 3 months after completion of the course. Survey responses indicate an initial course impact, as demonstrated by post-course response distribution varying from pre-course, but this impact diminishes with time and 3-month post-course responses more closely match pre-course levels. While the Alive at 25 course can have an immediate impact, this impact may only be temporary.

1. Introduction

The Idaho Transportation Department (ITD) commissioned Idaho Policy Institute (IPI) to conduct a program evaluation of Idaho's implementation of the Alive at 25 Young Driver Education program. Based on this goal, the IPI research team sought to answer the following research questions in this study:

1. Does participating in the Alive at 25 course impact risky driving (accident and citation occurrences)?
2. How does the Alive at 25 course impact young driver attitudes toward driving?
3. What are the current delivery methods of the Alive at 25 course? Is any method more impactful than another? How can this process be streamlined?
4. How do other state approaches to young driver education compare from Idaho's? Is there any evidence on the effect they have on young driver performance? What are considered best practices?

To answer these questions, the IPI research team analyzed data collected through qualitative interviews, secondary data requests, and survey outreach.

This study begins with a review of relevant background information about the Alive at 25 program and a review of relevant academic literature and professional studies associated with risky behaviors and attempts to elicit behavioral change in individuals.

This study then reviews findings from qualitative interviews conducted with Alive at 25 course instructors, the developers of the national Alive at 25 curriculum, and program administrators from other states who either oversee that state's own Alive at 25 program or a related young driver education program. Then the study examines Idaho driver citation data and Idaho crash data to determine if participation within the Alive at 25 program produces different outcomes. Next, we present the findings of three original surveys administered to Alive at 25 course participants over a 10-month period. Surveys were administered to participants prior to their taking the course, immediately after completion of the course, and finally three months after completion of the course. This is followed by a discussion of key findings and takeaways.

2. Background

Young drivers (age 24 and younger) in Idaho are disproportionately involved in traffic crashes. To help address this issue, ITD implemented Alive at 25, an educational program for young drivers developed by the National Safety Council (NSC). The Alive at 25 course was first implemented in Idaho in 2009.

Thousands of youth participate in the Alive at 25 program every year but the impact of this course on driver behaviors and attitudes is unknown. After 13 years of implementation, ITD wants to ensure the program is delivered efficiently and effectively. This includes better understanding how the course is implemented in Idaho and how it and similar courses are implemented in other states.

Literature Review

To contextualize the Alive at 25 course, the research team conducted a comprehensive review of academic and other relevant literature related to the effectiveness of defensive driving courses, behavior change programs, and existing evaluations of the Alive at 25 program. These studies were not limited solely to safe driving but encompassed studies related to other risky behaviors, such as smoking.

Defensive driving courses

Young and novice drivers remain disproportionately at risk of road traffic crashes, particularly within their first years of independent driving. Road crashes are a leading cause of death among young adults in the United States despite advances in conventional driver education (U.S. Centers for Disease Control and Prevention, 2025). This has spurred the development of numerous supplemental interventions designed to target cognitive, behavioral, and social factors contributing to risky driving.

Advanced driver training programs (ADTPs) typically emphasize vehicle handling skills and provide hands-on experience in controlled environments. An evaluation of ADTP for young drivers found no significant reduction in subsequent crash rates compared to traditional classroom-based programs (Wang et al., 2020). These findings align with earlier evaluations that found skill-based training inadvertently increased overconfidence without reducing crash risk (Glendon et al., 2014; Wang et al., 2020). Overall, while such programs are popular with parents and participants, the evidence suggests they do not deliver meaningful long-term safety benefits (Wang et al., 2020).

The role of parents can reinforce safe driving behaviors. The *Share the Keys* (STK) program in New Jersey integrated parents into the Graduated Driving License (GDL) monitoring process and the program successfully sustained parental engagement and influenced parenting styles over time (Knezek et al., 2018). Family based interventions may also indirectly shape teen compliance with licensing restrictions and promote safer long-term driving behaviors (Knezek et al., 2018).

Peers also play a major role in shaping adolescent driving risk. Susceptibility to peer pressure can be correlated with increased risky driving, but similarly, peer-delivered safety interventions improved attitudes and intentions to drive safely (Weston & Hellier, 2018). The *Learn2Live* intervention showed that peer-led follow-ups were more effective and more positively received by participants than expert-led sessions (Cutello et al., 2020). These findings indicate that peer-based models harness social influence to reinforce safety, making them among the most promising strategies for attitude and behavior change.

Several interventions target risk awareness, decision-making, and hazard anticipation. One supplemental driver education program increased risk perception and self-efficacy among adolescents, particularly regarding speeding and peer influence (Lanning et al., 2018). The *TeenSMART* program, a computer-based training designed to enhance hazard anticipation and higher-order cognitive skills, demonstrated a 54% reduction in traffic violations and promising reductions in crashes (Thomas & Darrah, 2020). Collectively, cognitive-based interventions, especially those addressing hazard recognition and decision-making, appear to offer measurable benefits (Lanning et al., 2018; Thomas & Darrah, 2020).

Young driver safety interventions vary widely in focus and effectiveness. Interventions that engage parents, harness peer influence, and cultivate hazard anticipation show the greatest promise in reducing risky driving and traffic violations.

Behavior changing programs

Other behavior-change programs are useful in determining the types of interventions that may be effective in the future. Public-health programs that focus on cessation of smoking and e-cigarette use are particularly notable. These programs offer a roadmap for hypothetical program focuses.

Programs that aim to reduce e-cigarette use among teens and young adults utilize different approaches, yet their ultimate impact depends on if behavior change strategies are implemented effectively. A useful framework for creating programs focused on behavior change, the COM-B model, emphasizes capability, opportunity, and motivation for participants (Michie et al., 2011). When considering programs that successfully alter young adult and teen behavior, many utilize elements from the COM-B model. Throughout the literature collected for this report, the findings identify one theme: knowledge acquisition alone rarely changes behavior (Cutello et al., 2020; Glendon et al., 2014; McCauley et al., 2023; Rodwell et al., 2018). Instead, programs that combine skills training, social norm engagement, timely reminders, and environmental cues have had the strongest impact (Cutello et al., 2020; Kelder et al., 2020; Lanning et al., 2018; Rodwell et al., 2018; Thomas & Darrah, 2020; Wang et al., 2020; Weston & Hellier, 2018).

Many programs that target cigarette and e-cigarette use take place through school-based curricula. The *CATCH My Breath* program uses multiple approaches to change behavior. The program consists of several different activities, primarily delivered through peer-led lessons. Classes consist of refusal-skills

practice, media literacy, and teacher reinforcement (Kelder et al., 2020). When compared to control schools, the program slowed the growth of e-cigarette initiation (Kelder et al., 2020). Integration of classroom content, teacher training, and posters targeting e-cigarette use all contributed to reinforcing social norms (Kelder et al., 2020).

An evaluation of changes in high school students' perceptions of e-cigarettes, refusal skills, and knowledge following a two-session class administered through their local school, taught with curriculum from Stanford REACH Lab's Tobacco Prevention Toolkit, found that the course increased knowledge of risks and harm, but did not change overall behavior (McCauley et al., 2023). Courses targeting behavior change must go beyond knowledge acquisition - peer engagement and social norm reinforcement are necessary for meaningful changes to occur (Kelder et al., 2020; McCauley et al., 2023).

Outside of school-led interventions, mobile and telehealth programs have demonstrated promising changes in behavior. The *This is Quitting* text-message program provides daily, tailored messages and on-demand support to people who are trying to stop smoking. A study found that individuals who used the program had higher abstinence rates compared to participants in the control group (Graham et al., 2021). Similarly, a pilot study of a telehealth contingency management program, an established behavioral intervention tool, indicated that motivational interviewing, cognitive-behavioral strategies, and incentives led to a reduction in vaping frequency among participants (Palmer et al., 2022). These digital and remote programs show changes in behavior, as long as they are implemented with effective strategies.

Additional programs that focus on incentives and visible policy changes can help to reinforce educational or digital interventions. For example, an incentive-based nutrition program, which focused on rewarding health choices through the mobile MyPlate platform, led to improvements in the eating habits of college students (Schroeter et al., 2019). Similarly, the *Click It or Ticket* campaign increased the use of seat belts through both increased enforcement and repeated exposure to campaign messaging through media coverage (Solomon et al., 2004). Both incentives and changes to social norms through government policy can influence the behavior of teens and young adults.

Across the literature collected for this report, results indicate that effective interventions share a few notable features. Skills training and peer engagement are particularly useful, knowledge acquisition alone is insufficient (Cutello et al., 2020; Glendon et al., 2014; Kelder et al., 2020; Lanning et al., 2018; McCauley et al., 2023; Rodwell et al., 2018; Thomas & Darrah, 2020; Wang et al., 2020; Weston & Hellier, 2018). Changes in social norms, either through large-scale media campaigns, policy interventions, or small-scale reinforcements made by teachers and peers, can also be impactful (Cutello et al., 2020; Graham et al., 2021; Kelder et al., 2020; Schroeter et al., 2019; Solomon et al., 2004; Weston & Hellier, 2018). Incentives, personalized prompts over time, and environmental cues can also bridge the gap between intention and sustained behavior (Graham et al., 2021; Kelder et al., 2020; Palmer et al., 2022).

When considering these findings in conjunction with the COM-B model (Michie et al., 2011), it is apparent that programs that build capability through skill and knowledge acquisition, create opportunities through peer support, and enhance motivation through prompts, incentives, or social norms show promise for encouraging behavior change.

Alive at 25 evaluations

In 2016 the North Dakota Safety Council (NDSC), on behalf of the North Dakota Department of Transportation-Safety Division, analyzed the effectiveness of their Alive at 25 program (Kubas & Vachal, 2016). The NDSC sought to learn if the Alive at 25 course resulted in participant behavior changes after completion. To determine the effectiveness of the course, the NDSC focused on determining changes in the frequency of driver crashes, citations, and DUI arrests among individuals that completed an Alive at 25 course.

Researchers compared the total number of crashes, citations, and DUI arrests for participants before and after taking the course. Time periods of 6 months, 12 months, and 24 months before and after the course were considered. The before-and-after results for crash, citation, and DUI arrest metrics were statistically significant for all three time periods, although changes were not always positive. For the six-month and twelve-month intervals, drivers in the sample improved for all three traffic safety metrics: the average number of crashes, citations, and DUI arrests were fewer after completing the course. However, participants accrued more crashes on average within the two years after course participation when compared to the two year period before course participation.

The NDSC also built logistic regression models using course participant information to determine the relationship between a set of independent and dependent variables. Three models were built to determine the impact of gender, the region of North Dakota where an individual resides, geography (urban or rural), and licensure status at the time of the course on the likelihood that drivers would exhibit safe behaviors (citations, crashes, DUI arrests). Each model was run three times to determine the impact of independent variables on the likelihood of a driver demonstrating safe driving behavior 6 months, 12 months, and 24 months after course completion.

For all three metrics, gender and region of North Dakota demonstrated a statistically significant impact on driving behavior among course participants. Relationships between the gender and the region the individual lived in were mostly significant in the first 6 months after course participation and less significant the more time passed since course participation. For all three metrics, the course participant was more likely to demonstrate unsafe driving behavior after course participation if they were male. Evidence was also found that individuals that participated soon after gaining their license were more likely to demonstrate safer driving behavior after.

Age of driver at the time of course participation was not included in the NDSC analysis. There is significant evidence that teens and young drivers are more likely to exhibit risky driving behavior than adults, which is why age is an important consideration when trying to determine what impacts the

likelihood a driver exhibits risky behavior (Kubas & Vachal, 2016). Without the inclusion of this variable, one can question how much of the reduction in risky driving behavior is due to the completion of the Alive at 25 course and how much is a result of the driver getting older.

3. Qualitative Interviews

Methodology

To better understand the history of the Alive at 25 program and how defensive driving courses are implemented elsewhere, IPI conducted interviews with Alive at 25 curriculum developers, Idaho Alive at 25 instructors, and administrators of other states' Alive at 25 state programs and other defensive driving courses. Additionally, members of the research team attended one in-person and one virtual Alive at 25 course to gain firsthand knowledge of how the course is taught.

Curriculum interviews

When interviewing a representative from the Colorado Alive at 25 program, researchers received contact information for the curriculum developers at the NSC. Outreach for interview participation was conducted via email. The interview was approximately 30 minutes in length and held virtually; questions revolved around the history and design of the program, curriculum success, and best practices for course administration. Responses were coded for themes and are summarized below.

Instructor interviews

Researchers received contact information for Idaho Alive at 25 Instructors from ITD. Outreach soliciting interviews was conducted via email. Of the 29 instructors in the state of Idaho, 17 were interviewed for this study. Interviews were approximately 30 minutes in length and administered over Zoom. Background research on the program and other defensive driving programs informed the interview protocol. Questions included information about class administration (class size, how often courses are offered, etc.), preferred mode of instruction (virtual or in-person), opinions about the course curriculum, and best practices for course instruction. IPI read through responses and created simple summaries for each. These summaries allowed for identification of commonalities, or themes, across responses relevant to the research questions.

Other state program interviews

Contact information for state programs was collected from online websites; additionally, some interviewees provided emails for other state programs. Following outreach via email, six states were available for interviews. Interviews with Alive at 25 state programs included Colorado, Kentucky, the NSC Southeastern Chapter for South Carolina and Georgia, and Texas. At the time of the interview, the Iowa-Illinois Safety Council was in the process of starting Alive at 25 courses in Iowa. The sole interview with a non-Alive at 25 state program was conducted with Ohio. Interviews were 30 minutes long and held via phone or Zoom. Questions included information about the state's program history, which aspects of the Alive at 25 course were the most impactful, and best practice suggestions for other programs.

While most Alive at 25 states utilize the same curriculum (with small changes based on state law) and are implemented in similar ways, each state initiated the program for different reasons. Other changes in state programs include whether virtual options are offered and how often courses are taught.

Findings from Curriculum Interview

The NSC has collected information about road safety for several decades. The first NSC defensive driving course was created in 1964. When analyzing road safety data, the NSC recognized that young drivers were more at risk for traffic citations and crashes than other drivers; as such, in 1993, they launched the Alive at 25 program, specifically targeting reckless driving behavior in young drivers.

Built on choice theory, the course focuses on controlling one's own behavior and choices rather than other drivers' behavior. Additionally, elements of peer-based learning are used throughout course materials. The curriculum is built for international instruction and administrators must agree to teach the material in the way that it is written. States can make slight modifications based on state law, but most elements of the course are the same regardless of location.

Curriculum materials are updated every five years. Feedback from instructors is collected, specifically focused on course materials and any desired changes. From there, the NSC curriculum team creates a report that is brought to a board of advisors for review; this advisory committee then makes recommendations for curriculum changes. The new curriculum iteration is piloted, with feedback collected from focus groups. The updated curriculum is then distributed to states and instructors, with a transition course (with information about class changes) taught to instructors. The total time from the beginning of the evaluation period to implementation of the new curriculum takes around a year and a half.

This study focuses on the 4th edition of the Alive at 25 curriculum, although the 5th version was being created and piloted while this research project was ongoing. The curriculum interviewee noted that feedback about the course, videos, and activities were being addressed in this new iteration, which will be implemented in late fall of 2025. Additional changes will be made for virtual instruction, with more options for class engagement and peer-led activities.

Findings from Instructor Interviews

IPI identified themes around both existing strengths and areas for improvement from the 17 interviews done with Alive at 25 instructors. Most respondents were local law enforcement or emergency response professionals. Multiple interviewees noted that their experiences witnessing dangerous accidents encouraged them to become an Alive at 25 instructor. Several individuals emphasized the importance of providing learning opportunities for students to reduce risky driving behaviors and the fulfillment that comes with teaching the course.

Of the interviews conducted, eleven individuals stated that they prefer in-person instruction. Many interviewees stated that there is value in continuing to teach the course in-person, indicating that student interaction is valuable in understanding course content and in taking accountability for one's actions. Twelve of the respondents had never taught virtual Alive at 25 courses, but four of those instructors indicated they would consider offering virtual instruction.

Instructor views of curriculum

When considering beneficial and negative aspects of the course, most instructors believe the curriculum is impactful. However, many observed that the course is too long and it is difficult to cover all of the material in the designated class time. Almost all instructors indicated they do not have time to cover the last module, "Basic Needs," which is an optional component of the curriculum. Many instructors noted that the first module "Who's Stopping Me," is the least effective part of the course, simply due to lack of student engagement. In comparison, the second module, "Am I Aware," was often cited as the most effective. Many instructors indicated that most of the curriculum was beneficial for students, but student engagement decreases as the class progresses due to the length of the course.

Several instructors reported making slight adjustments to the curriculum to enhance the course and more actively engage students with the curriculum. Instructors have added additional activities, facilitated class discussions, and included their own personal experiences into the lesson plan. Many stated that creating a safe space for effective conversation allows for instructors to connect with students on a more personal level. Additionally, instructors feel like the more engaged students are, the more likely they are to retain information regarding safe driving behaviors. When IPI researchers attended both the in-person and online courses, they saw firsthand how opportunities for connection encouraged more engagement in less exciting parts of the course.

When asked about potential improvements to the course, instructors indicated that updates to curriculum materials would be beneficial. In particular, eight interviewees noted that the current course videos and photos are outdated; they advocated for real life scenarios being added to the curriculum, stating they are necessary to reveal the true consequences of unsafe driving. Respondents noted that an update to videos and photos, and a removal of the computer-generated components, may provide more relevant examples and help maintain student engagement throughout the course.

Materials and resources

While most instructors felt properly equipped with materials and resources to teach the course, some instructors requested that additional information be included in the Alive at 25 Guidebook. While the NSC encourages instructors and states to update the course curriculum with state-level laws and regulations, there is information about the course that instructors feel would be helpful, such as general details regarding national statistics and fatalities, safe driving tips, and device-free and seatbelt policies; students often ask questions about course content that is not included in the Guidebook.

Further resources and training could be offered to encourage other law enforcement officers or first responders to teach the course. Instructors noted that time constraints and work conflicts can create challenges for aspiring instructors to attend necessary training. Interviewees suggested that additional training options be offered to increase the number of instructors.

Receiving course feedback

The majority of interviewees encourage students to complete the end-of-course survey. However, many instructors do not have access to the results, making it difficult to implement any changes that may improve course delivery. Some Alive at 25 Idaho locations have created their own survey which they administer at the end of the course. These local survey questions often include specifics about the instructors and course content/delivery, with some general questions regarding the sign-up process and course availability. When attending a course in-person, an IPI researcher saw firsthand how instructors encourage students to complete both the evaluation on the back of the course materials, as well as the location-specific survey. Instructors also receive direct feedback from students through informal discussion as the class is dismissed.

Beyond the course

When asked about additional steps ITD can take to address risky driving behaviors, instructors suggested adding Alive at 25 course material to Drivers Education classes, including information about driving distractions, using a seatbelt, and spreading awareness of the Alive at 25 course. Additionally, instructors suggested ITD advocate for safe driving legislation, and that local law enforcement increase police presence in heavily populated areas.

Interviewees also provided advice for potential future instructors, encouraging them to share their personal experiences to create a safe environment for students. Instructors noted that course participants often have serious offenses, but instructors should have a non-judgmental attitude to truly change risky driving behavior.

Findings from Other State Programs Interviews

Table 3.1 Overview of Select Young Driver Education Programs in Other States

State	Type of Driver Program	Age of Program	Reason for Class
Colorado	Alive at 25	Established (Over 40 years of Defensive Driving Programs)	Court-ordered & some voluntary participants
Kentucky	Alive at 25	Established	Graduated Drivers' License program
South Carolina/Georgia	Alive at 25	Established (Since 2007)	High school parking passes & reduction of points on license or fine
Texas	Alive at 25	Established	Court adjudication (in place of community service or fine)
Iowa	Alive at 25	Pilot Program	Removal of suspended license
Ohio	Third-Party Provided, Ohio BMV Oversees	Established (Since 2007)	Court ordered for second or third citations

Colorado

Partnering with the NSC for almost 40 years, Colorado has a well-established Alive at 25 program. Administered by the Colorado State Patrol and taught by law enforcement, there are approximately 40 Alive at 25 classes per month, including 10 to 12 virtual course options. Typically, each class has 20 students, with a maximum number of 25 students for virtual classes; there are few repeat students. In 2025, the Colorado State Patrol anticipates administering 500 courses. According to the Colorado State Patrol, around 85% of participants are court-ordered participants, while the remaining students usually take the course to reduce insurance costs or due to parents' encouragement.

While the course material is similar to other states, the Colorado program attempts to emphasize the consequences of distracted driving and choices made while driving. The interviewee noted that the first module in the Alive at 25 course, "Who's stopping me?", has the biggest impact with students. For future curriculum iterations, the interviewee believed more interaction and less lecture would improve impact, especially for virtual courses.

Best practice advice included identifying the best possible instructors to administer the course. While the interviewee noted that many instructors are good, the courses that are most influential are usually

taught by an experienced and passionate instructor. Colorado also has an optional survey for students to provide feedback on potential changes and things that are working well.

Kentucky

Prior to implementing the Alive at 25 program, the Kentucky Office of Highway Safety administered a course, “Drive to Stay Alive,” which brought students from all over the state to Frankfort for a week-long course at the police academy. When the course was discontinued due to cost and capacity, the state pivoted to Alive at 25, which was originally implemented in high schools for student parking passes. Despite deep relationships with local high schools, the program did not scale to meet the needs of the state. As a result, the state partnered with the NSC to administer the program in a larger capacity and Alive at 25 became a statewide certified program for completing the Graduated Driver Licensing (GDL) Program in Kentucky. Now held virtually, Alive at 25 is administered throughout Kentucky’s 120 counties and used primarily for obtaining a GDL. Some students take the course for court diversion, but there are alternate state programs for citation dismissal and other risky driving behavior.

Taught by law enforcement, there are usually six to seven courses a day. Most classes are held virtually, but there are in-person options, as well as court diversion which sometimes requires physical attendance. The minimum number of students is 12, and classes are capped at 25. Virtual courses are limited to 20 students. The course and instructors are evaluated through a survey administered at the end of the class, and senior instructors often monitor courses to offer feedback to newer instructors.

The interviewee noted that the choice theory behind the curriculum is impactful with students, especially in the second module, “Am I Aware?”. Due to Kentucky law, an additional section was added to the curriculum about what to do when being pulled over. When considering additional changes to future iterations, the interviewee noted that it was useful to listen to instructor feedback, particularly around shortening the curriculum and updating the videos.

Best practice recommendations included honesty around potential driving consequences, building genuine relationships with students, and not rushing through course material. Additionally, in Kentucky, students over the age of 21 are encouraged to take an alternative defensive driving course and the interviewee noted that having such a large range of ages can sometimes make the course difficult to administer and resonate with all students. The interviewee suggested limiting the Alive at 25 course to students under the age of 21.

South Carolina/Georgia

Both South Carolina and Georgia’s Alive at 25 program are administered through the National Safety Council Southeastern Chapter (SCNSC). While both states have a slightly different curriculum due to state laws and history of program inception, the SCNSC teaches and administers programs in both states.

South Carolina's Alive at 25 program began in 2007. After seven student crash fatalities in one year at Dutch Fork High School in Irmo, South Carolina, local officials contacted the NSC to learn more about administering the Alive at 25 program to combat reckless driving among youth. Dutch Fork High School began teaching the Alive at 25 program the following year, incentivizing students to take the course in order to receive a parking pass for the year. The Southeastern Chapter of the NSC then began outreach to other high schools throughout the state. The program still operates as a way for students to receive high school parking passes, but is also now used for court purposes, mainly to reduce a fine or points on a drivers' license. Georgia, similarly, uses the program for high school parking passes and for court purposes. The only difference between the court-sanctioned courses and the high school classes is the overall cost for students, high school classes are a lower fee, while the court option is a bit higher.

While the Alive at 25 course covers a wide range of driving behaviors, SCNSC predominantly focuses on speeding, distracted driving, and wearing a seatbelt. The interviewee noted that it can be difficult to reinforce certain desired behavior due to conflicting state laws. For example, in Georgia, their state seatbelt law states that if a passenger is over the age of 18 and in the backseat, they are not required to wear a seatbelt. Similarly, South Carolina did not have a law targeting phone use while driving until this year. Due to these laws, the interviewee noted that the course aims to challenge the culture around seatbelt use and distracted driving, rather than emphasizing the legality of certain behavior.

Courses are offered weekly, with three or more classes each week; more options are offered during the summer when high school students are taking the course to receive their parking pass for the year. Both high school students and individuals attending the class for court related reasons can attend the same classes. The interviewee noted that this is beneficial, as high school students can learn about the court process and potential consequences of reckless driving.

Only virtual courses are offered. Best practice recommendations include getting students engaged by using the webinar option on Zoom, using pop-up questions and the chat feature frequently, and creating word cloud responses with Mentimeter. While SCNSC has branched out from solely law enforcement instructors, they do require that instructors be a first responder of some kind such as firefighters and trauma nurses. Classes are usually around 50 students, and they occasionally see repeat students due to the parking pass option and ability to retake the course for court diversion. Students are able to provide feedback on the course through a survey with open response options after course completion.

The interviewee noted the importance of peer interaction to the overall efficacy of the course and encouraged the use of more peer-led activities. Additionally, modules that focus upon the consequences of reckless behavior on family members and friends are especially impactful, correlating a student's decision to potential outcomes. When considering opportunities for improvement for the course, the interviewee noted that making the online course more interactive would be beneficial to the overall success of the program, as well as updates to videos and stories.

Texas

Working with the Texas Department of Transportation, the independent non-profit Texas Alive Team administers the Alive at 25 course. Previously, the course was used for ticket dismissal; however, the Texas Sunset Advisory Commission found that there were multiple duplicative defensive driving programs and ordered the discontinuation of ticket dismissal for Alive at 25 attendance. Now, the course is primarily used for court adjudication for driving infractions in place of community service or paying a fine. Due to Texas legal requirements, the course includes additional messaging about anti-littering and the Texas Move Over law.

Taught by current and past law enforcement, there are typically three to four courses administered a week. With around 20 students per class, courses are taught both in-person and online. Class registration is \$65 per student, but the non-profit will often offer the course at no-cost to schools and those who are economically disadvantaged. The interviewee noted that the choice theory aspects and discussion of consequences particularly resonate with students, especially information about how reckless driving can impact family members and friends.

When considering best practices, the interviewee noted that peer-led education is helpful and meaningful, particularly in encouraging student engagement during the class. While the non-profit does not regularly evaluate the course, they do occasionally conduct feedback sessions with instructors. Additionally, based on internal data, the Texas Alive Team has determined that among Alive at 25 course participants in Texas there is a 72% decrease in crashes after taking the course.

Iowa

Historically, Iowa has conducted several different drivers' education programs. In the early 2000s, Iowa had a remedial driving program for teens and young adults who had received a ticket. When participants received a notice of their driving violation, they met with an Iowa Department of Transportation (DOT) employee (mostly supervisors at county locations) to create an action plan on how the individual could become a safer driver. As this was fairly demanding of staff capacity, the Iowa DOT decided to redesign the program. The Iowa DOT then began to review cases on an individual basis, whereby team members would review a ticket, decide the level of the citation, and what the consequences should be. For a first offense, drivers would receive a safety advisory letter and additional driving parameters, such as no driving after 10:00 PM, no additional people in the car, or no electronic devices while driving.

Employees at the Iowa DOT hoped to target teen driving behavior and began wondering if these additional driving parameters were having an impact on reckless driving. When considering potential programs to decrease risky behavior, the Iowa DOT recognized that they did not want to send students to a drivers' safety course (in Iowa this includes 30 hours in the classroom and 15 hours of driving time), but rather wanted to focus on specific behaviors, such as speeding and distracted driving.

After attending multiple Nebraska Alive at 25 courses and creating a team to evaluate potential defensive driving courses, the Iowa DOT began to determine how they might administer Alive at 25 in

their state. After much thought and planning, the Iowa/Illinois Safety Council recently signed a Memorandum of Understanding with the state of Iowa to begin administering the course. In the pilot stage, the Iowa Alive at 25 program will be limited to students who appeal the suspension of their intermediate drivers' license due to a driving violation, with most participants around the age of 16. They anticipate holding two courses a month, taught by staff from the Iowa/Illinois Safety Council. All courses will be virtual with mandatory camera and microphone participation. It will cost \$60 for the course, which will cover the cost of the workbook, registration, and sending materials to the students. This money will go to the Iowa/Illinois Safety Council rather than the Iowa DOT.

As the program is still in the planning stage, elements may change over the course of the next year. However, they do plan on surveying students after they have taken the class for course feedback. Similarly, they anticipate regularly reviewing the driving records of course participants to assess whether the program is effective in changing risky behavior and decreasing traffic citations.

Ohio

In Ohio, teen drivers with a second or third citation are required by the court system to take a juvenile driver improvement class taught by third party providers. The Ohio Bureau of Motor Vehicles (BMV) oversees the material taught in the course. With around 33 potential providers, students are able to find a time and place that works best for them. Students are required to pay for the course.

The program primarily targets risky driving behavior, such as speeding, and is taught in-person. With around six hours of instruction, the course focuses on risk elements, driver behavior, and crash factors. The class was created with different juvenile behavior programs and educational consultants. Taught since 2007, the Ohio BMV regularly updates the curriculum and activities based on feedback from course instructors and participants.

Additionally, Ohio has a program, Car Teens, that focuses on peer-led instruction. This is a two-to-four-hour course that is lighter in material and topics. Offered through Ohio's 4-H Youth Development program, participants usually attend due to court diversion needs.

4. Crash & Citation Data

Methodology

IPI was provided with crash and citation data for two groups of young drivers. The first dataset included 44,631 rows where each row represented an individual that completed registration for an Alive at 25 course between July 2009 and March 2024. IPI first eliminated any individuals in the dataset that did not have an age between 14-25 on the day of the course and any individuals that did not complete the course after submitting their registration. After these exclusions, the Alive at 25 Course Participants dataset contained 38,741 individuals. An incentive for an individual to complete an Alive at 25 course is to have a citation removed from their driving record. Nearly half (47.2%) of participants attended the course to get a citation dismissed. For these individuals, a citation was added to the dataset in the 6-month period before their course participation to accurately depict driving behavior leading up to course attendance.

All course participants were born between the years of 1997 and 2008. Nearly half (47.8%) of individuals in the participant dataset were under the age of 18 when they completed the Alive at 25 course. In addition, 43.9% of individuals in the treatment were female and 56.1% were male.

The second dataset provided to IPI included data for young drivers in Idaho that had never registered for or completed an Alive at 25 course. The Idaho Young Driver dataset included 64,992 rows where each row represented an individual of comparable age to those in the Alive at 25 Course Participant dataset. The dataset was reduced to 64,607 drivers after duplicates were eliminated based on name and birth date. Females accounted for 42.7% of the individuals in this group, which is aligned to the proportion of females in the Alive at 25 Course Participants dataset. All drivers in this dataset were born between the years of 1991 and 2006. The proportion of individuals in the Alive at 25 Course Participants and Idaho Young Drivers dataset that were born in specific years is shown in Figure 4.1.

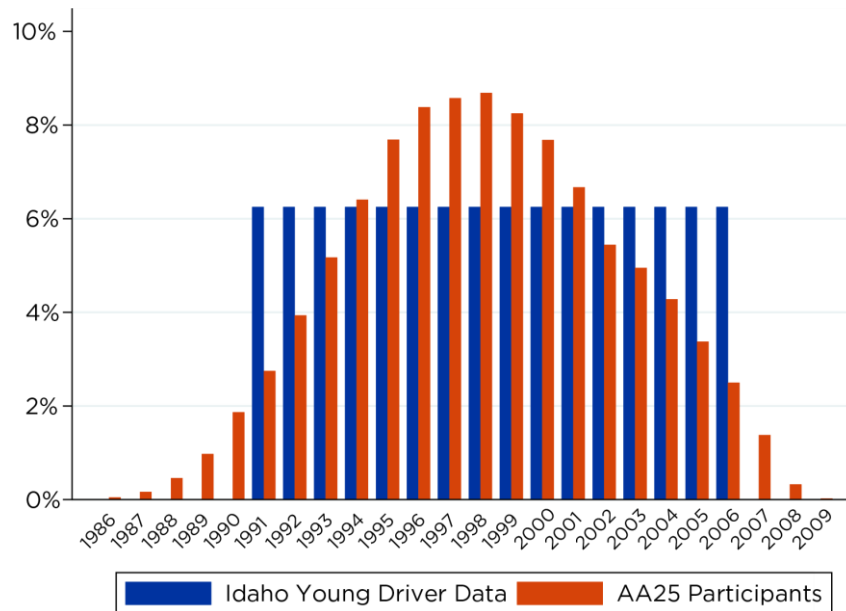


Figure 4.1 Proportion of Individuals by Birth Year

While the two groups of Idaho drivers have similar age and gender distributions, their driving behavior is significantly different. A driver that completed an Alive at 25 Course was over four times more likely to have had a citation on their driving record and over 27 times more likely to have been involved in a crash. This indicates that when age and gender are held constant, an Alive at 25 participant is far more likely to exhibit risky driving behavior than a driver that has never participated. These differences in behavior are significant enough to conclude that the group of individuals participating in Alive at 25 are a subset of the overall population of Idaho Young Drivers with a different risk appetite when it comes to driving behavior.

Table 4.1 Comparison of AA25 Course Participants and Idaho Young Drivers

	AA25 Course Participants	Idaho Young Driver Data
Number of drivers	38,741	64,607
% drivers with at least 1 citation	78.9%	16.5%
% drivers with at least 1 crash	36.0%	1.3%
% drivers Female	43.9%	42.7%

Establishing treatment and control groups

To evaluate the impact of the Alive at 25 course on changing young driver behavior, IPI worked to establish a treatment and control group for analysis. The dataset of AA25 Course Participants was used as a treatment group, as these individuals successfully completed the course. Due to extreme

differences in driving behavior, the Idaho Young Drivers dataset was not considered as a control group. This group of individuals was far less likely to have a citation or crash on their driving record when compared to the group of course participants.

When constructing the AA25 Course Participant dataset (treatment), individuals that registered but never completed the course were included in the original dataset provided by ITD. Individuals that registered but never completed an Alive at 25 course were selected to create a control group for analysis. To determine who was included in the control group, individuals where class status was equal to “no show” or “cancelled” were selected. Once these selections were made, 6,720 individuals were included in the control group. While the “class status” for all remaining individuals does not indicate course completion, some of these individuals went back to complete the course after either cancelling or not showing up to the first course they registered for. We created a unique identifier for each individual in the dataset and filtered out those that went on to take the course after not attending their first registration. Once we removed these records, the dataset contained 4,779 individuals. These individuals represent a group that registered but did not attend an Alive at 25 course and did not successfully complete a course with any subsequent registration.

The age distribution of individuals in the “Signed Up But Didn’t Complete” group vs. the AA25 Participant group are similar, but the “Signed Up But Didn’t Complete” group does trend slightly older. 47.9% of “Signed Up But Didn’t Complete” group are female, which is comparable to the proportion of the AA25 Participant group.

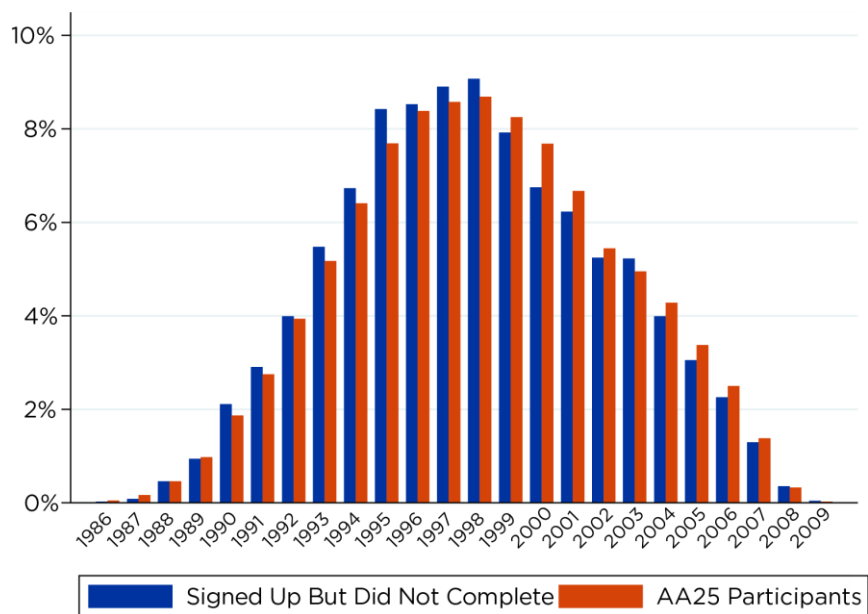


Figure 4.2 Age Distribution of Signed up, but did not complete vs. AA25 Participants

When comparing the course participants to those that signed up but did not complete their course, we find a more comparable level of citations and crashes. Individuals that participated in the Alive at 25 course were around 1.3 times more likely to have at least one citation on their record, but this is far

closer than the discrepancy between course participants and Idaho young drivers overall. The proportion of individuals with at least one crash on their driver's record is only 16% higher for course participants when compared to those that signed up but didn't complete their course, compared to being over 27 times higher than Idaho young drivers overall. The data indicates that the group of individuals that signed up for an Alive at 25 Program but never attended would make an ideal control group for analysis to answer research question #1.

Table 4.2 Comparison of AA25 Course Participants and Individuals Who Signed Up but Did Not Complete

	AA25 Course Participants	Signed Up But Did Not Complete
Number of drivers	38,741	4,779
% drivers with at least 1 citation	78.9%	58.7%
% drivers with at least 1 crash	36%	31%
% drivers Female	43.9%	47.9%

Citation Data

Paired T-test

A paired T-test was used to determine meaningful changes in citation accumulation as a result of participating in the Alive at 25 program. This test uses the differences in mean citations for individuals 0-6 months before/after, 6-12 months before/after, and 12-24 months before/after course participation. Cohorts in both groups analyzed were created before calculating values to determine significant differences. First, participants were eliminated from time periods based on how much time had passed between when data was delivered by ITD and the course date. For example, a participant that completed the course in April 2024 would not be included in the 24 months before/after comparison. In order to evaluate behavior for extended time periods before and after the course dates, individuals needed an adequate length of driving history before and after the program. Age at the time of course date was used to determine if enough driving history was present. Cohort sizes and age assumptions for each cohort are shown below.

Table 4.3 Comparison of Cohort Size

	AA25 Participant Cohort Size	Signed Up But Did Not Complete Cohort Size
0-6 months before/after (Age >15)	33,607	4,212
6-12 months before/after (Age>16)	27,522	3,615
12-24 months before/after (Age>17)	20,145	2,804

For each of the three time intervals, the means of the differences between the number of citations an individual obtained in the after period was subtracted from the number of citations obtained in the before period. This calculation yields a value that can be interpreted as the average level of change in citations for an individual in the given cohort. A negative “Before-After” calculation would indicate that more citations were obtained in the period after the course date when compared to before, while a positive value would indicate the opposite. For individuals that signed up for a course but did not attend, the last course date they registered was used to determine the dates for the before/after time periods.

For the Alive at 25 participants and those that signed up but did not attend, the change calculated over all three time periods was statistically significant ($p < 0.001$). This means that the differences observed are meaningful in terms of citation behavior between time periods before the course and after the course. The types of differences observed, however, are not the same for all three time periods.

Table 4.4 Paired T-Test Results

	AA25 Participants	Sig. $** < .001$	Signed up but didn't attend	Sig. $** < .001$
0-6 Months Before-After Course Date	0.649	**	-0.216	**
6-12 Months Before-After Course Date	-0.044	**	-0.019	**
12-24 Months Before-After Course Date	-0.010	**	-0.013	**

For Alive at 25 participants, there is strong evidence that individuals accumulate less citations in the six months following their course when compared to the six months prior. Once participants are over six months removed from their course date, they begin to accumulate slightly more citations when compared to time periods prior to their course date. This indicates that the course is responsible for a short-term behavior change, but does not result in long-term shifts in citation accumulation for participants.

Individuals that signed up but didn't attend their Alive at 25 course do not experience the short-term behavior change and instead accumulate more citations all three time periods after their course date when compared to time periods before their course date. This analysis shows that there is evidence to support a short-term behavior change with course participants but that behavior regresses to similar levels as those that didn't attend after about six months.

Difference-in-differences regression model

We employed a time-series difference-in-differences (DiD) regression model to understand how citation rates among members of the treatment group (individuals who have taken the course) compare to rates among individuals who signed up for the course but ended up not taking it. The DiD model is able to account for pre-existing differences between comparison groups, allowing for robust analysis of comparative change over time, provided that each group follows parallel trends prior to the treatment date.

As noted in the methodology section above, individuals who signed up for the course but ended up not participating are more directly comparable to those who participated in the course than the Idaho baseline group, allowing for more robust comparison of outcomes between these two more specific groups. Figure 4.3 illustrates this modeled relationship, while Table 4.5 provides more details on the variables tested in the model.

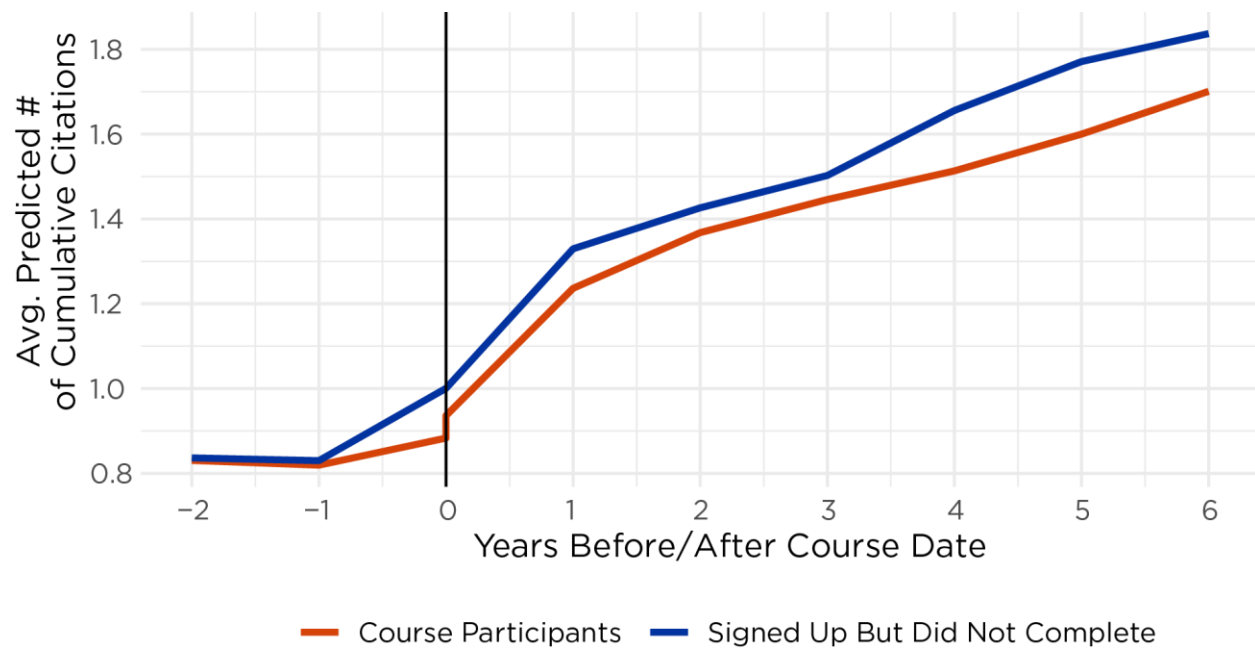


Figure 4.3 Predicted Rate of Cumulative Citations over Time, Course Participants vs. Signed Up But Did Not Complete

Table 4.5 Difference-in-Differences Model

Variable	Incidence Rate Ratio	P-Value
Age	1.12	<0.001 (Significant)
Sex	1.26	<0.001 (Significant)
Treatment vs. Control Group (2-1 Years Prior to Course)	1.06	0.015 (Significant)
Treatment vs. Control Group (1 Year Post-Course)	1.02	0.3
Treatment vs. Control Group (2-3 Years Post-Course)	1.03	0.2
Treatment vs. Control Group (4-6 Years Post-Course)	0.95	0.024 (Significant)

Examining these details, we unsurprisingly find a significant relationship between age and the number of cumulative citations a person receives over time, with each additional year of age being associated with a 12% increase in cumulative citations. There is also a significant relationship between sex and cumulative citations, with men receiving approximately 26% more citations than women across this time-frame. We also find that the treatment group (course participants) received 6% more citations in

the two years prior to their course date than those in the control group (those who signed up but did not participate). This finding could point to a pre-existing difference in trends that might impact the comparability of these groups, although this is not a strong difference. We find no statistically significant difference in the 1-3 years following the course date between course participants and those who signed up for the course but did not participate. However, after 4-6 years, we do see that course participants have roughly 5% lower numbers of cumulative citations than non-participants, which is a statistically significant difference, though not a large gap.

Although the DiD model does not find significant short-term impacts, the more granular short-term analysis above does find some limited differences in citations following course participation, although these differences level off when the analysis includes longer time periods. This could point to an immediate impact from receiving a citation that fades over time, or is also present among some in the control group.

In summary, our DiD model seems to suggest that the Alive at 25 program is not associated with major differences in outcomes, although there could be some impact 4-6 years after participation. However, course participants did have slightly higher citation rates to begin with, which could point to some inherent difference between the groups that could also explain the observed differences in long-term outcomes. Since course participants tend to come into the course with slightly higher citation rates than non-participants, it could take a number of years for program impacts to counteract that difference, reducing citation rates to the point where program participants are even with (and eventually fall below) non-participant citation rates.

The model also points to potentially pre-existing differences between our comparison groups that could limit causality between the program and observed impacts. For example, those with early citations may be more motivated to take the course to get those citations removed from their records. The early experience of getting a citation could also in itself change driver behaviors over time.

Crash Data

To avoid clouding the analysis of crash rates with high numbers of minor crashes (which involve a large element of chance), we focused specifically on crashes involving moderate or severe injuries or fatalities. Filtering down on these criteria, we find that the crash data shows similar trends to the data on citations.

When we compare crash rates by age across the group who completed the Alive at 25 course compared to the group that signed up for the course but did not complete it, we find similar rates over time, including after age 25. This comparison is illustrated in Figure 4.4.

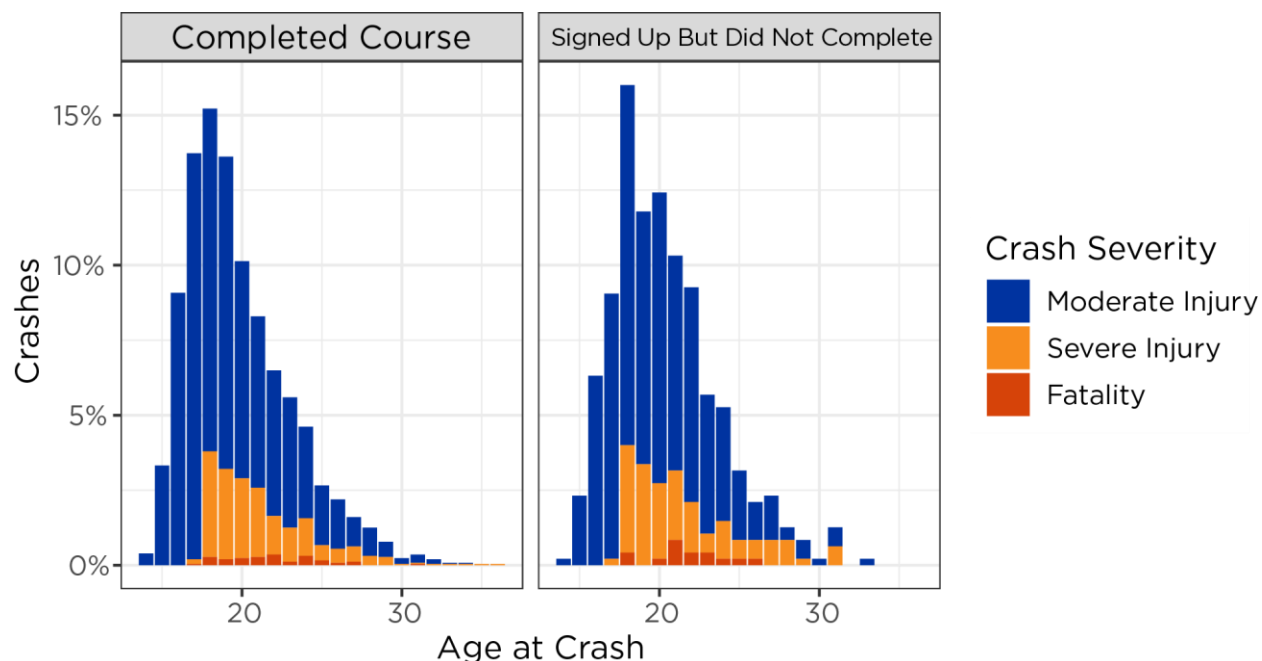


Figure 4.4 Comparison of Crash Rates by Age, Completed Course vs. Signed Up But Did Not Complete

Similarly, Figure 4.5 shows that both groups experience similar proportions of crashes over time in the 100 months before and after their course dates, although those who participated in the course were somewhat more likely to experience a crash just prior to participation. This could suggest that those who have experienced a crash may place more urgency on the need for further education on safe driving behaviors. Alternatively, crashes could also be associated with more severe citations that course participants are motivated to get removed from their driving records.

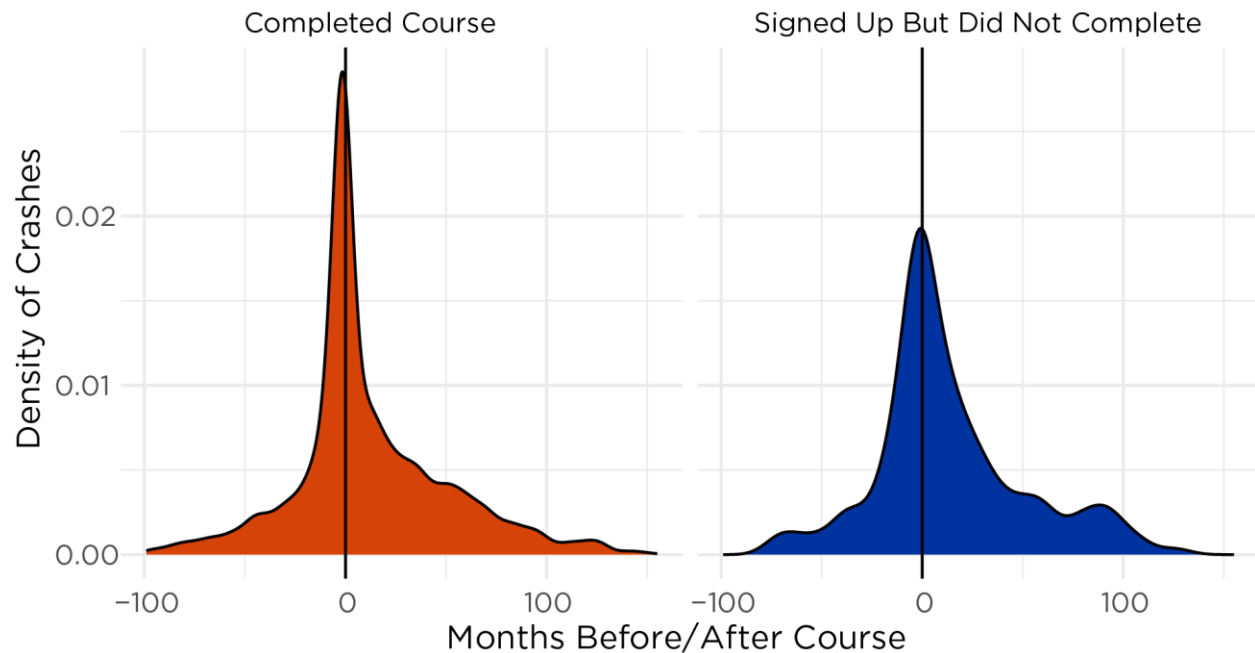


Figure 4.5 Crashes Over Time, Completed Course vs. Signed Up But Did Not Complete Course

Tables 4.6 and 4.7 below show in more detail the number of crashes experienced by course participants and our non-participating comparison group. Although the size of the participating group is much larger, the rates over time are comparable, with no notable decline in crash rates over time in either group.

Table 4.6 Course Participants ordered by time relative to course date

Time Relative to Course	Moderate Injury Accident	Severe Injury Accident	Fatal Accident
5-1 Years Prior	306	120	14
<1 Year Prior	618	192	7
<1 Year Post	392	88	10
1-<5 Years Post	595	163	29
5+ Years Post	252	79	21

Table 4.7 Signed up for but did not complete ordered by time relative to course date

Time Relative to Course	Moderate Injury Accident	Severe Injury Accident	Fatal Accident
5-1 Years Prior	12	34	1
<1 Year Prior	14	50	0
<1 Year Post	7	53	0
1-<5 Years Post	21	58	2
5+ Years Post	14	23	4

Survival analysis

To statistically quantify the differences (or lack thereof) between course participants and non-participants, we used a Kaplan-Meier survival analysis (a statistical technique used to estimate the probability of an event occurring over time) to assess how likely it is for course participants and non-participants to experience a moderate, severe, or fatal crash over time, after the age of 18.

Comparing course participants and our Idaho baseline group, we find a small, but highly statistically significant ($p < 0.0001$) difference between these groups. Individuals who have taken an Alive at 25 course were more likely to experience a severe crash over time than Idaho drivers across the same age group as a whole. However, this difference amounts to a very small practical outcome, reflecting a less than 5% difference in odds over 20 years. This analysis also does not demonstrate that the Alive at 25 course is directly related to these results. As our citation analysis also shows, Alive at 25 course participants are more risky drivers as a whole than those in the Idaho baseline group.

To examine the impacts of the program more directly, we applied the same Kaplan-Meier survival model to compare course participants to those who signed up for the course but did not participate. Figure 4.6 illustrates the findings of that model, which shows no significant difference between these two groups over time (in months). This is made apparent by the near total overlap in odds of a crash over time that we see between the groups.

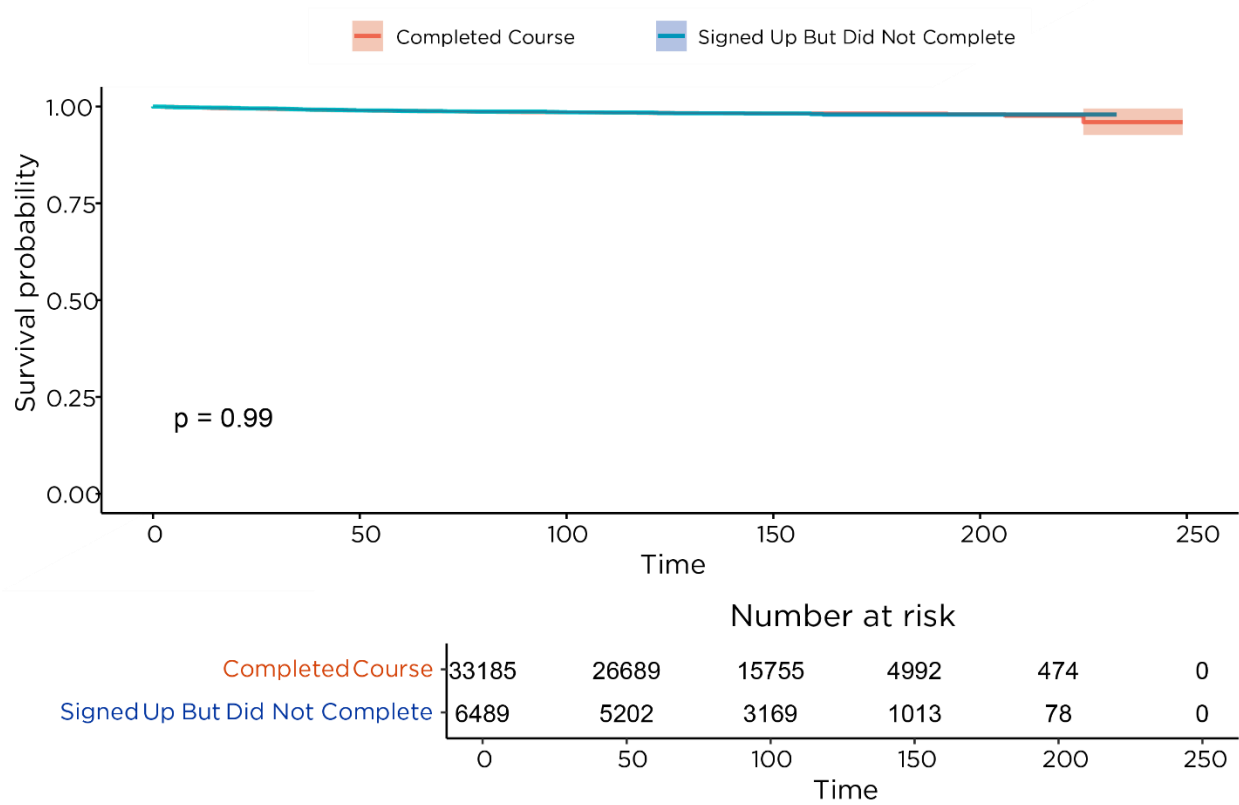


Figure 4.6 Kaplan-Meier Curve for Severe Crash Risk Following the Age of 18

5. Survey Results

To measure Alive at 25 course impact on participant attitudes towards risky driving behavior, IPI designed a quantitative survey to be administered at three points in time: 1) Prior to the student taking the course (pre-course); 2) soon after the student completed the course (post-course); and 3) three-months after the student completed the course (3-month post-course).

This section details analysis of these surveys, beginning with an overview of the three surveys' methodology and then a discussion of their limitations and IPI's analytical approach. This is followed by an overview of respondents' demographic characteristics and a discussion of participants' attitudes towards the Alive at 25 course, including expectations they had prior to taking the course and their evaluation of the course upon completion. Finally, we discuss a series of questions related to respondents driving behaviors and habits—such as wearing a seatbelt, driving over the speed limit, or evaluating risk associated with certain driving activities— and consider how the aggregated distribution of responses has changed over time.

Methodology

Researchers were provided access to Alive at 25 course registration information to generate survey distribution lists. Pre-course survey invitations targeted all course participants aged 18 years or older and were distributed an average of 6.6 days prior to the course date, with an additional reminder sent to those who had not yet completed the survey 24-48 hours prior to the course.

Following the course date, IPI removed registrants that did not complete the course (including due to cancellation or non-attendance) from subsequent distributions associated with that particular course. Post-course survey invitations were distributed to the remaining participants an average of 4.2 days following the course date, to ensure that the experience related to Alive at 25 was still fresh in their minds. A follow-up reminder was sent to those who had not yet completed the survey approximately one week later.

Finally, the 3-month post-course survey was distributed approximately three months after the course date to the same distribution list as the post-course survey, regardless of whether the individual had completed any prior surveys. Again, a follow-up reminder was sent to those who had not yet completed the survey approximately one week later.

Survey distribution commenced 10 September 2024 and concluded 30 June 2025. The 3-month post-course distribution began 11 December 2024, three months after the date of the first course surveyed. Table 5.1 summarizes invitations, responses collected, and response rates for all three surveys.

Table 5.1 Alive at 25 Participant Survey Responses

	Pre-Course	Post-Course	3-Month Post-Course	Total
Invitations Distributed	1,828	1,332	930	4,090
Responses Collected	468	160	81	709
Response Rate	26%	12%	9%	17%

Beginning February 2025 to improve response rates, respondents to the post-course and 3-month post-course surveys were offered an incentive where they would be eligible for the chance to win a \$25 digital gift card for Amazon. Two gift cards per survey (four gift cards total) were distributed to randomly selected respondents who completed these surveys in the period of March-April 2025 (one per survey) and in the period of May-June 2025 (one per survey).

Across all three surveys, there were 577 unique respondents. Of these, 459 completed only one of the surveys, 104 completed two of the surveys, and 14 completed all three surveys.

Limitations & Analytical Approach

The intent of any survey research is to provide a snapshot from which one can infer what a larger population thinks. All three surveys targeted the same population, Alive at 25 participants, at separate points in time. While the composition of each survey's sample is different, each is of a sufficient numerical size that one can infer the general distribution of answers to be reflective of the underlying population of Alive at 25 participants at that point in time. Changes in survey response distribution over time can serve as an indicator of those changes in the underlying population, similar to the way annual surveys track year-over-year changes in public opinion using unique samples (May et al., 2025).

Due to these data limitations, the following analysis treats each Alive at 25 survey as an aggregated snapshot of program participants at that point in time. Comparisons and changes in this aggregated distribution are inferred to be reflective of the larger group, not of individual participants. For this reason, analysis is generally limited to topline responses.

Any inferences should still be treated cautiously, as each Alive at 25 survey's sample is dependent upon who chose to respond to a given survey and this may account for at least some discrepancies in the distribution of responses between surveys. Analysis of each sample's demographic characteristics did not reveal any systematic differences between them, suggesting that in aggregate each sample is relatively comparable to the others. There is no indication that survey respondents across samples differ in any substantive way.

Survey Demographics

The distribution of age was consistent across all three surveys, with those aged 18-21 accounting for more than 70% of respondents in each and 18 years of age being the most reported age. Gender and race or ethnicity was similarly distributed between surveys, while respondents who had completed at least some college increased by the 3-month post-course survey, a logical consequence of 18-year-old respondents beginning their college educations. For a full demographic breakdown of survey respondents, see Appendix C.

Responses to survey questions did not significantly vary according to demographic characteristics.

Participant Attitudes

In addition to general preferences, surveys were designed to measure participant attitudes in four specific areas. First, a pre-course battery of questions related to expectations for the course, to identify what participants hoped to learn, asked only as part of the pre-course survey. Second, a post-course battery of questions to evaluate the actual course experience participants had, asked only in the two post-course surveys. Third, a battery of questions to determine the driving behaviors of respondents, to assess whether these were consistent over time, asked in all surveys. And finally, a battery of questions related to the participants' driving habits, again to determine a baseline and assess whether these were consistent over time, asked in all surveys.

To begin, respondents were asked about their preferred method of course instruction between in-person and virtual. Table 5.2 summarizes their responses. Pre-course respondents showed a clear preference for virtual instruction over in-person, while post-course respondents tended to prefer taking the course in-person.

Table 5.2 Preferred Instruction Method

Instruction Method	Pre-Course	Post-Course	3-Month Post-Course
In-person	29.5%	46.9%	N/A
Virtual	48.2%	39.3%	N/A
I have no preference	21.6%	13.8%	N/A
Prefer not to say	0.7%	0%	N/A
Total	427	145	N/A

Respondents also indicated whether they had been able to sign up for their preferred method (see Table 5.3). While most respondents indicated they had, responses varied considerably depending on what that

preference was. Among respondents who expressed a preference for in-person instruction in the pre-course survey, 91% said they were able to sign up for that method, while only 58% of those who preferred virtual instruction were able to sign up for their preferred method.

As participants may still have been able to change their enrollment to their preferred method prior to their course date, the question was repeated post-course. The post-course success rate of in-person preferers was roughly the same (90%), while virtual instruction preferers success rate improved (77%). Both surveys suggest there is greater demand for virtual instruction than is currently being met.

Table 5.3 Had Preferred Instruction Method

Signed Up for Preferred Instruction Method	Pre-Course	Post-Course	3-Month Post-Course
Yes	71.1%	83.5%	N/A
No	22.4%	13.8%	N/A
Unsure	6.6%	2.8%	N/A
Total	425	145	N/A

Data on the instruction method respondents actually received was merged with survey responses using course information associated with the survey’s distribution lists. This was done to explore if there was a measurable impact from instruction-method on a participant’s responses. This analysis of responses did not show any significant variation in responses regardless of whether the respondent took the course in-person or virtually.

Pre-course

The survey administered prior to the participants’ course date asked them to share their expectations surrounding Alive at 25 and learning outcomes. These questions were unique to the pre-course survey and were not repeated in subsequent surveys. Participants generally held positive or optimistic views towards the course and its goals.

As a starting point to assess perceptions towards the course, respondents were asked to rate the level of agreement with the statement “I expect this course to help me become a better driver,” on a scale of 1 to 10. Respondents generally indicated a positive outlook, with a majority (53%) strongly agreeing with the statement, followed by moderate levels of agreement (41%)—only a handful (7%) disagreed.

Table 5.4 On a scale of 1 to 10, please rate your level of agreement with the following statement: *I expect this course to help me become a better driver.*

Rating	Pre-Course
0-3 (Disagree)	6.5%
4-7	40.9%
8-10 (Agree)	52.7%
Total	433

Respondents expressed similar expectations on the course's usefulness. Again, a majority (54%) said they expected the course to be very useful to them as a driver, while most of the remaining respondents expected it to at least be moderately useful (39%). Few (7%) scored their expectation low.

Table 5.5 On a scale of 1 to 10, how useful do you expect the Alive at 25 course will be for you as a driver?

Rating	Pre-Course
0-3 (Not useful)	6.7%
4-7	39.4%
8-10 (Very useful)	53.9%
Total	432

Respondents also answered an open-ended question prompting them to identify what they hoped to learn from the program. Grouping like responses, a hope that the course would make them a better or safer driver was the most frequent answer (52%). Just under a quarter of respondents (24%) said they hoped to learn more about why safe driving is so important or specific information like accident statistics. The remaining respondents cited learning more about Idaho's traffic laws (8%), how to have greater awareness as a driver (5%), and a desire to have a ticket or conviction removed from their record (4%) or expressed that they did not expect to learn anything they did not already know (3%).

Table 5.6 What do you hope to learn from this program?

Rating	Pre-Course
Be a better/safer driver	52.2%
General learning	24.2%
Learning about laws	8.2%
Greater awareness	5.4%
Removal of a ticket/record	4.1%
Nothing to learn	2.8%
Other	0.6%
Unsure	2.5%
Total	318

Respondents also rated the difficulty of signing up for their Alive at 25 course. A majority (78%) indicated no problem signing up for the course, while only a handful (4%) said it was very difficult.

Table 5.7 On a scale of 1 to 10, how would you rate the difficulty of signing up for the Alive at 25 course?

Rating	Pre-Course
0-3 (Not difficult)	78.3%
4-7	17.3%
8-10 (Very difficult)	4.4%
Total	428

The final question of the pre-course survey battery was asked solely to those who scored the difficulty as 5 or greater (n=55). We asked an open-ended follow-up to identify respondents' main source of difficulty. Grouping like answers, the most frequent responses—totaling more than half of all responses—were split between there not being enough courses in one's area or preferred format (29%) and experiencing technical issues with the Alive at 25 website (27%).

Table 5.8 What was the main source of difficulty in signing up for the Alive at 25 course?

Rating	Pre-Course
Not enough courses in area/preferred format	29.1%
Technical issues with website	27.3%
Scheduling conflicts	14.6%
No reported sources	12.7%
Lack of information	5.5%
Legal requirements	3.6%
Self	3.6%
Financial/Cost	1.8%
Unsure	1.8%
Total	55

Post-course & 3-month post-course

Both post-course surveys included a unique battery of questions. The initial post-course survey was designed to capture opinions in the immediate aftermath of the course, while the second survey three months later would allow more time for reflection and for our analysis to identify whether the distribution of responses was consistent over time.

Respondents began by rating their level of agreement with the statement that course material was important and relevant to them as a driver. In the immediate post-course assessment, most participants (85%) had high levels of agreement. While levels of agreement were still high three months later (73%), it was not as pronounced and indicates some softening of that assessment.

Table 5.9 Agreement with statement: *The material that I learned in this course was important and relevant for me as a driver.*

Rating	Post-Course	3-Month Post-Course
0-3 (Low)	1.4%	4.1%
4-7	14.2%	23.0%
8-10 (High)	84.5%	73.0%
Total	148	74

Moving into assessment of course materials, respondents rated their level of agreement with course materials and activities being interesting and keeping their attention. While the immediate post-course assessment saw agreement levels high (71%) and course materials were viewed positively, assessments after three months were considerably lower, with agreement falling to less than half (49%), indicative of a more neutral assessment.

Table 5.10 Agreement with statement: *Course materials and activities were interesting and kept my attention.*

Rating	Post-Course	3-Month Post-Course
0-3 (Low)	2.7%	5.4%
4-7	25.9%	46.0%
8-10 (High)	71.4%	48.7%
Total	147	74

Respondents also described how useful they found various activities within an Alive at 25 course, such as group discussions, videos, lectures, the sharing of personal experiences, and other activities. All specified activities saw more than 60% of respondents rating them very useful and at least another 20% as somewhat useful, with no obvious favorite.

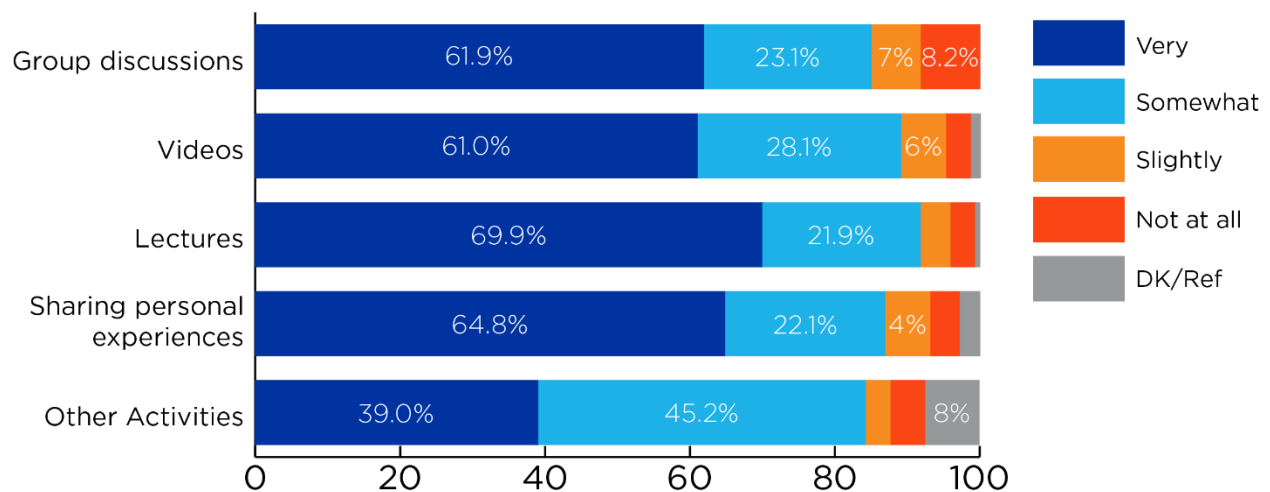


Figure 5.1 Usefulness of Course Elements (Post-Course)

This assessment changed considerably three months later. While course elements were still viewed as useful overall, with approximately 80% of respondents finding each activity either somewhat or very useful, only two course elements stayed above the 60% threshold on being very useful—videos (66%) and sharing personal experiences (62%).

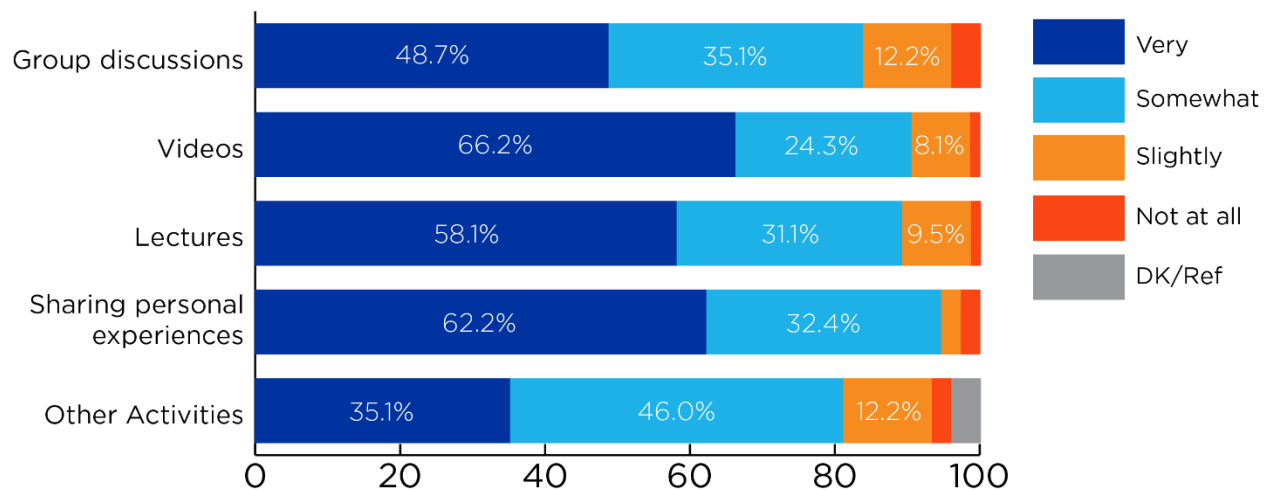


Figure 5.2 Usefulness of Course Elements (3-Month Post-Course)

Participants were also asked to rate the overall usefulness of the Alive at 25 course to them as a driver. Most respondents in the immediate aftermath of their course rated it very useful (74%), with nearly as many (69%) rating it similarly following three months. This indicates that most participants tended to view the course positively.

Table 5.11 Rating overall usefulness of course to you as a driver

Rating	Post-Course	3-Month Post-Course
0-3 (Not useful)	2.0%	5.4%
4-7	23.8%	25.7%
8-10 (Very useful)	74.2%	68.9%
Total	147	74

Driving behaviors & habits

Following the unique pre-course or post-course batteries of questions, each survey asked participants a series of questions related to driving behaviors and their assessment of others. These questions were designed to measure the effectiveness of the Alive at 25 course in producing lasting behavioral changes, first by establishing a baseline in the pre-course survey and then comparing the distribution of responses with post-course numbers, isolating the impact of the intervention of the course.

Furthermore, a second post-course survey administered three months later allows for assessment of whether any observed behavior changes were lasting changes or momentary impacts that fade over time.

Participants were asked to rate the driving ability of others in their area on a scale of 1 to 10. Pre-course respondents initially rated the skills of others as moderate (65%), although a sizable proportion (20%) rated their ability low. Post-course respondents' assessment was better, with most rating others' driving skills as moderate (71%). By the 3-month post-course mark, however, scoring had returned to pre-course levels, with the top two responses being moderate ability (64%) and low ability (26%). The Alive at 25 course appeared to make participants more charitable in their assessment of others in the immediate aftermath, but that assessment did not sustain itself over time.

Table 5.12 Rating Driving Ability of Others

Rating	Pre-Course	Post-Course	3-Month Post-Course
0-3 (Low)	19.5%	9.9%	25.7%
4-7	65.1%	71.1%	63.5%
8-10 (High)	15.4%	19.0%	10.8%
Total	421	142	74

When rating their own driving ability, respondents showed far greater confidence, regardless of survey. The proportion of respondents rating their driving ability high was 56% pre-course, 68% post-course, and 51% after three months. Time again appears to moderate even one's self-assessment, as participants at the three-month mark scored themselves more in line with their initial rating.

Table 5.13 Rating Driving Ability of Self

Rating	Pre-Course	Post-Course	3-Month Post-Course
0-3 (Low)	0.7%	0.7%	0.0%
4-7	43.4%	31.7%	48.7%
8-10 (High)	55.9%	67.6%	51.4%
Total	422	142	74

Respondents were asked how often they wear a seatbelt when they are the *driver* of a vehicle. In the pre-course survey, almost all respondents (92%) said they always wore their seatbelt when driving, while a handful said they only sometime wore it (6%). Among post-course respondents, only 80% reported always wearing a seatbelt while driving, which rose to 89% among 3-month post-course respondents. Similar to previous responses, revisiting this question at the three-month mark shows a reversion to pre-course numbers.

Table 5.14 Seatbelt Frequency as Driver

Frequency	Pre-Course	Post-Course	3-Month Post-Course
Always	91.8%	80.1%	88.7%
Sometimes	5.8%	14.9%	9.9%
Rarely	1.7%	2.8%	1.4%
Never	0.2%	2.1%	0%
Prefer not to say	0.5%	0%	0%
Total	416	141	71

When asked how often they wear a seatbelt as a *passenger* in a vehicle, results are similar with the exception that the difference in numbers from pre-course (86%) to post-course (80%) is not as pronounced and the change is sustained into the 3-month post-course survey (82%).

Table 5.15 Seatbelt Frequency as Passenger

Frequency	Pre-Course	Post-Course	3-Month Post-Course
Always	85.8%	80.1%	81.9%
Sometimes	11.3%	13.5%	13.9%
Rarely	1.4%	4.3%	4.2%
Never	1.0%	2.1%	0%
Prefer not to say	0.5%	0%	0%
Total	416	141	72

Texting while driving is a risky behavior that can increase the likelihood of an accident. Respondents reported how often they texted or emailed on their smartphone while driving within the past month. In both the pre-course and post-course surveys, “rarely” was the most common response (37% in both), while “sometimes” was the most common response in the 3-month post-course survey (38%). Across all surveys, between 26-31% of respondents reported never texting or emailing while driving.

Table 5.16 Texting Frequency in the Last Month

Frequency	Pre-Course	Post-Course	3-Month Post-Course
Always	2.7%	4.3%	6.9%
Sometimes	26.0%	31.2%	37.5%
Rarely	37.4%	36.9%	27.8%
Never	31.1%	27.0%	26.4%
Prefer not to say	2.9%	0.7%	1.4%
Total	415	141	72

Respondents next rated their level of agreement with the statement, “*There are situations where it is okay to bend driving rules due to circumstances.*” Majorities of respondents in all three surveys did not feel strongly one way or the other on their support of the statement, scoring it near the middle, while roughly a third of each survey strongly disagreed with it. Strong agreement with the statement peaked in the immediate post-course survey (19%) but declined three months later (14%).

Table 5.17 Agreement with the statement: *There are situations where it is okay to bend driving rules due to circumstances.*

Rating	Pre-Course	Post-Course	3-Month Post-Course
0-3 (Disagree)	33.0%	30.5%	29.2%
4-7	51.6%	50.4%	56.9%
8-10 (Agree)	15.4%	19.2%	13.9%
Total	415	141	72

Respondents also rated their level of agreement with the statement, “*It is more important for unskilled drivers to follow safe driving rules than skilled drivers.*” Opinions were more divided on this question, with respondents in all three surveys split between strong disagreement and not feeling strongly either way. While strong agreement marginally increased in the immediate post-course survey, by the 3-month post-course mark responses had generally returned to pre-course levels.

Table 5.18 Agreement with statement: *It is more important for unskilled drivers to follow safe driving rules than skilled drivers.*

Rating	Pre-Course	Post-Course	3-Month Post-Course
0-3 (Disagree)	41.0%	34.0%	45.8%
4-7	38.3%	41.1%	37.5%
8-10 (Agree)	20.7%	24.8%	16.7%
Total	415	141	72

Respondents reported how many miles-per-hour (MPH) over the speed limit they could safely drive on three different types of roads: 1) an Interstate, with a top speed limit of 75 MPH; 2) a State Highway, with a top speed limit of 55 MPH; and 3) a local road, with a top speed limit of 35 MPH.

When it came to the Interstate, response distribution remained fairly consistent across surveys, with at least 90% of respondents in each survey answering within 10 MPH of the posted speed limit. The most frequent response was 1-5 MPH over the speed limit, which saw an increase in responses in the immediate post-course survey before returning to pre-course levels at the 3-month post-course mark.

Table 5.19 Safe MPH Over Speed Limit Interstate (top 75 MPH)

MPH	Pre-Course	Post-Course	3-Month Post-Course
None	14.2%	14.3%	20.0%
1-5 mph	48.9%	57.9%	46.2%
6-10 mph	26.4%	20.3%	24.6%
11-15 mph	8.1%	6.8%	9.2%
16-20 mph	2.0%	0.8%	0%
21 or more mph	0.5%	0%	0%
Total	409	133	65

When the road in question shifts to a State Highway, responses are similar with greater concentration in the 1-5 MPH response. Again, at least 90% of respondents in each survey answered within 10 MPH, although 1-5 MPH remained the most frequent response.

Table 5.20 Safe MPH Over Speed Limit State Highway (top 55 MPH)

MPH	Pre-Course	Post-Course	3-Month Post-Course
None	14.4%	18.8%	21.5%
1-5 mph	58.7%	60.2%	53.9%
6-10 mph	20.1%	12.0%	21.5%
11-15 mph	5.1%	6.0%	3.1%
16-20 mph	1.7%	2.3%	0%
21 or more mph	0%	0.8%	0%
Total	409	133	65

When asked about local roads, the perceived safe speed decreases considerably. Within 1-5 MPH remains the top single response, but the proportion that falls within 5 MPH of the speed limit rises to account for 88% of pre-course survey respondents and more than 90% of respondents in both post-course surveys.

Table 5.21 Safe MPH Over Speed Limit Local Roads (top 35 MPH)

MPH	Pre-Course	Post-Course	3-Month Post-Course
None	34.1%	32.3%	41.5%
1-5 mph	54.0%	59.4%	55.4%
6-10 mph	10.2%	6.0%	3.1%
11-15 mph	1.2%	1.5%	0%
16-20 mph	0.2%	0.8%	0%
21 or more mph	0.2%	0%	0%
Total	411	133	65

Respondents were then asked how they would respond to a specific traffic scenario— *“It is the middle of the night and you are approaching a four-way stop intersection. You cannot see any other cars approaching.”* Most respondents said that they would always come to a complete stop before proceeding (over 83% in all three surveys), while much smaller proportions said they would come to a complete stop only sometimes. The distribution of answers remained consistent across surveys, suggesting either that these behaviors are stable or else that the question was recognized as having a “correct” answer by respondents.

Table 5.22 It is the middle of the night and you are approaching a four-way stop intersection. You cannot see any other cars approaching. How often would you come to a complete stop before proceeding?

Frequency	Pre-Course	Post-Course	3-Month Post-Course
Always	85.0%	85.0%	83.1%
Sometimes	9.8%	11.3%	13.9%
Very few times	4.0%	3.0%	0%
I would not stop	0.5%	0.8%	1.5%
Prefer not to say	0.8%	0%	1.5%
Total	400	133	65

Respondents next reported how often in the last month they had to slam on their brakes in order to avoid hitting a person, animal, or other vehicle. Answers were more evenly distributed compared to the

previous question, with “almost never” being the most frequent response in all three surveys. Again, this suggests that this particular driving behavior is relatively stable and was not substantially impacted by the Alive at 25 course.

Table 5.23 In the last month, how often have you had to slam on your brakes in order to avoid hitting a person, animal, or other vehicle?

Frequency	Pre-Course	Post-Course	3-Month Post-Course
Many times	3.0%	4.5%	4.6%
A few times	22.2%	23.3%	21.5%
Almost never	46.1%	42.9%	47.7%
Not at all	28.7%	29.3%	26.2%
Total	397	133	65

Respondents were presented with six different driving behaviors and asked to report the extent to which they felt the driving behavior was dangerous. The six behaviors consisted of: 1) drivers manually texting or emailing on cell phones; 2) drivers using technology that allows hands-free use of their phone (Bluetooth, CarPlay, Android Auto, etc.); 3) driving through a light that just turned red when they could have stopped safely; 4) driving aggressively (switching lanes quickly, closely following another car, etc.); 5) driving when tired or drowsy; and 6) driving without wearing a seatbelt.

For the most part, respondents considered all of these behaviors either “very” or “somewhat” dangerous, with the sole exception of using hands-free technology. Using hands-free technology was predominantly viewed as not at all dangerous or only slightly dangerous in all three surveys, failing to achieve a combined majority only in the immediate post-course survey (50%).

The most dangerously viewed activity shifted from survey to survey. In the pre-course survey, manually texting or emailing on a cell phone had the highest proportion that viewed it as “very” or “somewhat” dangerous (89%). In post-course survey, it was edged out by driving when tired or drowsy (93%). By the 3-month post-course mark, driving aggressively had the highest combined percentage (95%). Despite the exact order changing, assessments of the danger of each activity remained relatively stable across surveys.

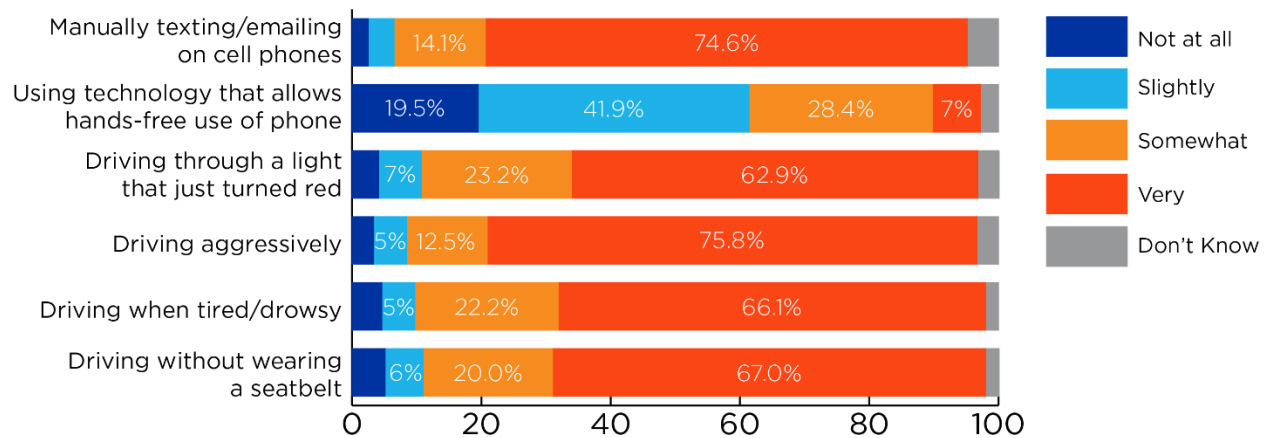


Figure 5.3 Pre-Course Assessment of Driving Activity Danger

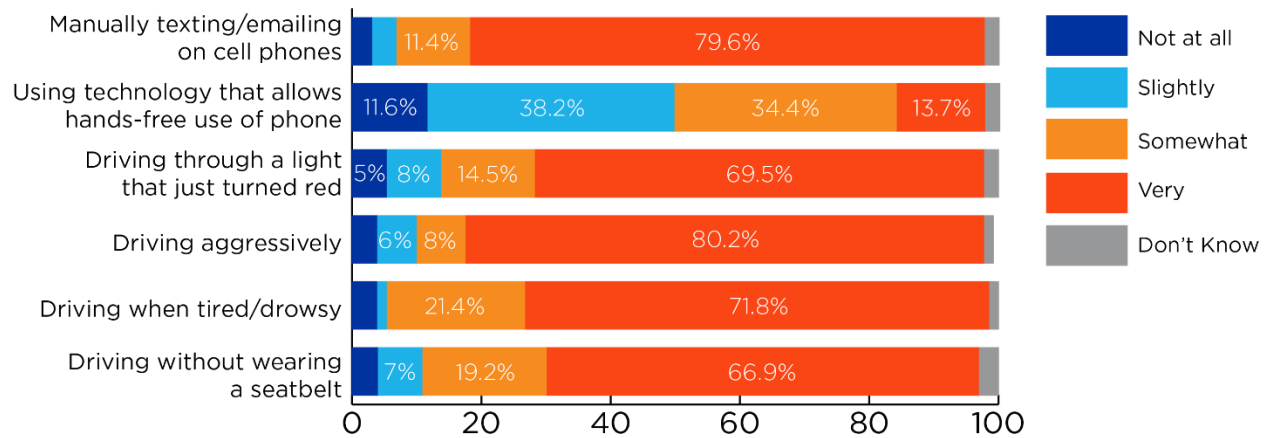


Figure 5.4 Post-Course Assessment of Driving Activity Danger

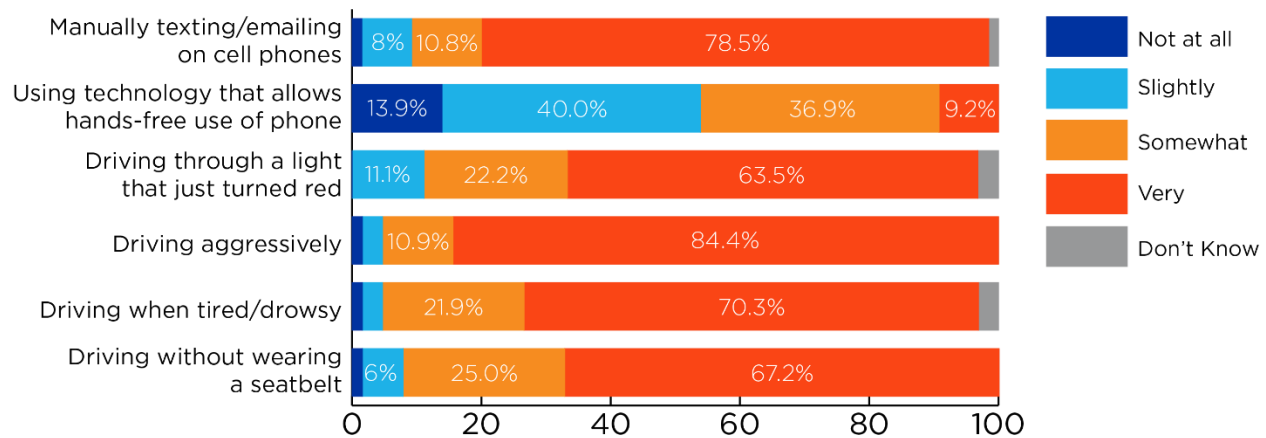


Figure 5.5 3-Month Post-Course Assessment of Driving Activity Danger

Respondents were next asked to rank order classes of individuals based on how much they influence the way they drive. These classes included: 1) Law enforcement; 2) Friends; 3) Family; 4) Others on the Road

(drivers, pedestrians, bicyclists); 5) Yourself; 6) Other (specify). While respondents had to select only one answer per rank, a single class of individuals seldom exceeded 33% agreement at any rank, meaning a particular ranking may be the most frequent response for more than one class.

While rankings varied across respondents and surveys, many commonalities exist. Respondents most frequently ranked themselves as the most influential on the way they drive across all three surveys. Law Enforcement was also most frequently ranked as the most influential in both the pre-course and immediate post-course survey, although it most ranked second in the 3-month post-course survey. Family influence was also generally stable, most commonly ranked second in the first two surveys, but first at the three-month mark.

The influence of Others on the Road showed more variability, most commonly ranked third in the pre-course survey, equally split between second and fifth in the post-course survey, and ranking fourth in the 3-month post-course survey. Friends was generally ranked low, most frequently ranked fifth in the first two surveys and fourth in the final 3-month survey. Finally, the general Other category commonly ranked last. Respondent-supplied descriptors for this category included pets and animals, teachers, empty roads, emergency vehicles, and the weather.

Table 5.24 Ranking Influence on Way You Drive (Pre-Course)

Ranking	Others on Road	Family	Law Enforcement	Friends	Other	Yourself
1	17.8%	16.2%	33.4%	2.9%	0.3%	29.5%
2	21.2%	24.5%	22.2%	8.9%	1.3%	21.9%
3	22.5%	22.2%	18.5%	18.3%	0.5%	18.0%
4	20.4%	24.3%	10.2%	31.3%	1.3%	12.5%
5	17.5%	11.8%	14.6%	36.3%	3.9%	15.9%
6	0.8%	1.0%	1.0%	2.4%	92.7%	2.1%
Total	383	383	383	383	383	383

Table 5.25 Ranking Influence on Way You Drive (Post-Course)

Ranking	Others on the Road	Family	Law Enforcement	Friends	Other	Yourself
1	10.6%	14.4%	32.6%	3.0%	0%	39.4%
2	25.0%	38.6%	9.9%	12.9%	0.8%	12.9%
3	18.9%	15.2%	25.0%	23.5%	0%	17.4%
4	18.2%	23.5%	17.4%	25.8%	1.5%	13.6%
5	25.0%	8.3%	12.9%	33.3%	6.8%	13.6%
6	2.3%	0%	2.3%	1.5%	90.9%	3.0%
Total	132	132	132	132	132	132

Table 5.26 Ranking Influence on Way You Drive (3-Month Post-Course)

Ranking	Others on Road	Family	Law Enforcement	Friends	Other	Yourself
1	14.3%	27.0%	22.2%	0%	4.8%	31.8%
2	22.2%	19.1%	23.8%	11.1%	3.2%	20.6%
3	15.9%	17.5%	19.1%	27.0%	1.6%	19.1%
4	25.4%	19.1%	7.9%	36.5%	1.6%	9.5%
5	20.6%	15.9%	20.6%	23.8%	6.4%	12.7%
6	1.6%	1.6%	6.4%	1.6%	82.5%	6.4%
Total	63	63	63	63	63	63

Finally, at the end of the survey respondents were prompted to share any additional comments or details about their experience with the Alive at 25 program they wished in an open-ended question. Few respondents did so. When like responses were grouped, the most frequent response (outside of those who specifically noted they had no additional comments) were those that provided positive feedback about their experience with the course, followed by some instances of negative feedback, and then more generic comments expressing concerns about driving in general, uncertainty surrounding the course, or technical issues experienced. Complete open-ended responses can be found in Appendix D.

Table 5.27 Open Ended Comments

Additional Comments	Pre-Course	Post-Course	3-Month Post-Course
Positive feedback	22.2%	66.7%	66.7%
Negative feedback	-	22.2%	8.3%
Driving concerns	16.7%	-	8.3%%
Uncertainty surrounding course	11.1%	-	-
Technical issues experienced	5.6%	-	8.3%
Not enough online course offerings	5.6%	-	-
Course improvement	-	5.6%	-
Emphasized impact to own driving record	-	-	8.3%
Specified no additional comments	38.9%	5.6%	-
Total	18	18	12

6. Takeaways

Alive at 25 is Viewed Favorably

Both instructors and participants view Alive at 25 courses favorably and having value. In interviews, instructors noted that the course is a mechanism that helps provide important learning opportunities for young drivers, teaching them skills and accountability that helps reduce risky driving behavior. Course participants are similarly positive, with 74% scoring the usefulness of the course an 8 or higher (“very useful”) in the post-course survey. Three-months later, a similar proportion (69%) rated it that high. This indicates that stakeholders directly involved with the Alive at 25 course, the students who take it and the instructors who teach it, value it and look back on their experience as a positive one.

Demand for Virtual Courses is Under-Served

There is great demand for more virtual offerings of the Alive at 25 course across Idaho, a fact likely driven in part by the geographic realities of the state and in part by the convenience of attending a class from home. Nearly half (48%) of all pre-course survey respondents reported a preference for virtual instruction over in-person, but only a fraction of these reported successfully registering for their preferred instruction method. This success rate was much lower than the rate of those who preferred in-person instruction, indicating there is an untapped demand for virtual course offerings throughout the state.

Instruction Method is Impact-Neutral

With demand for virtual courses high, there are often questions surrounding the qualitative difference between in-person instruction and virtual instruction. Evidence suggests the method of instruction may be neutral in its impact. While course instructors, especially those who teach Alive at 25 in-person, underscored the value of being able to directly interact with students in communicating an understanding of course content, there was no substantial variation in course participants’ survey responses based on whether they took the course in-person or virtually. This is possibly due to course instructors self-selecting into the instruction method they are most comfortable with or that plays to their strengths, allowing each to maximize the learning opportunities within their class. Whatever the case may be, data shows that individuals who complete the course virtually did not substantially vary from their in-person counterparts.

Successful Behavioral Changes Require Certain Elements

A review of defensive driving courses and behavioral modification programs demonstrate that successful interventions are those that engage parents, harness peer influence, and cultivate hazard

anticipation. Programs built around these precepts that build capability through skill and knowledge acquisition, create opportunities through peer support, and enhance motivation through prompts, incentives, or social norms show the greatest promise for encouraging behavior change.

Alive at 25 Curriculum is in Needed-Flux

Course instructors identified numerous elements of the existing Alive at 25 curriculum that are in need of revision or refinement, with some even expressing preference for its earlier editions. While this is useful feedback, it is important to recognize that the NSC is already being responsive to some of this feedback and is currently piloting a new curriculum iteration, with the expectation of its implementation by the end of 2025.

In light of this fact, it will be necessary to evaluate the degree to which the new curriculum edition addresses the concerns raised by stakeholders over the course of this study so that effort is not made to correct something that has already been fixed. That said, it remains possible that the new curriculum may leave several factors identified in this study unaddressed. Until its release, the curriculum remains in flux – although most were in agreement that some change was needed.

Evidence Suggests Alive at 25's Impact on Citations and Crash Occurrence is Short-Term

Through analysis of secondary data, we determined that the group of drivers that registered for an Alive at 25 course from July 2009 to March 2024 were far more likely to engage in risky driving behavior than drivers of a similar age that did not register for the program. An Alive at 25 registrant was four times more likely to have a citation on their record and 27 times more likely to be involved in a crash than other similarly-aged drivers in Idaho.

When comparing drivers that completed an Alive at 25 course and those that only registered but did not attend, there is strong evidence of short-term behavior change. The mean difference in the number of citations a course participant earned in the six months prior to their course compared to the six months after their course was negative and statistically significant at the 0.001% level. This can be interpreted as a decline in the rate of citation accrual immediately following the course. Individuals who signed up but did not attend the course did not experience the same decline in citation accrual. When considering time periods beyond six months post-course, the same decline in citation accrual is no longer observed and course participants begin to revert to behavior seen by those who did not attend the course. This analysis concludes that there is evidence of behavior change when it comes to citations in the short term (0-6 months post-course) after a driver takes the Alive at 25 course, but they do not extend outside of the immediate time window.

The crash data shows much the same as the citation data: there is not a strong quantifiable impact in negative driver outcomes from participation in the Alive at 25 course. However, crashes and citations

are not the only indicators of risky driver behaviors. Although they can pinpoint notable outcomes of driver behavioral patterns, bad driving behavior may not always be associated with citations or crashes, and thus our analysis is limited in its ability to understand less tangible outcomes of the Alive at 25 course. To further examine other potential risk indicators, we expanded our research efforts to include surveys of course participants.

Alive at 25 Participants' Attitudinal Changes Seems Similarly Short-Term

From the preceding survey results, it is clear that Alive at 25 course participants enjoyed the course, found the materials relevant, and considered it a positive experience overall. When it comes to producing lasting behavioral change, however, evidence is more limited.

The results of surveys administered at three points in time demonstrate the presence of an initial impact in the distribution of participants' responses and behaviors proximate to the course, as measured in the post-course survey, but that response distribution tends to return to pre-course levels by the 3-month post-course survey mark. This suggests that while the Alive at 25 course can have an immediate impact as one is in the midst of navigating the circumstances or legal consequences that put them there, it may only be a temporary impact with little longevity once the circumstances that led them to the course have been successfully addressed.

While the generalizability of survey results are limited by the low response rates in the post-course and 3-month post-course survey, the sample size of these surveys is still of sufficient size to allow interpretation of topline results to identify lasting trends and impacts. The absence of a statistically significant demographic impact or difference between participants who took the course in-person versus those who took the course virtually suggests that these results are not due to external factors. Participants' anecdotal support for the course certainly exists, as most were generally positive about their experience. But the measures in these surveys show little substantial impact over time.

7. Conclusion

After 16 years since its first implementation in Idaho, this study examined the effectiveness of the Alive at 25 Young Driver Education program within the state and evaluated its impact on the driving behaviors of young adults. IPI researchers reviewed existing literature and technical reporting; conducted stakeholder interviews with course instructors, curriculum developers, and administrators of young driver education programs in other states; conducted course observations of Alive at 25 courses; analyzed large multi-year datasets of citation and crash information for Idaho; and conducted three surveys measuring Alive at 25 course participant attitudes at various points of time. On the basis of these analyses, IPI finds the following answers to its overarching research questions:

RQ1: Does participating in the Alive at 25 course impact risky driving (accident and citation occurrences)?

Yes and no. There is evidence that participation in the Alive at 25 course may slightly reduce risky behavior, as measured through crash and citation occurrences, but its effect is slight and this improvement generally fades as individuals move farther from their course date. As such, whatever impact it has is typically short-term.

RQ2: How does the Alive at 25 course impact young driver attitudes toward driving?

Young drivers generally have a positive view towards the Alive at 25 course and its impact, but there is little evidence that it produces a sustained attitudinal change. Survey results indicate that response distribution among participants revert to pre-course levels by the 3-month post-course mark, meaning once again that the Alive at 25 course appears effective at producing short-term impacts, but not necessarily long-term ones.

RQ3: What are the current delivery methods of the Alive at 25 course? Is any method more impactful than another? How can this process be streamlined?

Alive at 25 currently delivers course instruction both in-person and through virtual means. Participant surveys indicate that virtual courses are more in-demand, with that demand being underserved. Alive at 25 course instructors are also split on the efficacy and desirability of virtual instruction. That said, analysis of survey results do not show any significant variation in responses based on the method of instruction, suggesting that any differences in performance are more due to the individuals completing the course than the manner in which they take it.

RQ4: How do other state approaches to young driver education compare from Idaho's? Is there any evidence on the effect they have on young driver performance? What are considered best practices?

Implementation of young driver education in other states is both similar and different. Like Idaho, several states make use of or have transitioned to the Alive at 25 curriculum from other programs. That said, the nature of those Alive at 25 courses and what they can be used for—court adjudication, removal of driving infractions, and so on—varies state-by-state. There is no one-size-fits-all approach that suits the needs of every state, underscoring the necessity of ensuring that any implementation meets the unique needs of the state or region being served. Given the diverse implementation of even a single program like Alive at 25, there is no consistent metric by which to evaluate whether one configuration of Alive at 25 produced a more positive outcome on young driver performance than the other.

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Appendix A: Interview Protocols

Curriculum Development Interview Protocol

Design:

- What was the process for designing the Alive at 25 curriculum?
 - Who designed it? Do they still work for the National Safety Council?
- What informed the development of the course?
 - What type of materials informed the curriculum? (State transportation guidelines, external research, survey results, etc.)
 - Did they focus on fear-based approaches, peer-led learning, etc?
- Do you tailor the program to individual states and their specific needs?
- How many state modifications have occurred? What type of changes have been made? How do you record these changes?
- What is the process for offering Alive at 25 at the state level? Who administers Alive at 25?
 - On the Alive at 25 website, there's seven states listed which provide the course. In our research, we've noticed that other states offer Alive at 25 but are not listed on the website. What causes this distinction?
- Are there any standards (legal or otherwise) that you must have within the curriculum for it to be utilized by state transportation departments?
 - Do different traffic laws by state present any challenges? Do they inform any updates/changes made to the curriculum?
- Do you pilot the course or any updates with students?
 - Who gives feedback on course materials?
- What changes have been made each curriculum edition?
 - How do you decide which updates should be made?
- Do you update the curriculum once it's distributed to state programs?
 - If yes, what kind of updates have been made?
 - If not, are there any updates you think should be made?

Curriculum success:

- How do you evaluate the success of the program?
- How do you see this course changing student behavior?
 - Knowledge of consequences vs. long-term benefit of safer driving
 - What do you view the incentive to be to complete the course? Long-term safety, desire to not have to take course again, alleviation of ticket/citation, etc.
- With virtual courses, are there any changes you think should be made to the curriculum to increase participation and overall effectiveness?
- What does a student need to do to receive course credit?

Best practices:

- Do you have any suggestions to course instructors and/or state transportation departments on ways they can improve their course offerings?
- Is there anything else you have to say about the program? Is there anything that we should have asked about but we didn't?

Course Instructor Interview Protocol

Background:

- How long have you been an instructor for the Alive at 25 course? Do you teach this course alone or with another instructor?
- Outside of being an instructor for Alive at 25, what are your other responsibilities?
- What made you decide to teach this course?
- Where have you taught the course and in what type of facility?
 - Have you taught this course virtually? Would you consider teaching virtually or do it again? Why or why not?
 - If yes, are there specific things you would change to accommodate a virtual class?
- Have you seen (m)any repeat students?
 - What is your average class size?

- What is the maximum number of students allowed in one course?

Course curriculum:

- Which of the four modules in the Alive at 25 class do you feel is the most effective? The least? [1. Who's stopping me? 2. Am I aware? 3. What's the risk? 4. Who controls my outcome?]
- Have you modified the provided curriculum guide? If so, how?
 - Have you stopped using an approach/activity completely because you did not find it to be effective? (If so, what was it and why?)
- What changes would you make to curriculum materials or activities to make them more relevant for course participants?

Instruction/Best practices:

- If you had to give a new course instructor a piece of advice before teaching their first course, what would you say?
- How do you get feedback on your instruction?
 - Do you feel like you have the tools and/or resources you need to successfully teach the course?
- Is there anything about the program as a whole that you would change to improve it?
- Thinking beyond this course, what do you think would be the most effective way ITD could decrease risky behavior in young drivers?
- Is there anything else you have to say about the program? Is there anything that we should have asked about but we didn't?

Other State Programs Interview Protocol

Other Alive at 25 Programs

Program history:

- How did your state decide to teach the Alive at 25 course? How did you decide on the Alive at 25 curriculum compared to other driver education programs?
- What are the main behaviors you're targeting with the Alive at 25 program? (i.e. speeding, drug/alcohol use while driving, distracted driving)

- How often do you offer the course?
- How often do you offer virtual options?
 - What are best practices for online instruction and course offerings?
- Who usually teaches the course?
- What is the average class size? The maximum class size?
- Do you see a number of repeat students?

Course curriculum:

- Which of the four modules in the Alive at 25 class do you feel is the most effective? The least? [1. Who's stopping me? 2. Am I aware? 3. What's the risk? 4. Who controls my outcome?]
- Do you follow the provided curriculum guide exactly or how have you modified it to best suit your state?
 - Have you stopped using an approach/activity completely because you did not find it to be effective? (If so, what was it and why?)
- What changes would you make to curriculum materials or activities to make them more relevant for course participants?

Best practices:

- Have you found the course to be effective? In which ways?
 - Do you feel like the course is worth the curriculum fee?
- Is there anything about the program as a whole that you would change to improve it?
- How are instructors evaluated? Are they observed?
- Thinking beyond this course, what do you think would be the most effective way state transportation departments can decrease risky behavior in young drivers?
- Is there anything else you have to say about the program? Is there anything that we should have asked about but we didn't?

Non-Alive at 25 programs

Program history:

- Based on our research, it looks like your state offers an education course for continuing driver education. Can you share how this program came to be?
 - Does the state pay a curriculum fee to provide this course?
 - Is there any benefit regarding citation dismissal for participants? What is the main motivator for students taking the course?
- Did your state ever teach the Alive at 25 program?
 - Why did you leave it/stop offering/exit the program?
 - If you do not have a state-wide program, are you aware of any programs that may be run on a county level?
- What are the main behaviors you're targeting with this program? (i.e. speeding, drug/alcohol use while driving, distracted driving)
- How often do you offer the course?
- How often do you offer virtual options?
 - What are best practices for online instruction and course offerings?
- Who usually teaches the course?
 - Is there a type of instructor you think is most effective? (Police officer, teacher, peer-led, etc.)
- What is the average class size? The maximum class size?
- Do you see a number of repeat students?

Best practices:

- Have you found the course to be effective? In which ways?
 - Do you feel like the course is worth the curriculum fee?
- Is there anything about the program as a whole that you would change to improve it?
- Thinking beyond this course, what do you think would be the most effective way state transportation departments can decrease risky behavior in young drivers?

- Is there anything else you have to say about the program? Is there anything that we should have asked about but we didn't?

Appendix B: Survey Questionnaire

Q1: What is your current age? [CODED DROPDOWN MENU]

Pre-Course Survey Only

PRE.2: On a scale from 1 to 10, with 1 being strongly disagree and 10 being strongly agree, please rate your level of agreement with the following statement: *I expect this course to help me become a better driver.*

- [1-10 SCALE]

PRE.3: On a scale from 1 to 10, with 1 being not at all useful and 10 being very useful, how useful do you expect the Alive at 25 course will be for you as a driver?

- [1-10 SCALE]

PRE.4: What do you hope to learn from this program?

- [OPEN ENDED RESPONSE]

PRE.5: On a scale of 1 to 10, with 1 being not at all difficult and 10 being very difficult, how would you rate the difficulty of signing up for the Alive at 25 course?

- [1-10 SCALE]

PRE.6: [IF SCORED 5 OR ABOVE] What was the main source of difficulty in signing up for the Alive at 25 course?

- [OPEN ENDED RESPONSE]

Post-Course Surveys Only

POST.2: On a scale of 1 to 10, with 1 being strongly disagree and 10 being strongly agree, please rate your level of agreement with the following statement: *The material that I learned in this course was important and relevant for me as a driver.*

- [1-10 SCALE]

POST.3: On a scale of 1 to 10, with 1 being strongly disagree and 10 being strongly agree, please rate your level of agreement with the following statement: *Course materials and activities were interesting and kept my attention.*

- [1-10 SCALE]

Thinking about specific activities within the Alive at 25 course, how useful did you find each of the following— not at all, slightly, somewhat, or very. If you don't know, feel free to say so.

POST.4: Group discussions

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

POST.5: Videos

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

POST.6: Lectures

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

POST.7: Sharing personal experiences

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

POST.8: Other Activities

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

POST.9: On a scale from 1 to 10, with 1 being not at all useful and 10 being extremely useful, how would you rate the overall usefulness of this course to yourself as a driver?

- **[1-10 SCALE]**

All Surveys

Q2: Which of the following methods of instruction do you most prefer for a course like the Alive at 25 course?

- a) In-person instruction
- b) Virtual instruction
- c) I have no preference
- d) Prefer not to say

Q3: Were you able to sign up for an Alive at 25 course in your preferred method of instruction (e.g., in-person or virtual)?

- a) Yes
- b) No
- c) Unsure

Q4: On a scale of 1 to 10, with 10 being the highest, how would you generally rate the driving ability of **others** in your area?

- **[1 TO 10 SCALE]**

Q5: On a scale of 1 to 10, with 10 being the highest, how would you generally rate your **own** driving ability?

- **[1 TO 10 SCALE]**

Behavior block

This next section will ask you about some of your driving habits. Once again, information gathered from this survey is confidential and may be used to improve the program. As such, your honesty throughout the survey is of the utmost importance in order to accurately determine the course's impact. **Your responses will not be connected to your name or personal information.**

Q6: How often do you wear your seatbelt when you are the **driver** of a vehicle?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never
- e) Prefer not to say

Q7: How often do you wear your seatbelt when you are a **passenger** in a vehicle?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never
- e) Prefer not to say

Q8: How often have you texted or emailed on your smartphone while driving in the past month?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never
- e) Prefer not to say

Q9: On a scale of 1 to 10, with 1 being strongly disagree and 10 being strongly agree, please rate your level of agreement with the following statement: *There are situations where it is okay to bend driving rules due to circumstances.*

- **[1-10 SCALE]**

Q10: On a scale of 1 to 10, with 1 being strongly disagree and 10 being strongly agree, please rate your level of agreement with the following statement: *It is more important for unskilled drivers to follow safe driving rules than skilled drivers.*

- [1-10 SCALE]

Driving habits

Q11: In your opinion, how many miles-per-hour over the speed limit can you safely drive on the Interstate? (e.g., top speed limit 75 MPH)?

- a) None
- b) 1-5
- c) 6-10
- d) 11-15
- e) 16-20
- f) 21+

Q12: In your opinion, how many miles-per-hour over the speed limit can you safely drive on a State Highway (e.g., top speed limit 55 MPH)?

- a) None
- b) 1-5
- c) 6-10
- d) 11-15
- e) 16-20
- f) 21+

Q13: In your opinion, how many miles-per-hour over the speed limit can you safely drive on **local roads** (e.g., top speed limit 35 MPH)?

- a) None
- b) 1-5
- c) 6-10
- d) 11-15
- e) 16-20
- f) 21+

Q14: It is the middle of the night and you are approaching a four-way stop intersection. You cannot see any other cars approaching. How often would you come to a complete stop before proceeding?

- a) Always
- b) Sometimes
- c) Very few times
- d) I would not stop in this situation
- e) Prefer not to say

Q15: In the last month, how often have you had to slam on your brakes in order to avoid hitting a person, animal, or other vehicle?

- a) Many times
- b) A few times
- c) Almost never
- d) Not at all

To what extent do you feel the following driving behaviors are dangerous – not at all, slightly, somewhat, or very? If you don't know, feel free to say so.

Q16: Drivers manually texting or emailing on cell phones

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

Q17: Drivers using technology that allows hands-free use of their phone (Bluetooth, CarPlay, Android Auto, etc.)

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

Q18: Driving through a light that just turned red when they could have stopped safely

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

Q19: Driving aggressively (switching lanes quickly, closely following another car, etc.)

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

Q20: Driving when tired or drowsy

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

Q21: Driving without wearing a seatbelt

- a) Not at all
- b) Slightly
- c) Somewhat
- d) Very
- e) Don't know

Q22: Please rank the following in order of how much they influence the way you drive, from most influential to least influential.

- a) Law enforcement
- b) Friends
- c) Family
- d) Others on the road (drivers, pedestrians, bicyclists)
- e) Yourself
- f) Other (please specify) _____

Demographics

Q23: What is your gender?

- a) Male
- b) Female
- c) Prefer to self-describe
- d) Prefer not to say

Q24: What racial or ethnic group best describes you?

- a) White
- b) Latino or Hispanic
- c) Black
- d) Asian
- e) Native American
- f) Other
- g) Two or more
- h) Prefer not to say

Q25: What is the highest level of education or training you have completed?

- a) Some high school
- b) High school degree or equivalent
- c) Some college
- d) Associate's Degree
- e) Bachelor's Degree
- f) Some graduate school
- g) Graduate degree
- h) Prefer not to say

Q26: Which of the following best describes your annual household income before taxes?

- a) Under \$25,000
- b) \$25,001 to \$50,000
- c) \$50,001 to \$75,000
- d) \$75,001 to \$100,000
- e) \$100,001 to \$150,000
- f) \$150,001 to \$200,000
- g) Over \$200,000
- h) Prefer not to say

Q27: Are you working full-time now, or are you unemployed, a student, or something else?

- a) Working full-time
- b) Unemployed
- c) Student
- d) Other
- e) Prefer not to say

Q28: Is there anything else you would like to share about your experience with the Alive at 25 program to-date? If no, you are free to skip this question.

- **[OPEN ENDED RESPONSE]**

Post-Course Surveys Only (after February 2025)

Q29: Would you like to be entered into a chance to receive a \$25 digital gift card to Amazon?

- a) Yes
- b) No

Q30: **[if Yes]** Please provide a valid email address so that you may be contacted in the event you are randomly selected as the recipient of a \$25 digital gift card to Amazon.

- **[OPEN ENDED RESPONSE]**

Appendix C: Additional Survey Results

Demographics

Table 0.1 Survey Response by Age

Age	Pre-Course	Post-Course	3-Month Post-Course
18 years	26.1%	24.4%	24.7%
19 years	18.2%	20.6%	18.5%
20 years	14.1%	11.3%	16.1%
21 years	14.3%	16.3%	14.8%
22 years	10.9%	11.9%	8.6%
23 years	8.3%	5.6%	11.1%
24 years	7.7%	9.4%	3.7%
25 years and older	0.4%	0.6%	2.5%
Total	468	160	81

Table 0.2 Survey Response by Gender

Gender	Pre-Course	Post-Course	3-Month Post-Course
Female	48.2%	49.6%	45.3%
Male	49.7%	48.9%	48.4%
Prefer to self-describe	0.3%	0.8%	1.6%
Prefer not to say	1.8%	0.8%	4.7%
Total	390	133	64

Table 0.3 Survey Response by Race or Ethnicity

Race or Ethnicity	Pre-Course	Post-Course	3-Month Post-Course
White	65.0%	70.7%	60.9%
Latino or Hispanic	17.5%	11.3%	15.6%
Black	1.8%	2.3%	3.1%
Asian	1.8%	3.8%	6.3%
Native American	1.3%	1.5%	1.6%
Other	0.8%	0%	0%
Two or more	6.7%	6.0%	6.3%
Prefer not to say	5.1%	4.5%	6.3%
Total	389	133	64

Table 0.4 Survey Response by Education Level

Highest Level of Education Completed	Pre-Course	Post-Course	3-Month Post-Course
Some high school	10.8%	12.0%	7.8%
High school degree or equiv.	41.0%	33.8%	29.7%
Some college	30.8%	35.3%	43.8%
Associate's degree	7.2%	8.3%	10.9%
Bachelor's degree	4.4%	6.8%	0%
Some graduate school	2.8%	1.5%	0%
Graduate degree	0.3%	0%	1.6%
Prefer not to say	2.8%	2.3%	6.3%
Total	390	133	64

Table 0.5 Survey Response by Household Income

Annual Household Income	Pre-Course	Post-Course	3-Month Post-Course
Under \$25,000	27.1%	29.3%	21.9%
\$25,001 to \$50,000	22.5%	18.8%	31.3%
\$50,001 to \$75,000	10.3%	16.5%	12.5%
\$75,001 to \$100,000	6.2%	5.3%	3.1%
\$100,001 to \$150,000	4.4%	6.0%	9.4%
\$150,001 to \$200,000	1.8%	0.8%	1.6%
Over \$200,000	2.1%	0.8%	3.1%
Prefer not to say	25.6%	22.6%	17.2%
Total	387	133	64

Table 0.6 Survey Response by Employment Status

Employment Status	Pre-Course	Post-Course	3-Month Post-Course
Working full-time	46.7%	45.9%	53.1%
Unemployed	7.2%	3.8%	1.6%
Student	32.3%	36.8%	35.9%
Other	9.0%	9.8%	6.3%
Prefer not to say	4.9%	3.8%	3.1%
Total	390	133	64

Course Element Usefulness

Table 0.7 Usefulness of: Group discussions

Rating	Post-Course	3-Month Post-Course
Not at all	8.2%	4.1%
Slightly	6.8%	12.2%
Somewhat	23.1%	35.1%
Very	61.9%	48.7%
Don't know	0%	0%
Total	147	74

Table 0.8 Usefulness of: Videos

Rating	Post-Course	3-Month Post-Course
Not at all	3.4%	1.4%
Slightly	6.2%	8.1%
Somewhat	28.1%	24.3%
Very	61.0%	66.2%
Don't know	1.4%	0%
Total	146	74

Table 0.9 Usefulness of: Lectures

Rating	Post-Course	3-Month Post-Course
Not at all	3.4%	1.4%
Slightly	4.1%	9.5%
Somewhat	21.9%	31.1%
Very	69.9%	58.1%
Don't know	0.7%	0%
Total	146	74

Table 0.10 Usefulness of: Sharing personal experiences

Rating	Post-Course	3-Month Post-Course
Not at all	4.1%	2.7%
Slightly	6.2%	2.7%
Somewhat	22.1%	32.4%
Very	64.8%	62.2%
Don't know	2.8%	0%
Total	145	74

Table 0.11 Usefulness of: Other Activities

Rating	Post-Course	3-Month Post-Course
Not at all	4.8%	2.7%
Slightly	3.4%	12.2%
Somewhat	45.2%	46.0%
Very	39.0%	35.1%
Don't know	7.5%	4.1%
Total	146	74

Dangerous Driving Activities

Table 0.12 Extent You Feel is Dangerous: Drivers manually texting or emailing on cell phones

How Dangerous	Pre-Course	Post-Course	3-Month Post-Course
Not at all	2.5%	3.0%	1.5%
Slightly	4.0%	3.8%	7.7%
Somewhat	14.1%	11.4%	10.8%
Very	74.6%	79.6%	78.5%
Don't know	4.8%	2.3%	1.5%
Total	397	132	65

Table 0.13 Extent You Feel is Dangerous: Using technology that allows hands-free use of their phone (Bluetooth, CarPlay, Android Auto, etc.)

How Dangerous	Pre-Course	Post-Course	3-Month Post-Course
Not at all	19.5%	11.6%	13.9%
Slightly	41.9%	38.2%	40.0%
Somewhat	28.4%	34.4%	36.9%
Very	7.4%	13.7%	9.2%
Don't know	2.8%	2.3%	0%
Total	394	131	65

Table 0.14 Extent You Feel is Dangerous: Driving through a light that just turned red when they could have stopped safely

How Dangerous	Pre-Course	Post-Course	3-Month Post-Course
Not at all	4.1%	5.3%	0%
Slightly	6.6%	8.4%	11.1%
Somewhat	23.2%	14.5%	22.2%
Very	62.9%	69.5%	63.5%
Don't know	3.3%	2.3%	3.2%
Total	393	131	63

Table 0.15 Extent You Feel is Dangerous: Driving aggressively (switching lanes quickly, closely following another car, etc.)

How Dangerous	Pre-Course	Post-Course	3-Month Post-Course
Not at all	3.3%	3.8%	1.6%
Slightly	5.1%	6.1%	3.1%
Somewhat	12.5%	7.6%	10.9%
Very	75.8%	80.2%	84.4%
Don't know	3.3%	1.5%	0%
Total	392	131	64

Table 0.16 Extent You Feel is Dangerous: Driving while tired or drowsy

How Dangerous	Pre-Course	Post-Course	3-Month Post-Course
Not at all	4.6%	3.8%	1.6%
Slightly	5.1%	1.5%	3.1%
Somewhat	22.2%	21.4%	21.9%
Very	66.1%	71.8%	70.3%
Don't know	2.0%	1.5%	3.1%
Total	392	131	64

Table 0.17 Extent You Feel is Dangerous: Driving without wearing a seatbelt

How Dangerous	Pre-Course	Post-Course	3-Month Post-Course
Not at all	5.1%	3.9%	1.6%
Slightly	5.9%	6.9%	6.3%
Somewhat	20.0%	19.2%	25.0%
Very	67.0%	66.9%	67.2%
Don't know	2.1%	3.1%	0%
Total	391	130	64

Appendix D: Open Ended Responses

PRE.4 Open Ended Responses

Table 0.1 What do you hope to learn from this program?

PRE.4 Coded Response	PRE.4 Verbatim Response
Awareness	Better awareness
Awareness	Pay better attention to speed limit signs maybe
Awareness	Awareness
Awareness	Little things we should know when driving that not everyone Pay attention to
Awareness	How to be more alert
Awareness	To become a more aware driver.
Awareness	How to be more aware of what's going on around me.
Awareness	how to be a more observant driver
Awareness	How to keep a sharp focus while driving.
Awareness	How to be more vigilant
Awareness	I hope to gain a new knowledge of awareness & the potential outcomes of not following the guidelines of the roadway.
Awareness	Be smarter on the road and pay closer attention to the things around me.
Awareness	How to monitor my own driving while being attentive to other drivers.
Awareness	I hope I learn to be more aware of what's going on around me and to not to speed all the time
Awareness	How to stay focused and present on the road and be more aware of others on the road
Awareness	To be more aware when driving and to not speed
Awareness	To really have my self be more knowledgeable for what I'm doing behind the wheel

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	Learn more to be better driver and learn from the people that are going to teach me to be better and learn from my mistakes
Better/safer driver	Safety in driving
Better/safer driver	To become a more aware and responsible driver. I want to better understand the risks young drivers face, how to make smarter decisions behind the wheel, and how to stay calm and focused in high-pressure situations. My goal is to gain practical tools that will help me avoid dangerous behaviors, protect myself and others, and build lifelong safe driving habits.
Better/safer driver	I would like to learn how to drive more responsibly
Better/safer driver	How to drive safely around others
Better/safer driver	How to better conduct myself while driving and better be aware of surroundings around me,
Better/safer driver	To drive safer
Better/safer driver	To be a better driver
Better/safer driver	How to be a more aware driver to prevent serious injuries to others.
Better/safer driver	Have a better foundation of driving itself
Better/safer driver	Hope to learn how to be a more responsible driver
Better/safer driver	How to drive safer
Better/safer driver	How to be a responsible driver
Better/safer driver	how not to get pulled over again
Better/safer driver	To be a better driver
Better/safer driver	To be a better driver
Better/safer driver	How to be a better driver
Better/safer driver	New dice driving techniques.
Better/safer driver	î Become a better driverî
Better/safer driver	How to be more safe on the road.

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	How to better my driving
Better/safer driver	I hope to learn to be a safe and responsible driver and how to be a good defensive driver.
Better/safer driver	Better defensive driving skills
Better/safer driver	To drive in speed limit
Better/safer driver	how to become a better driver and learn some new things
Better/safer driver	To not have a cars crash
Better/safer driver	How to be safer on the road and be encouraged to do so
Better/safer driver	I hope to expand my knowledge of safe driving skills which will be a huge benefit to me and also everyone else on the road.
Better/safer driver	To be a better driver
Better/safer driver	I hope to become a better driver and more aware of the road.
Better/safer driver	How to become a better driver?
Better/safer driver	Safe driving habits and the risk of bad driving habits
Better/safer driver	To be a safer and better driver
Better/safer driver	Emergency maneuvers techniques
Better/safer driver	Ways to be safer on the road.
Better/safer driver	To become a better person and deriver
Better/safer driver	Ways to make ensure that we stay alive if something happens
Better/safer driver	Better skills
Better/safer driver	Safety driving skills
Better/safer driver	Better driving and safe tips
Better/safer driver	How to drive responsibly
Better/safer driver	How to keep my foot off the pedal

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	Tricks for being a better driver
Better/safer driver	How to drive safer
Better/safer driver	I learned to driver safe and be more aware and that nothing can happen at any moment
Better/safer driver	To become smarter when I am on the road
Better/safer driver	To be more cautious when being on the road
Better/safer driver	To learn to safely drive on the roads
Better/safer driver	I hope to learn to stay better focus on the road.
Better/safer driver	Better driving
Better/safer driver	how to become a better driver behind the wheel.
Better/safer driver	Safer driving skills
Better/safer driver	I hope to learn more about driving with heavy traffic, with different weather, and overall how to be a considerate and efficient driver.
Better/safer driver	How to be a better driver not only for my safety but for the community's safety too.
Better/safer driver	Safety precautions
Better/safer driver	To be better
Better/safer driver	I hope to learn the correct ways to be a defensive driver and how to navigate situations that can lead into an accident.
Better/safer driver	Opportunities to practice safe driving while resisting speeding urges or thoughts
Better/safer driver	Better tips and tricks to safe driving
Better/safer driver	Being better drive than before
Better/safer driver	I hope to learn some skills to help me become a better driver.
Better/safer driver	Driver better then the class teach me

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	I want to become a safer driver and take driving seriously so I don't speed as much.
Better/safer driver	To be better
Better/safer driver	How to be a safer driver
Better/safer driver	Being safe on the road
Better/safer driver	I hope to learn some better defensive and safe driving techniques.
Better/safer driver	I believe I could get a better and have more success driving safely.
Better/safer driver	I expect to learn how to actually properly drive and how to not have the feeling to go out and drift or do donuts or anything like that.
Better/safer driver	How to be a safer driver on the road.
Better/safer driver	To do better
Better/safer driver	I hope to learn how to be a cautious and successful driver
Better/safer driver	Defensive driving techniques
Better/safer driver	How to drive better
Better/safer driver	Defensive driving
Better/safer driver	I hope to learn how to become a safer and more responsible driver.
Better/safer driver	To learn how to drive safer for me and others.
Better/safer driver	I hope to learn more and become a better driver
Better/safer driver	How to be a safer defensive driver as well as not to drive with emotions
Better/safer driver	Safer driving
Better/safer driver	I hope to learn better defensive driving techniques
Better/safer driver	How to avoid accidents and drive safer
Better/safer driver	I hope I learn to be a more cautious driver

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	I hope to learn how to be a better driver to prevent myself from getting tickets in the future.
Better/safer driver	I hope to learn how to be a safer and more aware driver.
Better/safer driver	Better driving skills.
Better/safer driver	Better defensive driving techniques
Better/safer driver	I hope to learn how to be in more control of my car. Even though I feel comfortable driving, I feel I need to learn control in rough situations.
Better/safer driver	I hope to learn how to consistently be a safe driver.
Better/safer driver	not drive recklessly
Better/safer driver	drive safe
Better/safer driver	How to drive safer and more responsibly
Better/safer driver	To get better at not speeding and to understand the outcomes of speeding and why it is best to not do it
Better/safer driver	How to improve my driving safety
Better/safer driver	I mostly hope to that importance of safety is impressed on me and I stop speeding.
Better/safer driver	I hope to learn how to drive safer
Better/safer driver	How to be a more responsible driver
Better/safer driver	Learn to control my driving and speed.
Better/safer driver	Different driving habits
Better/safer driver	Help improve my driving for the safety of everyone and myself
Better/safer driver	To better my driving.
Better/safer driver	Strategies for controlling the urge to speed
Better/safer driver	how do drive defensively
Better/safer driver	How to be a safer driver
Better/safer driver	How to be a safer driver.

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	I hope to learn some skills and tactics to become a better safer driver. Some of these skills I may already know will be a reminder.
Better/safer driver	To learn to really drive, how it should be.
Better/safer driver	become a better driver
Better/safer driver	more information on becoming a better driver
Better/safer driver	Better ways to improve my driving
Better/safer driver	Better driving tactics
Better/safer driver	more driving skills and learn more about driving
Better/safer driver	Learn how to be a better driver
Better/safer driver	To learn how to be a better driver.
Better/safer driver	Better driving practices
Better/safer driver	The safety of paying attention while driving
Better/safer driver	How to be a more responsible and better driver.
Better/safer driver	How I can be better and safer while driving.
Better/safer driver	Safe driving
Better/safer driver	How to stay safe on the road no matter what situation I am in
Better/safer driver	How to become a better and safer driver
Better/safer driver	Be more cautious
Better/safer driver	I hope to become a better driver
Better/safer driver	How to become a better defensive driver, in hopes of never putting anyone in danger.
Better/safer driver	To be a smart and safe driver and just take the time to be patient with my driving for the safety of myself and other drivers
Better/safer driver	How to drive more safe and better in general
Better/safer driver	To become a better and safer driver

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	I hope to learn skills to help prevent me from breaking any traffic laws and how to deal with other drivers on the road.
Better/safer driver	How to become a safer better driver
Better/safer driver	Being better as a whole
Better/safer driver	How to drive safely
Better/safer driver	How to be safe
Better/safer driver	A good learning opportunity for me to learn how to drive better and safer on the roads for future experiences.
Better/safer driver	I hope to learn better defensive driving and what to look for on the road.
Better/safer driver	I hope to learn not to fall asleep behind the wheel and to learn what the dangers are so I can be more aware
Better/safer driver	To do better
Better/safer driver	I hope to learn how to be a safer driver
Better/safer driver	How to stop speeding/drive better
Better/safer driver	Skills to become a safer more informed driver
Better/safer driver	How to be a better driver
Better/safer driver	I hope to learn more about safety involving driving and making smart choices while you're driving in general.
Better/safer driver	I plan how to learn how to make better choices when driving. Also, learning what the safest next step would be.
Better/safer driver	How to drive better
Better/safer driver	good habits and better day to day practices while driving
Better/safer driver	Becoming a better and safer driver
Better/safer driver	How to be a better driver
Better/safer driver	I hope it helps me stop speeding
Better/safer driver	How to help me be a better driver

PRE.4 Coded Response	PRE.4 Verbatim Response
Better/safer driver	how to better my driving
Better/safer driver	To be better driver everyday
Better/safer driver	Better skills to be a safe driver.
Better/safer driver	How to become a better driver.
Better/safer driver	To drive better
Better/safer driver	Applied Defensive Driving. Motor Vehicle Safety. Also, The risks of driving unsafe.
Better/safer driver	How to be safe
Better/safer driver	To be a better and safer driver.
Better/safer driver	safety tips, what to not do, outcomes of others situations
Better/safer driver	driving skills
Better/safer driver	I hope to learn better safety and precautions before driving
Better/safer driver	How to stay safe in the road!
Better/safer driver	I hope to do better in the future as I have made some bad decisions while driving.
Better/safer driver	I hope to learn more about why it is important not to speed and be a safer driver.
Better/safer driver	I hope to learn to be a better driver and never to speed again.
Better/safer driver	Driving skills I havnt learned
Better/safer driver	To have a better understanding of driving in general.
Better/safer driver	Tactics to continue to drive safely and maybe become more defensive
Laws	Learn about laws i didn't know about
Laws	I am not very familiar with the program but I hope they update us on new laws that we wouldn't know since they wouldn't have been in the hand book at the time we're got our licenses.

PRE.4 Coded Response	PRE.4 Verbatim Response
Laws	Further peculiarities of Idaho transportation laws.
Laws	I hope to learn more about the Idaho Traffic Laws
Laws	I hope to learn traffic safety laws.
Laws	Relearn the laws.
Laws	To follow the laws of the road
Laws	I hope to learn more rules, & laws about the road. I know there is always more miscellaneous rules that are really helpful to know about.
Laws	Freshening up on driving laws
Laws	Idaho state laws
Laws	I hope to get a refresher on basic driving laws specific to Idaho that I am not aware of fr learning in California
Laws	Road safety and more road laws to help for next/om going driving experiences
Laws	More about tragic rules
Laws	What rules have been changed in the last 5 years
Laws	A better understanding of the law.
Laws	I hope to learn more about the road and idaho laws specifically that will keep myself and others safe!!
Laws	I hope to learn any traffic violations that I may not be aware of.
Laws	I hope to gain a better understanding on transportation law.
Laws	I hope to understand a better scope of rules and regulations
Laws	why road laws are made the way they are and the consequences of not following them properly
Laws	More knowledge on driving rules and reasonings behind them.
Laws	I hope to learn driving rules specific to Idaho.

PRE.4 Coded Response	PRE.4 Verbatim Response
Laws	I hope to learn about some laws that aren't very common or known.
Laws	Driving rules and regulations
Laws	The laws of the road
Laws	refresh on rules of road/skills
Learning	I expect to be reminded of things I may have forgotten during drivers education.
Learning	The importance of what it is to actually be a good driver.
Learning	I hope to learn as much as I can.
Learning	I hope to learn the reasons why people are bad drivers.
Learning	I hope to learn new things about defensive driving that I have not been taught before.
Learning	I hope to learn about distraction awareness when I am behind the wheel.
Learning	More informed on the dangers of driving
Learning	How to not speed
Learning	Driving statistics
Learning	Refresh my memory why driving speed limit is important
Learning	Statistics of younger drivers, and perhaps some principles to apply.
Learning	That I shouldn't speed
Learning	I hope to learn about other people's behavior in the class I am taking towards driving so I can better understand people and their mindsets while driving
Learning	To learn about better driving and to understand it.
Learning	Learn how to not get a ticket
Learning	Learn driver etiquette.
Learning	Why what I did was wrong

PRE.4 Coded Response	PRE.4 Verbatim Response
Learning	I hope to learn how to to make better choices when I'm behind the wheel and moments before driving.
Learning	More about the dangers of speeding
Learning	I hope to learn things I didn't know before.
Learning	I hope to learn the importance of not speeding.
Learning	Statistics.
Learning	Small things I can do to prevent accidents, defensive driving.
Learning	Any unwritten rules of the road.
Learning	anything really, i know that i will take alot of information from this course away with me
Learning	More about road safety
Learning	How to not speed so I don't get any more tickets
Learning	the dangers of what my driving can do for others and myself
Learning	Learn to be better!
Learning	I hope to learn from my mistakes
Learning	The consequences of speeding
Learning	How to stop getting pulled over
Learning	New skills and strategies for driving
Learning	Just tips and safety to help prevent dangerous outcomes.
Learning	I hope to learn more about the importance of not speeding because I sometimes struggle with understanding that.
Learning	The dangers of driving
Learning	from my mistakes and be more careful with driving, more patience!!!
Learning	To value my life and not be selfish

PRE.4 Coded Response	PRE.4 Verbatim Response
Learning	I hope to learn stuff that will help me gain patience when I am driving.
Learning	What to do when someone backs into you
Learning	I hope I can learn new skills and habits I wasn't able to learn in drivers education.
Learning	Learn the risks, such as facts and statistics on bad driving to help motivate to drive better
Learning	I hope to learn to be more aware while driving and further understand the purpose of safety measures.
Learning	I hope to learn more about the dangers of driving on the road.
Learning	how to avoid not getting tickets and what are somethings that can help me
Learning	To learn to control my behaviors more when it comes to driving in different settings with different amounts of traffic.
Learning	I hope to learn the impact of being a good driver.
Learning	I hope to learn what people outside of my personal echo chamber consider safe driving so that I can be safer for myself, my family, and other drivers.
Learning	Tips and tricks to just help manage my lead foot.
Learning	"how to not get Peer pressured into speeding."
Learning	Stuff I never knew or thought of
Learning	The possibilities of not operating a vehicle properly
Learning	Driving tips
Learning	To make smarter decisions
Learning	Learn more about consequences
Learning	Anything useful
Learning	If this will increase my insurance rates

PRE.4 Coded Response	PRE.4 Verbatim Response
Learning	I hope to learn more about the consequences of speeding.
Learning	I hope to learn about defensive driving techniques
Learning	I hope to learn how to become a more aware and alert driver
Learning	Hopefully to learn to be more careful when driving
Learning	Better insight on driving safer and defensively
Learning	I hope to learn the main message that this program wants to get out and use said message in the way it was intended to be used
Learning	The dangers of night driving
Learning	How to become a better defensive driver
Learning	i hope to learn/ be refreshed of driving as a whole
Learning	How the record system works.
Learning	As a [graduate student], I'm always thinking about the brain and its functions. Driving is task with a huge cognitive load and requires various aspects of attention, motor planning, and inhibition/initiation. Because of all of these aspects, I personally want to understand how to improve these aspects beyond just ilimit distractions. I am an active thinker/problem solver and driving can become my idown time. What should I be doing to maintain my focus? I feel I am a safe driver, but it can be hard to truly maintain my complete attention on driving when I have competing thoughts. Which maybe is a better question for myself in my field to dive into, but I think it may also be something that's relevant and important for many others in this busy world.
Learning	To understand how dangerous it is to drive while not paying attention
Learning	The dangers of drinking beside the wheel.
Learning	Hope to better my learning of safely driving and not recklessly doing anything or speeding.
Learning	How to stay focused

PRE.4 Coded Response	PRE.4 Verbatim Response
Learning	I hope to realize the risks of dangerous driving, ensuring I won't do it again.
Learning	Statistics on car accidents from fast driving
Learning	All the risk behind the wheel and who you could effect
Learning	The dangers of driving
Learning	how to reat to potential hazards to avoid accidents
Nothing	Nothing. I just don't wanna pay a fine
Nothing	Nothing
Nothing	Not much, I haven't really thought about it.
Nothing	Honestly nothing. Iím only in the class because I didnít want a fake friend to stay at my house so I drove her to her house and got pulled over coming back from dropping her off when I was 3-4 blocks away from my house. I already know not to drink and drive and never done it but the odds of me getting pulled over for the time I did drink and decided to drive is crazy and feel like an idiot. Honestly Iím only in this class to help my case and was recommended to take it by my attorney but Iím not an alcoholic just made a mistake that night and shouldíve just sucked it up and let her stay at my house
Nothing	Nothing
Nothing	nothing
Nothing	Donít have any hope for it, just doing it
Nothing	NA
Other	I hope that this program does not make my OCD worse and cause me to no longer be able to drive.
Other	have cops understand how cruise control works
Record removal	My ticket gone lmao
Record removal	Taking the course to dismiss a ticket.
Record removal	I hope to get my ticket written off from the program

PRE.4 Coded Response	PRE.4 Verbatim Response
Record removal	Court waiver.
Record removal	Just keeping the record clean
Record removal	Infraction Citation
Record removal	I'm taking it cause the court requires it
Record removal	Just get out of my ticket and hear stats of wrecks of what my offense was.
Record removal	i want my ticket removed
Record removal	How to not get more tickets.
Record removal	To get my ticket removed
Record removal	I'm just open minded to it, I have to do it for court.
Record removal	I just need to get rid of a ticket
Unsure	In all honesty, I don't know what I hope to learn from this course. However, I know that what I learn will be valuable.
Unsure	I'm not sure
Unsure	i dont know
Unsure	I'm not sure I don't even know what the course is about
Unsure	I'm unsure
Unsure	I honestly don't know
Unsure	Not sure exactly

PRE.6 Open Ended Responses

PRE.6 Coded Response	PRE.6 Verbatim Response
Financial	Not difficult signing up theres a difficulty in finding the cost for the class
Information	Not sure what course will discuss, so that is why it is difficult
Information	Just hearing about itÖ the county clerk told me when I was asking lots of questions
Information	knowing the program existed and what to do with my ticket/ at the courthouse.
Legal	Getting a court hearing
Legal	The court
None	ok
None	There wasnit any difficulty it was really easy and fast
None	It was mostly simple to go through
None	Wasnit that difficult to figure out.
None	None
None	It was very simple. I called the number on the ticket and was given directions
None	nothing
Not enough courses	All the course around me were booked
Not enough courses	Virtual courses were hard to come by.
Not enough courses	Available and locations
Not enough courses	Full courses
Not enough courses	Not finding a course near me and
Not enough courses	Finding a class available, and in the area.
Not enough courses	Location

PRE.6 Coded Response	PRE.6 Verbatim Response
Not enough courses	Waiting for a course near me to pop up, one in Coeur d'Alene or near here.
Not enough courses	Not enough classes
Not enough courses	They are high in demand and availability goes quickly. Luckily the guy who was running the particular course was nice and helped me out
Not enough courses	Finding availability
Not enough courses	Classes near me were unavailable, most classes were 6 to 7 hours away from me, not as many virtual classes, and when there is they fill up incredibly quickly, and I was checking the site every day. But enrolling in the class was not difficult at all, availability in my area was the issue.
Not enough courses	Locations near me
Not enough courses	Availability near me
Not enough courses	Slots in a city nearest before the ticket date
Not enough courses	Annoying UI and being confused why there are only so many spots for virtual ones and that there are so few
Schedule	Finding a day that works with u
Schedule	Time availability
Schedule	Find a time that worked for me
Schedule	Find a class that suits my schedule
Schedule	The schedule
Schedule	Timing
Schedule	Availability
Schedule	Trying to find a date and time that was close to Meridian but I just went online instead
Self	I don't want to
Self	Actually getting myself to do it and go to a course that's in person and not online

PRE.6 Coded Response	PRE.6 Verbatim Response
Technical	Couldn't login
Technical	Bad internet connection
Technical	Registering for the course
Technical	"Not knowing where to start or how to go online and look for the right thing"
Technical	Confusing website
Technical	Getting the emails
Technical	Password troubles. Consistently not working
Technical	It wouldn't load
Technical	"I signed up 3 times, my previous account got locked, and the course got canceled twice. Also, a very dishonest practice in my opinion was the refund process. When you pay, there is a transaction fee; however, when I was refunded, they didn't waive the transaction fee."
Technical	finding what website to sign up at
Technical	The difference in URLs. And spending money on a 70 dollar class just to be told that my class needs to be done differently haha
Technical	just confusion with the requirements and the process on who can enroll
Technical	finding the correct website. there are many websites and it took me an exceedingly long time to evaluate which one was the correct one, causing me to sign up later than I should have.
Technical	Website
Technical	Logging in
Unsure	Idk

Q28 Open Ended Responses

Table 0.2 Is there anything else you would like to share about your experience with the Alive at 25 program to-date? If no, you are free to skip this question. (Open Ended Responses)

Q28 Coded Response	Q28 Verbatim Response	Survey Source
Driving concern	backroads are tempting like a sirens song	Pre-Course
Driving concern	I have a tendency to drift and hit top speed in my car when theres no one around	Pre-Course
Driving concern	The safety culture of driving in Idaho is pretty unsafe and changes/innovations need to be made to accommodate for the increase in traffic and hazardous drivers that are on the roads. Some other problems that I have seen arise are an increase in traffic speed as a group of people rather than just one to two people. While the speed limit on I-85 is 65(55 in work zones) people tend to drive 70-80 and more if there is less traffic.	Pre-Course
None	No	Pre-Course
None	No	Pre-Course
None	N/A	Pre-Course
None	N/A	Pre-Course
None	No	Pre-Course
None	Nope	Pre-Course
None	No	Pre-Course
Not enough online	I wish I got an online class ____	Pre-Course
Positive	I am very excited to be able to participate in this course! I feel like it will be a great opportunity to learn more about safe driving and helping to keep the roads safe.	Pre-Course

Q28 Coded Response	Q28 Verbatim Response	Survey Source
Positive	Signing up was a breeze and hope everyone can take this course to become a safer driver	Pre-Course
Positive	Thanks for what you do! Research helps us make informed decisions :)	Pre-Course
Positive	I am taking the course to dismiss a citation, which is a great course to offer, especially for people who have clean driving records like myself.	Pre-Course
Technical	Great program, only problem was signing up was confusing. Just felt like a few too many steps.	Pre-Course
Uncertainty	I'm kinda of shy and scared to do the in person course especially because it's 4 hours with strangers.	Pre-Course
Uncertainty	I am curious as to why the course is 4+ hrs long. I'm sure the material is helpful to some extent, but I have trouble picturing what could be covered that would take a full 4 hours or more. I will know more about this after the course I'm sure, just thought I'd mention it here.	Pre-Course
Course improvement	we kinda got the point of the scare tactics and I believe if you over use them it desensitizes people and loses it's effect. wish the class would have focused more on how to avoid dangerous driving than what happens if you drive dangerously.	Post-Course
Negative	The communication with [course instructor] after the course has been disappointing. I've reached out three separate times to receive a digital record of my certificate and have not received any email back.	Post-Course

Q28 Coded Response	Q28 Verbatim Response	Survey Source
Negative	Some of the cops you choose the course are very condescending and annoying as hell but the other half actually are there to teach and help and they are what actually makes the students drive safer	Post-Course
Negative	This class felt like psychological torture. I immediately had a panic attack as soon as the class started and continued to have a 4 hour panic attack for the duration of the class. I took the class on Monday and it is now Thursday. I have not been able to get in a vehicle as a passenger since Monday without having an extreme panic attack and needing to leave the vehicle immediately. I have missed three days of work due to this and must seek further medical intervention with my therapist. Anything in this course that would have been helpful I am already doing, and the rest of the course gave my OCD an outline for all the ways I can and will die on the road. I do not know that I will be able to get into a motor vehicle, much less operate one, for several more days and definitely not without medical intervention.	Post-Course
Negative	A lot of it was common sense and could've been shorter	Post-Course
None	No	Post-Course
Positive	Alive at 25 really gives an eye opening view for others some of the lectures given were also real life scenarios on what could happen to one even sometimes to another individual and the emotional toll that family and friends can get if something happened to a close individual.	Post-Course

Q28 Coded Response	Q28 Verbatim Response	Survey Source
Positive	I really enjoyed taking this class, it reminded me how important driving really is and I will take what I learned into my day-to-day life.	Post-Course
Positive	It's an eye opener	Post-Course
Positive	The instructors were actually really cool! I really respect what they had to say because they were human about it, realistic, and informative. I struggle with distracted driving and speeding due to getting caught up in productivity and running late. I needed this class to redirect my thinking and focus on driving more.	Post-Course
Positive	It was nice, it didn't seem like it went on for too long	Post-Course
Positive	It's a good class to be reminded of the roles of the road.	Post-Course
Positive	It was an amazing experience and I'm so glad I got the chance to experience it.	Post-Course
Positive	It was a super beneficial class, before I took the class I didn't really care or think that much while driving and in the class I was the only one who raised my hand when he asked, "Who doesn't wear their seatbelt?" And after reviewing the videos and talking and getting to see how dangerous driving really can be I've been actually caring and doing the 3 one-thousands while following behind people. And to add on, I have been wearing my seat belt just about every time I get in my car.	Post-Course

Q28 Coded Response	Q28 Verbatim Response	Survey Source
Positive	It was a good reminder that no one is invincible on the road. Safety is the top priority not only for me but for others too. I'm thankful I had these reminders and I feel it was in my best interest to take the course.	Post-Course
Positive	The instructor was great !	Post-Course
Positive	I thought that this course was very informative for me and helpful for me as I continue to drive.	Post-Course
Positive	It was surprisingly nice, and I actually feel like I came away from it a better driver.	Post-Course
Other drivers	I don't usually have to slam on my brakes much in a month but this last month people keep trying to get into my lane right where I am and I have been lucky that there has been a shoulder to swerve onto.	3-Month Post-Course
Outdated	The course itself was beneficial, however, the course seem to be outdated, as well as the instructors did not have enough information as to when and where to find information. It would have been helpful.	3-Month Post-Course
Positive	Instructor was very personable and friendly. Not the most engaging experience but definitely not a waste of time either.	3-Month Post-Course
Positive	It was an amazing experience I think that everyone should take willingly if they get the chance ! I learned so much from the officers there and it really changed my driving habits.	3-Month Post-Course
Positive	Was a fun course	3-Month Post-Course

Q28 Coded Response	Q28 Verbatim Response	Survey Source
Positive	Testing the drunk goggles was super fun, and a tour of the [location] Police Department was dope	3-Month Post-Course
Positive	great class	3-Month Post-Course
Positive	I used to speed a lot and drive aggressively but after taking the course it changed how I drive and now I don't get anxious when passing cops	3-Month Post-Course
Positive	The course was packed with good material. It was so interesting and interactive that it made the 4 hour class feel like it flew by	3-Month Post-Course
Positive	It was a great course and had good reminders. I did appreciate that it's offered and when I completed the course I was able to have my driving infraction taken off my record as well as the fee.	3-Month Post-Course
Record removal	I only used it to get out of a ticket. It honestly just goes over the basics any driver should know.	3-Month Post-Course
Technical issues	During videos, the video on my end wouldn't be keeping up with the audio and the video wouldn't be able to be finished before moving onto the next subject, and I'm sure it's not my wifi	3-Month Post-Course