

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

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NTSB WEBINAR: \*  
\*  
COMMUNICATING AND CONNECTING SAFETY \*  
MESSAGES WITH MINORITIES AND \*  
UNDERSERVED COMMUNITIES \*  
\*  
\* \* \* \* \*

via videoconference

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W E B I N A R

1  
2 MR. WORRELL: Good afternoon, everyone, and thank you for  
3 joining today's Webinar, Communicating and Connecting Safety  
4 Messages with Minority and Underserved Communities. The Webinar  
5 is part of a conversation on reach into communities at the highest  
6 risk in transportation minorities and underserved population.

7 For some of you that were on our other Webinars, I am  
8 Nicholas Worrell, NTSB Chief, Safety Advocacy Officer. For you  
9 that know us and are familiar with us you know the NTSB only have  
10 a handful of advocacy specialists. So we do advocacy by  
11 collaborating with groups aligned with us on safety issues and  
12 safe driving.

13 But the whole advocacy community can really benefit from  
14 hearing from the frontlines of outreach. As I have said in this  
15 Webinar series we all need to intentionally include underserved  
16 communities or we will unintentionally exclude them. That means  
17 connecting with them at all levels.

18 Today might be our biggest challenge yet; how to bring safety  
19 messages to youth audiences and these communities. But today's  
20 panelists are masters at such outreach, and I am looking forward  
21 to hearing from each of them.

22 As you all may know or may not know this is National Teen --  
23 National Teen Drivers Safety Week. And motor vehicle crashes are  
24 the leading cause of death for teens in the United States.  
25 Dr. Christine Watson, a research scientist from the Office of

1 Behavioral Safety Research at the National Highway Traffic Safety  
2 Administration will lay out some of those statistics in a moment  
3 for us.

4 Teen drivers and their passengers are more at risk than any  
5 other age group. So we are concerned about all youth drivers.  
6 And motor vehicle deaths impact road users from minority and  
7 underserved communities the most.

8 Today's Webinar is about reaching people at risk not only by  
9 virtue of their community but also the young driver status.

10 Back in April I said that we need to get out there and talk  
11 with people; not sit in our offices talking about them. To do  
12 this we must find experts in connecting and communicating with  
13 these communities.

14 In September, I spoke in Memphis to a group of minority youth  
15 as part of the National Organization of Youth Safety, or NOYS,  
16 event. By the way, you will be hearing from the leader of NOYS  
17 today as well. My talk was about the safe system approach. But  
18 what does that mean to people who have the worst outcomes? What  
19 does it mean? The system isn't safe, and it needs to be. People  
20 understood this message loud and clear. In these communities you  
21 might have a friend who died from gun violence on one corner, and  
22 another friend who died from traffic violence on the next corner.  
23 Once people hear that either of them can be prevented, they get  
24 interested.

25 I got some very interesting feedback, and great feedback,

1 from the minority youth audience in Memphis. It took me back to  
2 my days growing up in Brooklyn many years ago. These comments  
3 were not just about road safety topic. They were also about  
4 services meeting their needs, representation of people in the  
5 community when decisions are being made that affect the community,  
6 and integration of youth into the system.

7 We also heard an echo of that old saying people don't care  
8 how much you know until they know how much you care. The youth  
9 said that we have to take our suits and jackets off, and show  
10 these communities that we truly care about what's impacting them.  
11 Our panelists are experts in getting such outreach to happen.

12 I'll be brief. I'll do a brief introduction of each of them,  
13 but you can find their full bio in the chat and on the NTSB event  
14 page at [ntsb.gov](http://ntsb.gov) if you want to learn more about them.

15 First, we will hear from Christine Watson of the National  
16 Highway Traffic Safety Administration. Dr. Watson was -- is in  
17 the primary area of focus is teens and young driver safety. And I  
18 look forward to an informed overview from her.

19 After Dr. Watson we will hear from Mighty Fine, Interim  
20 Associate Executive Director of the American Public Health  
21 Association, APHA. His efforts aim not at only preventing  
22 disease, but also bolter opportunity for growth, development and  
23 self-actualization at the individual and community level.

24 We will then hear from Jacob Smith, Executive Director of the  
25 National Organization for Youth, or NOYS, which position youth to

1 address health inequities related to road safety, mental health,  
2 substance abuse, and gun violence. A crash survivor himself,  
3 Jacob also delivered high impact youth-centered campaigns across  
4 the country.

5 After Jacob we will hear from Alondra Jimenez, Education  
6 Outreach Coordinator for Impact Teen Drivers or IDT [sic].  
7 Alondra works with teen safe driving campaign champions and  
8 community members to address reckless and distracted driving. The  
9 daughter of an immigrant herself, Alondra began her career  
10 teaching English and Spanish in underserved resource public  
11 schools. She's passionate about empower marginalized,  
12 marginalized you to make safe and healthy decisions while giving  
13 back to their communities.

14 And, finally, we will hear from Nadji Kirby, Chief of Staff  
15 for the Conference of Minority Transportation Officials, or COMTO.  
16 With 15 years of experience in transportation and nonprofit sector  
17 Nadji also supports state government and industry partners with  
18 their DEI related goals, and has served on the national  
19 initiatives focus on safety of vulnerable populations.

20 And to make sure that we are connecting with you, if you have  
21 questions, please enter them in our chat box. Once our panelists  
22 have presented we will take as many of your submitted questions as  
23 possible.

24 So without further ado, I will turn it over to Christine  
25 Watson of the National Highway Traffic Safety Administration for a

1 brief overview.

2 Dr. Watson. Thank you.

3 DR. WATSON: Thank you Nicholas.

4 As Nicholas said, hi, I'm Christine Watson. I am a research  
5 psychologist at the National Highway Traffic Safety  
6 Administration. I am really excited to be here today, and like  
7 you, to hear from all the panelists about ways to engage and  
8 connect with young people from underserved communities.

9 A critical part of communicating with people is identifying  
10 who you're trying to reach, and what issues you want to talk to  
11 them about.

12 So before we hear from the other panelists I want to share  
13 with you some of what we know about the safety of young people and  
14 people from underserved communities, and I also want to share some  
15 of the work we're doing at NHTSA to identify and address issues  
16 that young people in these communities may be facing.

17 A big part of our work at NHTSA involves looking at the data  
18 to figure out who is at risk. And a critical source of our data  
19 is FARS, the Fatality Analysis Reporting System. FARS is a  
20 nation-wide census of fatal injuries suffered in motor vehicle  
21 traffic crashes that we and others use to monitor safety and  
22 identify emerging issues. NHTSA's National Center for Statistics  
23 and Analysis publishes reports that use FARS data to evaluate  
24 disparities in traffic safety by race, ethnicity, income, and  
25 rural or urban location.



1 In fact, NTSB just released a new fact sheet on traffic  
2 fatalities by race and ethnicity using 2020 data, and that's now  
3 available online. I'll have the link at the end of my  
4 presentation.

5 However, we don't have analyses looking at disparities among  
6 people in particular.

7 So today I'm going to show you data for road users of all  
8 ages, and these results come from a report published by NTSA last  
9 year, and they account for how often people travel in different  
10 ways.

11 So the graph here shows the traffic fatality rate for people  
12 of all ages per 100 million miles traveled in a passenger vehicle.  
13 And the rates are shown separately by a combination of race and  
14 Hispanic ethnicity. And looking at this data it is clear there  
15 are disparities when it comes to safety among different race and  
16 ethnicity groups.

17 These disparities are also evident when you look at traffic  
18 fatality rates among people who were walking or biking. And  
19 together these graphs show that black, Hispanic, and American  
20 Indian or Alaskan native communities bear much of the burden.

21 People living in rural areas are also disproportionately  
22 affected. In 2021, 20 percent of the U.S. population lived in  
23 rural areas, and 31 percent of the vehicle miles traveled happened  
24 on rural roads, but 40 percent of all traffic fatalities occurred  
25 on rural roads.

1           We also know based on FARS and other data sources that some  
2 risky behaviors like restraint use and alcohol impairment impacts  
3 some populations more than others.

4           So all together these data show that people from underserved  
5 communities face different safety challenges. And across NHTSA  
6 we're working to identify areas where we could do more to address  
7 these inequalities.

8           But today we're specifically talking about young people who  
9 face their own unique set of challenges as road users. In 2021,  
10 there were 2,116 young drivers who died in traffic crashes, and  
11 over 200,000 who were injured. This graph shows the rate of  
12 involvement in fatal crashes per 100,000 licensed drivers. And  
13 you can see that drivers ages 15 to 20 have the highest rates of  
14 any age group followed by drivers ages 21 to 24.

15           Young people are at higher risk because they're  
16 inexperienced, and many of them are still learning to drive.  
17 They're also going through adolescence which results in major  
18 physical, cognitive, and emotional changes that can impact  
19 driving.

20           So these data make it clear that this period of their lives  
21 is a risky time for young people to be on the roadways. But we  
22 also know that young people from underserved communities face  
23 additional challenges when it comes to safety. Recent research  
24 has found that more and more teens are waiting to get licensed  
25 until they're 18 or even older, and young people who are black,

1 Hispanic, and of lower socioeconomic status are even more likely  
2 to delay.

3 So as a result, young people from underserved communities may  
4 not be benefiting from the protections of graduated driver  
5 licensing programs since GDL laws typically don't apply after age  
6 18.

7 Additionally, some research has found that teens who are  
8 black or Hispanic are less likely to take driver education if  
9 their state doesn't require it. And some teens may also have  
10 difficulty doing things like completing the required number of  
11 supervised driving hours, or may not have consistent access to a  
12 vehicle to practice driving so they face additional challenges  
13 when they're learning to be a safe driver and trying to get a  
14 license.

15 And, of course, young people who aren't driving are still  
16 entering adulthood, finding jobs, seeking out educational  
17 opportunities. And if they're not driving, then they're finding  
18 other ways to get around, and those choices also have impacts on  
19 their safety.

20 So there's a complex landscape of safety here for young  
21 people from underserved communities that we need to understand and  
22 work to improve.

23 I want to share with you some research projects going on at  
24 NHTSA that touch on these issues. And the first one centers  
25 around the accessibility of training and education.

1 We know from a body of prior research that giving novice  
2 drivers training on how to recognize potential hazards on the road  
3 can improve their driving performance, and this kind of training  
4 is often called hazard perception training, and it can be  
5 relatively brief, and administered online.

6 So with that in mind, we've just started a new research  
7 project to develop a more accessible version of that kind of  
8 training; potentially one that young people can take on their  
9 smartphones. Our goal is to determine whether the training is  
10 especially beneficial for novices from higher poverty areas which  
11 a recent study suggests might be the case.

12 We've also just completed a project that involves figuring  
13 out the best way to gather safety information about young people  
14 who wait to get their license, and one finding from that project  
15 was that we may need to change how we typically do that kind of  
16 research if we want to make sure we're recruiting diverse groups  
17 of drivers. So our hope is that with more intentional  
18 recruitment, and by reducing barriers to participation we'll be  
19 able to learn more about emerging safety issues for young people.

20 I also want to share with you some of the program activities  
21 my colleagues are working on to close the gap in safety.

22 In one project NHTSA is working with SADD, Students Against  
23 Destructive Decisions, to tackle distracted driving and walking  
24 among Hispanic young people. And the project involves creating  
25 culturally appropriate materials in English and Spanish, and

1 helping young people empower their peers to develop their own  
2 messaging.

3       Also, NHTSA and the Association of National Stakeholders in  
4 Traffic Safety Education have recently revised a set of standards  
5 that can help state implement driver education programs. And the  
6 revision included consideration of novices with disabilities as  
7 well as the need for driver educators to consider equity when  
8 they're communicating with their students.

9       My colleagues are also working to increase awareness of  
10 resources that are available for young people in foster care who  
11 want to learn to drive, like states that have programs to waive  
12 driver education fees.

13       And then, finally, our NHTSA regional offices are working  
14 with states to ensure that their highway safety programs result  
15 from meaningful public participation and engagement, particularly  
16 from the communities that are most impacted by crashes.

17       And so after looking at the data many states are specifically  
18 engaging young people from underserved communities, and then  
19 incorporating what they learn into their plans for improving  
20 safety in their states. For example, Rhode Island is funding a  
21 program to help young people from low income urban areas identify  
22 changes to the roadways that would improve safety, equity, and  
23 sustainability.

24       Finally, I want to share some resources that can help with  
25 communicating and connecting to young people. First, there are

1 freely available communications materials related to teen driver  
2 safety on [trafficsafetymarketing.gov](https://trafficsafetymarketing.gov), including materials for the  
3 2023 Teen Driver Safety Week, like a social media playbook. And  
4 the materials are available in both English and Spanish. The  
5 messages for teens encourage young people to be safety influencers  
6 for their friends and family, and the messages for parents  
7 emphasize that parents are the ones who make the rules for their  
8 teen drivers.

9 Another resource is a guide for states on developing peer-to-  
10 peer intervention. That includes a compendium of existing  
11 programs, and most of these programs encourage teens to develop  
12 and implement messages for teens in their own communities.

13 And, finally, I want to mention NHTSA's site for checking  
14 your vehicle for recalls which may be especially important for  
15 young people are driving older vehicles.

16 I want to close by emphasizing that young people are at an  
17 exciting time in their lives, but from the data we also know it's  
18 a risky time for them on the road. And young people from  
19 underserved communities face additional barriers to safety. So  
20 it's critical we continue to incorporate equity into our efforts  
21 to understand the risk that young people face, and we also need to  
22 keep developing interventions with underserved communities  
23 specifically in mind.

24 Thank you for your time. There are links here to the  
25 resources, some of the resources that I mentioned, and please feel

1 free to e-mail me with questions or put them in the chat.

2 And now let me introduce the next panelist, Mighty Fine, who  
3 is the Interim Associate Executive Director at the American Public  
4 Health Association.

5 Thank you.

6 MR. FINE: Thank you, Dr. Watson. I appreciate that, and I  
7 think you really set up my presentation very well by providing  
8 some of the data and some of the stats that I'll go over quickly.

9 Hi again everyone, Mighty Fine. I'm the Associate Executive  
10 Director at the American Public Health Association. I'm pleased  
11 to be with you all here today virtually to talk about a public  
12 health approach to traffic safety. Maybe it's a refresher for  
13 some, and new information for others. And my intention is to zoom  
14 out a little bit, and provide some framework, and some key tenets  
15 of using a public health approach to address traffic safety while  
16 incorporating some of the tools, tactics, and strategies that  
17 we've used to work with communities, particularly minority  
18 communities.

19 So we know, right, why public health, why traffic safety? We  
20 know as Dr. Watson already illustrated motor vehicle crashes are a  
21 leading cause of death for teens, and we know disparities exist.  
22 But I think it's important to over, over emphasize that motor  
23 vehicle crashes are a leading cause of premature death. And what  
24 do we mean there, right? We're just saying that we know that we  
25 have proven strategies that can help prevent these injuries and

1 deaths from occurring in the first place. And we recognize when  
2 folks are dying at a young age as a long life -- left of life that  
3 they had that has been interrupted by something that is  
4 preventable. And while I focus primarily on systems level change,  
5 I do think it's also important to talk about in messaging that  
6 they are things that drivers, passengers, cyclists, pedestrians  
7 and the like can do to stay safe on the road.

8 But, again, our work is to emphasize that system and those  
9 structures and environment that make the healthy choice or the  
10 best choice the easiest choice.

11 So, again, just sort of zooming out here a bit. As we've  
12 done already today on this Webinar we've defined the problem. We  
13 recognize that there is a high incidence of motor vehicle related  
14 injuries and death for the population, but also for the purposes  
15 of this conversation teens.

16 In public health we identify those risks and protective  
17 factors. What's keeping some communities safe and others not? So  
18 that provides an opportunity for us to drill down, and really  
19 think about those primordial factors that are contributing to the  
20 high incidence of road injuries and deaths.

21 Then we've developed some test prevention strategies. What's  
22 working? What are some promising practices? What are we finding  
23 in the research base that's telling us these are effective  
24 strategies that are working?

25 And then we move from there to widespread adoption. But I



1 think the important caveat here is to ensure that as we're  
2 translating this information we're doing it in a culturally  
3 competent way so as for the purposes of this cause we're ensuring  
4 that we're actually addressing the needs and those unique needs of  
5 some of our priority populations.

6 I'd be remiss if I talked about a public health approach in  
7 messaging without identifying that health equity has to be  
8 censored at that -- at this approach. And by health equity we at  
9 APHA sort of very straightforward everyone has the opportunity to  
10 attain their highest level of health.

11 Also the other piece that I like to introduce into my work is  
12 its presence and absence perspective. Obviously, we on this call  
13 are working towards the absence of injury and death related motor  
14 vehicle crashes for teens, but we also have to have equal emphasis  
15 on the presence of opportunities. So as we are working to  
16 mitigate these adverse events from happening, what are the  
17 opportunities that we're providing, and then showing that we have  
18 in place to manage that. What does that look like? It's not  
19 going to look the same for every community, and we have to keep  
20 that in mind.

21 And as I mentioned earlier by using a health equity approach  
22 we're looking at those primordial or those root causes that are  
23 contributed -- contributing to the high incidence of road  
24 fatalities and injuries.

25 Also, hopefully, you all see this as a resource and not a

1 shame list -- but APHA has a video series that's very short, and  
2 it helps to explain how equity and a myriad other health issues  
3 that are related to the topic today. So I put a link up on the  
4 page that I encourage you all to check those out because I do  
5 think the information is digestible. It's something that we all  
6 in public health can use to remind ourselves of these strategies,  
7 but also share with our colleagues and counterparts who may not be  
8 as well-versed in public health tenets.

9       So this was mentioned as well a little bit earlier. So  
10 thinking about how messaging relates to the social determinates of  
11 health. That's something we in public health look at as the  
12 conditions and the environment where people are born, live, work,  
13 play, worship, and age that affect a wide range of health  
14 functioning and quality of life outcomes and risks.

15       I think two that are important to uplift for the purposes of  
16 this conversation are environmental factors, right? We recognize  
17 that environmental design certainly plays a role when we think  
18 about motor vehicle safety, and we have to recognize that there  
19 are fully designed communities and insufficient transportation  
20 infrastructure that increases traffic-related risk especially in  
21 underserved areas. So as we're thinking about messaging and  
22 communicating that how are these components in the two that are  
23 embedded in our messaging, and what are we doing to not just  
24 message them, but what are we doing to address them?

25       And related to that we know that communities of color

1 experience higher rates of traffic-related injury and mortality  
2 due to historic disinvestment in infrastructure and overall  
3 discriminatory practices.

4       So I don't have time to go into detail today, but just think  
5 about practices like redlining. We know how that restricted and  
6 gate-keep -- sort of gate-kept communities of color out of select  
7 communities that seemed more desirable, or not just communities of  
8 color, but folks of low SES means as well.

9       So it's just, again, helping us to understand the historical  
10 context as we're messaging to know that some of this is -- while  
11 preventable, it's also not by happenstance.

12       And to further emphasize this point I want to uplift some  
13 work of Dr. Camara Jones who talks about some of the barriers to  
14 health equity. So as we're thinking about messaging, and we're  
15 thinking about using an equity approach to this work we have to  
16 think about some of the barriers, and our work has to work to  
17 overcome those.

18       So one of them is the sort of this limited future orientation  
19 where we know that some folks in America, decision makers,  
20 whomever we want to include in that catchment area, are focused on  
21 the immediate. So when we're focused on the immediate it doesn't  
22 provide an opportunity to have a high appreciation for prevention  
23 and what we know is going to work to keep our fellow community  
24 safe, but obviously our teens as well. So really thinking about  
25 how do we overcome this idea that there's a limited perspective on

1 future orientation. So what do we need to do there?

2 The other is the narrow focus on the individual. So I  
3 mentioned this before in my earlier statements where, yes, there  
4 are individual behavioral changes that we can make to be safer on  
5 the road. We all on this call get that. But what happens is when  
6 we have this narrow focus on the individual it makes it seem as  
7 if some of the systems and structures that are also mentioned are  
8 ready are invisible or seemingly irrelevant. So we -- it almost  
9 in a way allows you to blame the person for the outcome of that  
10 injury in giving sort of the system the pass. So what we need to  
11 do is counter this idea of this narrow focus on the individual,  
12 and recognize that there are systems level changes that need to be  
13 in place to ensure that our communities are as safe as possible.  
14 And I think what the Institute of Medicine some years ago talked  
15 about where the environment that you're in conspire against such  
16 change. So we want the environment to be in partnership and in  
17 cooperation with the change that we know we need to see in order  
18 to make communities safer.

19 And then the last one that I want to mention but, again,  
20 there's seven. I have the source listed here. So I recommend you  
21 all go and look at that in-depth. But the last, last one that I  
22 wanted to mention is this idea of a zero-sum game. So when we're  
23 talking about equity or we're talking about prioritizing teens and  
24 underserved and communities of color we get into this idea of the  
25 myth of zero-sum game because, right, we have to start

1 prioritizing. So there's this idea if you gain then I'm going to  
2 lose. So fosters competition over cooperation. So it masks the  
3 actual cost of inequity, and talking about racism as that saps the  
4 strengths of the whole society, and ultimately it hinders any  
5 efforts to grow the pie.

6 So, again, we have to think about this in the sense of if  
7 we're using sort of social (indiscernible) principles. We're  
8 looking to see where the highest burden is, and identifying what  
9 tools, resources, et cetera we need to ensure that those folks who  
10 are most disenfranchised how are we filling in the gaps to ensure  
11 their needs are being met.

12 So hopefully that all provided you all with a sort of a, as I  
13 mentioned, a narrowed out framework so I can talk specifically  
14 about a case study that we had through our Public Health Traffic  
15 Safety Institute, which is a partnership of medicine, public  
16 health, community, youth, parents, education. So it was a whole  
17 conglomerate of folks who had a vested interest in traffic safety.  
18 And the idea was here, here was to bring together transportation,  
19 engineering, public health, and again some of the other sectors  
20 that I've already mentioned to help us to think about and craft  
21 really effective programs and strategies to ensure, again, that  
22 our communities are safe.

23 So through this institute one of the case studies or case  
24 cites that we had we did a scan of the data, and the data  
25 demonstrated that black teens had a higher incidence of death and

1 injuries, and that's both driving and pedestrian related.

2 The unique thing that I think we've -- we did here as well,  
3 and hopefully other folks are doing it as well, we didn't just  
4 look at like ED visits and health data. We looked at other data  
5 sources that were just not related to traffic-related injuries  
6 because this allowed us to paint a more comprehensive picture of  
7 what was happening in these communities that allowed us to uncover  
8 this investment in communities again thinking about the  
9 infrastructure, and also understanding how the physical  
10 environment played out in this particular scenario.

11 It also created a space for us to uplift promising practices.  
12 And by that I mean some of the tools and practice that we tried  
13 were not in the peer review journal articles, but folks in the  
14 community were able to show us, and tell us what they were doing  
15 was working, but they just needed some support to scale it up a  
16 bit.

17 Another critical component of this work; it really shifted  
18 how traffic safety messaging was communicated. So it was more  
19 inclusive and less blaming of the teens and the novice drivers,  
20 but really understanding how they were operating in a system, and  
21 so it allows the blame to be removed, and for us to think more  
22 thoroughly about what strategies and tactics should be used to  
23 keep them safer. And then again sort of in the weeds here there  
24 were some infrastructure changes that helped to mitigate some of  
25 those injuries and deaths as well.

1           So just sort of buttoning it all up here to talk about some  
2 of the effective strategies we use again particularly for the  
3 black teens that were within the school system we looked at and  
4 identified who were the primary secondary audiences as well as the  
5 influencers. So primary we identified who are we specifically  
6 talking to. And then we understood that, yes, just because we're  
7 focusing on this group, whom else could benefit from this message?  
8 So those are our secondary audiences. And then we thought about  
9 who are our influencers that will help us uplift what we are  
10 actually communicating that we're not directly talking to. Very  
11 effective strategy within this community because it helped us to  
12 identify all of the players in that situation.

13           Again, I can't overemphasize this, it also allowed us to look  
14 at who was the most at risk, and how are they engaged in decision  
15 making. So as I mentioned, we're focusing on black teens in this  
16 scenario, and we have found prior to this they were not surveyed.  
17 They were not talked to. They were just not engaged at all when,  
18 when we -- when the, the school system and others were thinking  
19 through effective strategies to help prevent those injuries and  
20 deaths that I mentioned already. I also talked about this as  
21 well. We addressed the historical harms specific to that  
22 community that led to a lot of the design that also exacerbated a  
23 lot of the injuries that we saw.

24           Another critical focus was, was how would the message be  
25 delivered. So we had to think of engagement strategies, and what

1 would be most effective for our primary audience. Who was the  
2 credible messengers? We found in this scenario it was the teens  
3 themselves. And then which hopefully folks are already doing what  
4 we did was we evaluated the effectiveness of the message, and then  
5 were able to tweak it over the years that the program existed.

6 Just quickly saying what we did was we really started with  
7 the why, understanding what were we here for, but really unpack  
8 that. And thinking about it in the short, immediate, intermediate  
9 and long-term. Like what was the why? And what was -- what  
10 methods would folks actually care about. You know, me, I  
11 certainly aged out of the teen category quite some time ago. And  
12 so things that resonated with me didn't necessarily resonate with  
13 the teens that participated in this initiative. So that was  
14 critically important.

15 And so, again, thinking about, yes, data, as a researcher I  
16 appreciate the data, but how can we complement the data with  
17 actual stories and narratives that are going to get folks to  
18 listen in whether we're talking about elected officials or the  
19 actual population that we're looking to serve. What stories are  
20 going to resonate with them, and help to facilitate that change in  
21 behavior. And then, again, seems pretty straightforward, but  
22 really explaining the what. What is it that we're hoping to  
23 achieve? What is it that we're doing? And helping folks to buy  
24 into that.

25 So that -- those are some of the strategies that we found



1 critically effective in working with this population.

2 Just quickly some successes, again, without going into  
3 detail. Through that program we were able to see a reduction in  
4 injuries and fatalities for teens. So what I didn't mention was  
5 Steering for Success was the, was the actual name of the  
6 initiative. And that's something that the youth came up  
7 themselves. And motor vehicle safety was a component of a larger  
8 initiative as they were steering for success. And by working with  
9 them, we found that talking about traffic-related injuries in  
10 isolation was not as effective with this group. So, again, we  
11 roped it into a larger initiative to focus on how they could steer  
12 for success in a myriad of ways.

13 The other critical thing which was sort of mentioned in the  
14 first presentation as well was the curriculum was updated in  
15 schools who incorporate student feedback. So it was very  
16 regimented, and sort of logical. And what students were able to  
17 do was talk about some of the challenges that they faced on the  
18 roadways as a driver or pedestrian, and some of the anecdotal  
19 feedback was woven into the curriculum as a way to, again, circle  
20 back on elevating the voices of those who are most impacted. And  
21 one of the greatest successes I found is that teens led the  
22 communication strategies and the tactics, and we found that this  
23 was happening in informal and formal ways. So formally through  
24 school announcements and promotions throughout the school. But  
25 also we found that they would talk about it informally in general

1 conversation with teens when they have passengers in their car,  
2 walking home from school, et cetera. So, again, those are some of  
3 the successes of this intentional communication strategy that we  
4 use to engage and prioritize those folks who are most impacted by  
5 road injuries.

6 And I'll just close here by saying some of our guiding  
7 framework for this work was true community engagement is necessary  
8 for sustainability. So we prioritized those who were not  
9 typically engaged, and really sort of sat back and let them lead  
10 the charge. Collaboration is key to uplift diverse perspectives.  
11 So this sort of happened before the DEIB wave, but we really used  
12 a lot of those tenets and principles to ensure that folks felt  
13 included, they felt like they belonged, and their voices were  
14 actually activated and elevated. We addressed structural  
15 determinants of health in our messaging. We promoted the  
16 investment in communities without displacing them. And,  
17 obviously, we know that representation matters. So all the  
18 sectors and stakeholders that I previously mentioned I clearly  
19 maybe am biased, I felt like having the teens and having their  
20 voice most active in the conversation I think we the most prudent  
21 thing we did in this work.

22 And, lastly, I'll just leave us all with this idea of this  
23 systems level change is necessary, and we found that in the work  
24 that we did in the area. So we know policy, practices, research  
25 flows that's some of the explicit pieces, but we found the most

1 work was in the mental models in the transformative change. And  
2 that's more -- to me that's more challenging because that's like  
3 implicit biases narratives that we've created, stereotypes that we  
4 believe. And what we found in working in this area is that a lot  
5 of the, for lack of a better distinction, the adults in the work  
6 were blaming the youth and the teens for their driving behavior  
7 and things that were happening to them. And we found that there  
8 was a huge shift that had to come in reframing the narrative, and  
9 helping them to understand the historical injustices, the way that  
10 the community was designed, and all these other external factors  
11 that were contributing to this high incidence particularly among  
12 black teens. And not to go into detail here, another thing that  
13 came up in our needs assessment was for the newer drivers who are  
14 black they had a higher interaction with law enforcement, but it  
15 was for the same infractions as their white counterparts. But,  
16 again, that added to sort of this transformative change that we  
17 had to see -- that we had to push in the community in order for  
18 there to be buy-in, and for the folks to understand that this was  
19 a systems level issue as opposed to focusing solely on individual  
20 behavior.

21 And so I will stop there, and turn it over to my colleague at  
22 Jacob at NOYS.

23 Thank you.

24 MR. WORRELL: Jacob, I believe you are muted.

25 MR. SMITH: Hello everyone. I'm so excited to be here today.

1 I'm Jacob Smith. I'm the Executive Director of National  
2 Organizations for Youth Safety. It's an incredible opportunity to  
3 be here, but also listen to my other panelists, and share the  
4 awesome words of wisdom on how we can better communicate and  
5 connect with underserved and marginalized youth.

6 So to start off, I want to give a brief statement about who I  
7 am. I think when it comes to connecting with underserved and  
8 marginalized communities it's important to know who you're are,  
9 where you're from, and where you've come from, and who you work  
10 with. And so over the past 10 -- years I've had the pleasure to  
11 work with a variety of young people from the local, state,  
12 national and global level. Young people who are committed to  
13 safety communities, from road violence to, to gun violence  
14 prevention, to mental health, to sustainable development goals.  
15 And these young people recognize that they have the power to  
16 change their community, and they have the lived experience, and  
17 the solutions to do that.

18 And so here at NOYS we have a saying called youth power for  
19 youth safety because we've had a 25-year-old history of our  
20 organization working with national organizations across the  
21 country to mobilize and equip young people. But a few years ago  
22 we made a strategic decision to really shift all of our resources  
23 and connections to young people. And so when we look at youth  
24 power we look at what does it mean to shift power to those young  
25 people; give them the resources, the tools, the knowledge, and the

1 experience to actually take action in changing their material  
2 conditions.

3       And so a little bit about NOYS. We believe in young people  
4 to lead. Our basis is on shifting the conversation and power to  
5 young people. So ensuring that, that young people are at the  
6 forefront of the decisions that they are going to be deeply  
7 affected by. And our approach is built on the core belief that  
8 young people are best positioned to lead in addressing the most  
9 pressing health and safety issues. And so we do that through an  
10 intersectionality lens of recognizing that mobility safety  
11 connects to gun violence, gun violence connects to mental health,  
12 mental health connects to, to road safety, road safety connects  
13 to, to substance use disorder. And really recognize that in order  
14 for these issues to be at the forefront of people's mind they have  
15 to be through a social justice lens.

16       And so throughout all of our programs when it comes to  
17 connecting with young people we provide data driven programs that,  
18 that simply increases young people's ability to understand their  
19 own lived experience. And I think that's probably one of the, the  
20 most powerful points that I want to recognize through this  
21 presentation is that young people in order to connect and  
22 communicate with young people we have to build their consciousness  
23 so that they can understand their own lived experience, not the  
24 experience that they read in a textbook, not the experience that  
25 they see on TV, but their own lived experience. And then provide

1 proven tools and resources for them to develop solutions to drive  
2 social change.

3 And so our mission is to unite, equip, and build capacity for  
4 young people to do just that.

5 And so I'd love to, to take a few moments for, for the folks  
6 to just think about what it means to be underserved, and what it  
7 means to be underserved in our society, and I, and I separated  
8 both of those definitions, but they're very important when it  
9 comes to us ending road traffic injuries and deaths in our  
10 community. And so think about your own work. Think about how  
11 many folks in your work are connected to disabled folks. Think  
12 about how many folks are connected to LGBTQIA+ folks. Who in your  
13 network is connected to black, indigenous and people of color?  
14 How many folks are in this room that's connected -- that, that are  
15 connected to black, indigenous and people of color? How many  
16 folks do you know that are in your programming that are -- that's  
17 in your community, that's housing insecure? And how are you  
18 connecting with housing insecure folks? People living in poverty  
19 and criminal justice impacted.

20 And so when we look at the lived experiences of disabled,  
21 housing insecure, people living in poverty, that changes our  
22 messaging. Here at NOYS over 90 percent of our young people  
23 identify within a marginalized community, and, and we are, are  
24 very conscious about how we communicate with these folks. You  
25 know, if we're working in a, in a community and programs of

1 majority housing insecure, disabled, and LGBTQ youth, then their  
2 journey to school is much different than someone who is in a  
3 household of, of committed family members where, where they are  
4 driving to school or taking the bus to school.

5 And so I encourage you all to, to deeply think about what it  
6 means to be underserved, and what it means to be marginalized, and  
7 think about the lived experiences of these communities, and what  
8 they navigate socially, politically, and the systems that are at  
9 place that impact how they, how they are impacted by road traffic  
10 injuries and deaths, and their entire transportation system.

11 And so one of the major principles and folks that we uplift  
12 and are building community consciousness and youth consciousness  
13 of young people is really centering the, the lived experiences and  
14 the teachings from Ella Baker who is a pioneer civil rights  
15 leader; really organized the Student Nonviolent Coordinating  
16 Committee, served in a very pivotal role in terms of the NAACP,  
17 but was someone who utilized and uplifted the lived experiences of  
18 young people. Traveled all across the country. Met people  
19 everywhere she went, and recognized a very powerful quote, that  
20 oppressed people whatever their level of formal education have the  
21 ability to understand and interpret the world around them; to see  
22 the world for that it is; and move to transform it.

23 And I can say within myself that I have been a part of this  
24 work gratefully and humbly since I was about 14, you know,  
25 attending NTSB events, attending SADD events, NOYS events. These

1 organizations that have been doing incredible work. And,  
2 unfortunately, you see the same, the same people in the room.  
3 Everyone knows the safe system approach. All of us know the  
4 highway safety plans, the -- all of the major technical language.  
5 But at the end of the day who is our community, and who are the  
6 people that we are reaching, whatever their level of formal  
7 education, for them to understand the inequities within our  
8 transportation system. For them to understand the impacts of  
9 driver safety, pedestrian safety, micro mobility, and these key  
10 topics. And so in all of our programs at NOYS we, we start off  
11 with, with first empowering young people to build a consciousness  
12 within themselves for them to understand how are they being  
13 impacted by road safety, and then for us to work with them to, to  
14 drive solutions for, for peer-to-peer education and for community  
15 change.

16 And so I'd like to focus on three different areas of what it  
17 means to communicate and connect, and I hope that by the end of  
18 this, this presentation you can ultimately gain a wider  
19 understanding of, of, like, tactics that you can -- and  
20 opportunities that you can implement in your work to, to properly  
21 change your mindset. And I think that's the most important aspect  
22 of this work is shifting your mindset. It does not mean creating  
23 a program, and determining the checklist how you engage with, with  
24 underserved communities, but it first starts internally as  
25 shifting your mindset of what it means to connect and communicate.



1           We're going to go into communicating with youth and how NOYS  
2 is doing that, and then finally some key takeaways for the last  
3 few minutes of the presentation.

4           So a powerful point is keeping young people informed and  
5 empowered to organize themselves. And throughout all of our  
6 programs at NOYS we, we allow young people to organize themselves;  
7 nontraditional educated working class and intellectually  
8 marginalized folks to have the ability to understand and form  
9 complex -- to, to form complex understanding of traffic safety  
10 injustices. And so what that means is, is that, like I mentioned  
11 before, who in the room has not been a part of this work? Who in  
12 the room is working class? Who in the room are marginalized folks  
13 that we can ensure that they are being informed, but also empower  
14 to work within their communities to do what's best? Because we're  
15 not always the folks that need to be going into communities and  
16 telling them what to do, but it's ultimately up to, to folks to  
17 organize within their own communities.

18           And so what does it mean to, to build an organic  
19 intellectual? Something that I, I stand true by, and our  
20 organization team stands true by. Is an organic intellectual is  
21 someone who uses their knowledge to change the status quo, and  
22 promote social change. So not the knowledge that you're giving  
23 them. Not the knowledge that a textbook is giving them. But the  
24 knowledge of their own lived experiences. And using that to, to  
25 (indiscernible) social change. And so that means creating an

1 inclusive environment, identifying who is in the room, who is not  
2 in the room, emphasizing the ability and knowledge of local youth  
3 to solve their own problems. Young people need to have a sense of  
4 their own values and strengths, not the strengths of you, but the  
5 strengths of themselves, and what is valuable to them. Centering  
6 young people's humanity in this work. And then, finally, a  
7 willingness to learn from mistakes. Stronger -- it allows people  
8 to become stronger in the movement, and believe in themselves and  
9 have an own sense of their power. And I know all of us when we're  
10 connecting and communicating with folks we want them to stay  
11 involved in this movement. We don't want them to just be a part  
12 of one program and be done, but connect with them on a level where  
13 they can have a sense of their successes, their mistakes, their  
14 humanity, and their ability to gain the knowledge necessary to be  
15 leaders in this movement.

16 And so key steps for communicating and connecting with youth  
17 is first something that, that is a part of almost every one of our  
18 programs at NOYS, which I'll explain later. It's arts and  
19 culture. Like, let's not make traffic safety boring. Let's not  
20 make it a fear factor, a fear tactic. Let's let -- young people  
21 are receptive to the world of arts and culture. So we have to  
22 make that connection between arts and culture and how our cities  
23 are built, and how our communities are built, and how we, how we  
24 ultimately create societal expectations through arts and culture,  
25 and hope that that can be a part of connecting and communicating

1 with folks.

2 A holistic viewpoint of health and safety. This may seem  
3 like something that is, that is controversial, but at the end of  
4 the day young people are deeply affected by road traffic crashes,  
5 but we can't just go to a young person, especially a marginalized  
6 young person, and tell them to just buckle up when they have  
7 societal discrimination against them, when they can barely find  
8 housing within their lives, when they can -- they're lacking in  
9 mental health support. And the first touch that we have with them  
10 is make sure that they're buckling up is just not going to work.  
11 And so having a deep understanding of the audience they're  
12 connecting with, and the other issues that they are being affected  
13 by systemically is what's going to really allow you to connect  
14 with them. And having genuine care for them, and finding,  
15 allowing them to have accessible and applicable programs that  
16 connect to their lived experience on a daily basis.

17 And then a holistic stipend. Youth give respect when they  
18 feel respected. And regardless of your budget, regardless, really  
19 think about how you can provide holistic support to them. Here at  
20 NOYS we provide mental health stipends for all of our young  
21 people. We provide youth program participant stipends. We have  
22 crisis text lines, 24-hour support, where young people can text  
23 NOYS to a number to receive an on-demand crisis counselor.

24 And so when it comes to connecting and communicating with  
25 youth that doesn't just mean what is the, what is the key to

1 connecting a traffic safety message with them. That means what is  
2 the key to connecting with them so that they can bring their whole  
3 selves to this work.

4 And so young people are seen as experts of their own lived  
5 experience, and can provide valuable insight, experience, and  
6 creativity towards education and advocacy on key issues. So if  
7 you don't take away anything from this experience, it's like young  
8 people know we just finished, like Nicholas mentioned, we just  
9 finished our National Youth Transportation Equity convening, and  
10 young people are at the forefront throughout the entire convening  
11 of sharing their lived experiences. And throughout all of our  
12 programs, that's, that's the first step is for them to share their  
13 own lived experience in this work, and see them as experts of that  
14 work as well.

15 And so going back to systems change. A key element of this  
16 which our previous colleague mentioned is, is really removing the  
17 individual level victim blaming that is perpetuating our public  
18 health and transportation and safety field. Because I promise you  
19 young people today they might have been born into a system that is  
20 telling them and blaming them for, for the systemic issues on the  
21 road, but I guarantee you there is another social issue where they  
22 recognize that individual level behavior change is not going to  
23 solve the entire system. And so if you can make that connection  
24 between young people and other social movements, you'll be great.  
25 And so instead of blaming youth for their traffic injuries work

1 with them to identify how they can create safe and sustainable  
2 streets and communities through the safe system approach.

3 And there's tons of resources that I'm happy to provide on  
4 what does it mean to integrate young people into those various  
5 proven methods for, for incorporating the safe system approach.

6 So a few final, final key points is, like, how do we, do we  
7 effectively communicate and connect? And so I have a few examples  
8 here. NOYS has an incredible program called Your Voice Your  
9 Action, Youth Infrastructure Safety Contest that works with  
10 marginalized youth specifically with harnessing the power of  
11 (indiscernible) youth in those communities to understand what is  
12 their lived experiences navigating their pedestrian environment in  
13 their community.

14 So the first thing that we're going to them is with, with an  
15 opportunity for them to be paid, receive holistic support, to go  
16 out into your community, and see what's happening. How are you  
17 navigating your pedestrian environment as a disabled person, a  
18 housing insecure person, as a marginalized young person, and how  
19 can you develop a creative expression addressing that?

20 And so not only does that allow them to bring their whole  
21 selves into understanding what it means to be a young person  
22 navigating your pedestrian environment beyond the technical  
23 aspects, but it also allows them to incorporate arts and culture  
24 into this work.

25 And then NOYS is able to really provide that additional

1 support in allowing them to understand this holistic issue around  
2 road traffic crashes.

3 Secondly, is our BIPOC Youth Transportation Equity Fellowship  
4 where we're engaging in community engagement, youth-led  
5 discussions, humility building. When we address and work with  
6 underserved marginalized youth there has to be humility building  
7 centered at the forefront of this because everyone comes from  
8 different experiences, everyone has different viewpoints. But in  
9 order for us to build a community where we're addressing each  
10 other's lived experience there has to be humility building in this  
11 work, and we have to build humility throughout the programs. And  
12 then consciousness building. A forefront of this work is that you  
13 can't tell someone, and, and teach them about road traffic crashes  
14 if they don't understand their own experience within that work as  
15 well.

16 And so, finally, some key takeaways. Communicate and connect  
17 with marginalized youth as they are organic intellectuals and  
18 experts of their own experience. Who is in the room? Who is not  
19 in the room? All traffic safety communications should be building  
20 the consciousness of young people. And if you -- please remember  
21 that what it means to build the consciousness of young people; to  
22 analyze and interpret their own lived experience. It will  
23 definitely pay off in the long run.

24 And then remove victim blaming. We don't accept victim  
25 blaming as a form of generative discussion. We can't harp on the

1 safe system approach to adults, and then victim blame young people  
2 for the issues that they're experiencing in their community.

3 There's a two-way street with that.

4 And then, finally, our youth provide valuable insight and  
5 work, and they should be rewarded as part of that.

6 And so this might not have been the presentation where you're  
7 looking for, like, tactics on, like, what are the exact ways to  
8 communicate, but it -- I hope that this presentation helps you get  
9 a understanding of what it means to center representation, make  
10 sure that people are in the room who are talking to the folks that  
11 need to be in the room, and, and shift your mindset of what it  
12 means to, to connect with these folks in the best way possible.

13 So thank you for allowing me to share about this, and, and we  
14 will move forward with this, and I'll allow Alondra Jimenez from  
15 the Education Outreach Coordinator of Impact Teen Drivers to, to  
16 present after me.

17 MR. WORRELL: You might be still muted Alondra. Can you --  
18 go ahead. You're good now. Yes.

19 MS. JIMENEZ: Thank you so much. Just want to make sure that  
20 -- so thank you Jacob Smith. I really enjoyed your presentation.  
21 And thank you, Nicholas, for all the National Transportation  
22 Safety Board, and my fellow colleagues on this panel.

23 I am honored to be here today to discuss the important topic  
24 of communicating and connecting safety messages with marginalized  
25 and underserved youth. My name is Alondra Jimenez, and I a

1 Mexican-American woman. I was born to immigrant parents, and I  
2 grew up in a Spanish speaking household. Growing up on a daily  
3 basis I was a translator of all important things in my house. And  
4 even though I moved out, and I am an adult, I am still the  
5 translator of all important documents to my parents.

6 It is important to recognize that not all Spanish speaking  
7 individuals identify the same way; meaning, there are a lot of  
8 terms. But today I am going to use the term Latinx. More  
9 specifically to effectively reach Latinx communities it is  
10 important for your organization to have Latinx representation by  
11 having authentic representation when doing outreach or  
12 programming. It will assist you to really better understand  
13 language and any cultural nuances that may come your way.

14 Having representation in your outreach materials or  
15 programming does not mean signing a B-roll image or using Global  
16 Translate. Although those are great resources they will not lead  
17 you through cultural competency.

18 So if possible make a concerted effort to hire people who are  
19 Latinx, and who truly understand the community that you are trying  
20 to serve. This will help you to work towards achieving cultural  
21 competency.

22 I understand that not every organization can hire people to  
23 represent every community that they are trying to reach, but what  
24 we can and should do is connect with local agencies, organizations  
25 and leaders that are already doing great work in Latinx



1 communities. In my role, I am responsible to -- for delivering a  
2 minimum of 50 percent of programming and outreach to marginalized  
3 youth. In order to be successful, I need to, I need to seek and  
4 partner with community champions including juvenile probation  
5 centers, teachers, continuation schools, civics leaders, and food  
6 distribution centers. Other ways to connect are ways that you can  
7 think about what really will engage and how -- what's really going  
8 to be engaging for the community. So for example invite a  
9 mariachi group or a political group to your conference that you  
10 are hosting.

11 In California, one of our primary state-wide partners is the  
12 California Highway Patrol. The CHP has a dedicated community  
13 service unit which includes public information officers, and a  
14 program called Improv (ph.) (untranslated). These officers are  
15 dedicated to servicing Latinx communities, educating them --  
16 traffic safety as well as being part of the community. What I  
17 love about this program is the community really trusts these  
18 officers, and ultimately that's the goal.

19 While having cultural representation, and building strong  
20 relationships are critically. Equally important is communicating  
21 effective safety messages, messages that actually work in the, in  
22 the Latinx community. In my community, in my culture, it is  
23 important to think about messaging that focuses on collective  
24 safety rather than individual safety. In other words, use images  
25 that show families doing -- making safe choices while they are

1 inside of a car, or when dealing with traffic safety. Work to  
2 keep traffic safety messages short and clear without nuances. At  
3 seven years old, I was the person responsible for translating  
4 bills, letters, and even laws to my family. Messages like buckle  
5 up were effective because they were clear and easy to translate.

6 We know research clearly demonstrates that Latinx youth and  
7 other marginalized groups are disproportionately more at risk of  
8 traffic fatalities. These deaths and injuries are often 100  
9 percent preventable. For many of the youth I work with safe  
10 driving isn't even on their mind. If they are like me, they grew  
11 up without a car, and at 19 decided to learn how to drive, and got  
12 a car, and suddenly they were in charge of translating and driving  
13 their parents around everywhere, but without the GDL laws. So it  
14 just means that so don't be discouraged. This just means that you  
15 have to try a little bit harder to engage the Latinx youth in your  
16 traffic safety messaging. Share personal -- remember that many of  
17 these youth may not even have access -- so just like me, not  
18 access to a vehicle. So it's important to help them understand  
19 that passenger and pedestrian safety is crucial. The safe systems  
20 approach helps us understand the importance of equity in our  
21 programming and outreach.

22 So, for example, consider highlighting the fact that last  
23 year 47 percent of Latinx fatalities had passengers that were  
24 unrestrained. Remind them that as passengers they can speak up,  
25 and keep their family safe.

1           At Impact Teen Drivers we are committed to serving the Latinx  
2 communities. Be the Change was a project first started from  
3 Impact Teen Drivers in partner with Safe Kids Worldwide to serve  
4 HBCU and Latinx communities. The Be the Change fellow provides  
5 minority college and college-bound students with the opportunity  
6 to develop their academic, civic, and professional interests while  
7 addressing traffic safety; particularly those caused by reckless  
8 and distracted driving. Impact Teen Drivers and Safe Kids  
9 Worldwide connected with CHP, LA Health Department, UCLA Health,  
10 Cedar Sinai, and the California Office of Traffic Safety, and  
11 local high schools to reach students, and invite them to be part  
12 of our (indiscernible). Our outreach and promotional items  
13 included images that were reflective of the communities that we  
14 were trying to reach.

15           Students were invited to a one -- attend a one-day summit  
16 where they were engaged, educated, and empowered with positive  
17 traffic safety behaviors. As follows students were empowered to  
18 return to underserved communities, and facilitate traffic safety  
19 programs or events utilizing evidence based strategies.

20           For the group of students that attended the fellowship in  
21 April 2023, they have returned to their communities, and provided  
22 about 30 programs in English and Spanish. If anyone is interested  
23 in setting up a Be the Change program in their community, please  
24 feel free to reach out to me, and if you -- or reach out to any of  
25 us, you can check on our program, our website that is, here, and

1 you can click on the QR code as well.

2 Latinx youth, like most youth, utilize social media, and just  
3 love social media. So our Speak Up for Safety Campaign is  
4 designed to support traffic safety champions trying to reach youth  
5 to become agents of change.

6 So like my fellow colleagues have said, make sure that when  
7 dealing with youth, especially Latinx youth, have them figure out  
8 the problem. Give them that platform to have them be creative,  
9 and really figure out how they can deal with their community, how  
10 they can help. And so this is a great resource. And if you want  
11 more information, go visit our website, and you can get more  
12 information on that.

13 Another opportunity to engage Latinx youth is our Create Real  
14 Impact Contest. The Create Real Impact Contest provides an  
15 opportunity for youth to share their positive solutions to end  
16 reckless and distracted driving. Students are encouraged to  
17 connect with community champions, and promote safe driving  
18 messaging. Again, allowing them an outlet to do something about  
19 the problems we are sharing with them.

20 Lastly, we have a dedicated web page with some of our Spanish  
21 resources that you can access at no cost on our website. These  
22 include personal stories, PSAs, and a fun animated video that  
23 helps explain the GDL laws. I'm going to play a little bit of it.

24 (Video playing.)

25 So visit our website to watch the full video.

1           So key takeaways. Immerse yourself in the communities that  
2 you serve. Really build long-lasting community partnerships with  
3 respected community leaders. Learn from the communities. Figure  
4 out their interests. Talk to them. Figure out what the problems  
5 are so that you can help them create solutions for them. Make  
6 sure that you and your organization are culturally competent.  
7 That means that you want to show cultural representation within  
8 your partners or staff, and you want to make sure that you have  
9 that representation in your materials and resources. And  
10 communicate evidence-based traffic safety messaging, messages and  
11 strategies. Continually adjust and measure these strategies for  
12 the needs of the community.

13           Thank you so much. Visit our website for more information.  
14 And I will pass it on to my colleague Nadji Kirby, Chief of Staff,  
15 Conference of Minority Transportation Officials.

16           MS. KIRBY: Thank you Alondra.

17           Well, thank you everyone, and thank you again Alondra for the  
18 presentation. It was great to hear about the summit done in  
19 partnership with Safe --

20           Again, as Nicholas said earlier, my name is Nadji Kirby, and  
21 I'm currently -- serve as the Chief of Staff at COMTO, which  
22 stands for the Conference of Minority Transportation Officials.  
23 In my role I work to ensure efficient and effective execution of  
24 our organizational strategies, programs, and initiatives. The  
25 bulk of my career has been dedicated to enhancing the safety of

1 vulnerable populations. So I am glad to be here today to share  
2 some of the things we do at COMTO as well as, as we engage with  
3 minority and underserved youth in an effort to prepare the next  
4 generation of transportation leaders, as this generation will  
5 eventually be the ones making the decisions about how to engage  
6 with minority and underserved youth around transportation and  
7 traffic safety messages.

8 So first I'll just share a little bit about COMTO for those  
9 that are not familiar. So as I said, COMTO stands for the  
10 Conference of Minority Transportation Officials. It was founded  
11 in 1971 at Howard University. And we currently have 38 chapters  
12 across North America, including a chapter in Toronto.

13 So COMTO believes that diversity moves the nation, and that  
14 the leadership of this massive transportation industry reflects  
15 the communities it serves. So we're committed to inclusion  
16 across race, gender, age, religion, identity, and lived  
17 experiences.

18 Quickly, our mission is to ensure opportunities and maximum  
19 participation in the transportation industry for minority  
20 individuals, veterans, people with disabilities, and certified  
21 small minority-owned businesses. We truly work and advocate for  
22 participation for all underrepresented groups.

23 So our COMTO members represent -- our COMTO members and  
24 partners represent various transportation laws, and generally fall  
25 into one of these categories. Our private sector members,

1 transportation agencies, nonprofit agencies, academic  
2 institutions, historically under-utilized businesses, individuals,  
3 and students. And our COMTO members come from a variety of  
4 backgrounds, ethnicities and lived experiences. And based on  
5 those demographics and lived experiences they have various stories  
6 and things to share. So those experiences as we heard earlier  
7 help shape decision making, and how we may choose to connect and  
8 engage with minority and underserved communities and youth about  
9 -- as they're talking to their own -- speaking to their own  
10 company or organization safety messages, programs, initiatives, or  
11 opportunities.

12 And one of the things that we do at COMTO is work with or  
13 partner agencies which does include some state DOTs to help them  
14 with their DEI goals. And as part of those conversations it also  
15 includes how to engage with minority and underrepresented youth in  
16 the communities in their states.

17 So we help to work -- we help them work to understand the  
18 limitations of youth from economically disadvantaged backgrounds,  
19 and using that knowledge to help them inform their various program  
20 components.

21 And we have to recognize in these cases that in many  
22 communities government agencies or other agencies may have varying  
23 levels of credibility with community members --

24 (Indiscernible audio interference.)

25 -- including our, including our youth. So youth having heard

1 from other family members about the reasons they are in  
2 underserved areas, why they may have limited access to, to  
3 resources, et cetera.

4 So in those cases it's important that those at the -- at  
5 those state DOTs and other agencies making decisions about how to  
6 engage with youth understand that this reality exists, and work to  
7 ensure that how they craft their safety messages or other  
8 messages, and how they deliver the safety message is important.

9 So one example I'll just share with you for example is we  
10 worked with a DOT that was working to start a youth internship  
11 program, and they wanted to focus on recruiting underserved  
12 minority youth. So when they do that, and they're talking through  
13 the components, we tell them that it must be a paid internship.  
14 Many youth, especially those that are marginalized or housing  
15 insecure, may not be able to afford to work for free, and they  
16 shouldn't have to work for free. So having the internship be a  
17 paid one allows youth in these circumstances to take advantage of  
18 the opportunity to gain those professional skills. And this  
19 allows, again, as we've heard earlier, kind of to make sure that  
20 things are all accessible inclusive no matter what their economic  
21 status is.

22 Also as part of that we ask the DOTs or those agencies to  
23 offer some sort of transportation stipend. A lot of times in  
24 these communities they can attend or want to participate in the  
25 program, but may not have a way to get there. So why not offer a



1 free bus pass or train pass or something like that. So having  
2 things like that will ensure that there are no roadblocks for  
3 minorities or underserved youth to participate.

4 So, again, when communicating the messages the key is to  
5 ensure that whatever the message or action you want them to take  
6 that there will be no roadblocks, that there are no roadblocks to  
7 them understanding what that is, and in doing the action.

8 So quick -- while we're on programs, take a quick moment to  
9 discussed (verbatim) two of the -- of COMTO's programs. So COMTO  
10 has two programs where we look to recruit minority underserved  
11 youth to participate in. Those two programs include our city  
12 internship program as well as our scholarship program.

13 Our city internship program provides minority undergraduate  
14 and graduate students with a unique paid opportunity to gain  
15 professional and practical experience in the transportation  
16 industry. Through the city program we seek, you know, kind of the  
17 best and brightest to become leaders, decision makers, and change  
18 agents in the transportation industry. And, again, as I said, we  
19 are hoping that these folks are the ones that will eventually be  
20 making the decisions around traffic safety, pedestrian safety and  
21 bike safety in our industries.

22 And as you see, through our program we require that any host  
23 agency pays a minimum of \$18 an hour. I know some of our interns  
24 were receiving as much as \$30 an hour. All are required to  
25 provide some sort of transportation stipend, whether it's an

1 additional monthly allotment or a bus or transit pass.

2 And the other program is our scholarship program which awards  
3 multiple academic scholarships ranging from \$500 to \$6,000. And  
4 our scholarship awardees represent all backgrounds, and  
5 prioritizes minority youth from diverse backgrounds pursuing  
6 careers in (indiscernible) areas. So we at Headquarters, and our  
7 38 chapters that work locally have to find ways to communicate and  
8 engage with youth around these opportunities as well as other  
9 initiatives.

10 So one thing I think that has been heard throughout the  
11 course of my fellow colleagues and panelists' presentation is when  
12 young people are authentically engaged they should feel heard,  
13 respected, valued, trusted, appreciated, safe and comfortable.  
14 And that represents exactly all of the things that we should  
15 remember as we engage youth from any background. Because when  
16 youth feel this way it tends to increase their self-esteem. It  
17 makes them feel like they're making a difference and/or have a  
18 stake in the mission or goal of the message. So as it relates to  
19 safety message they're able to take more ownership and understand  
20 how it really impacts them, and share that. Ultimately, helping  
21 you share your message within communities.

22 So at COMTO kind of whether we're directly helping an agency  
23 figure out the best way to communicate messages to marginalized  
24 communities and youth, or helping out 38 chapters with their  
25 communications with youth, there are a few key things that I think

1 to be mindful of, and some of this you've heard or pieces of it  
2 that you've heard throughout the other panelists, but I will just  
3 kind of go through the ones. One, do your research. Consider the  
4 messenger. Involve youth. Be authentic. And make the  
5 connection.

6 So speaking just a little, do your research. This not only  
7 relates to understanding the data as, as Mighty Fine referred to  
8 in his presentation earlier, but it also includes listening, and  
9 understanding how the youth in that particular community sees  
10 things. How do they work? Where do they spend their time? In  
11 doing this kind of research, and taking -- and making this  
12 investment in that at the beginning will help you to be as  
13 effective as possible as you focus on how to develop, and where to  
14 share your messages. And, again, as Alondra alluded to, not all  
15 groups are the same. So even if you're in a community with mostly  
16 black youth or Hispanic youth, like, even there are some subgroups  
17 in that. So understanding those particular communities, and how  
18 you need to segment your messages will help you be more effective.

19 Consider the messenger as much as you consider the message.  
20 And I think this may have been mentioned before, but it's super  
21 important, I think, with youth because it's not just about the  
22 message, but it's also about who they're getting the message from.  
23 For example, I feel, you know, peer-to-peer influence is huge. So  
24 some youth may hear what, what we as adults say, but we don't  
25 necessarily know the, the language, the cool language or the words

1 to use that may be helpful. So it may not really sink into them  
2 until they hear it from a friend or a classmate. Or you may have  
3 some communities where there's a principal or a faith leader that  
4 the youth really look up to. Are they able to help you share your  
5 message? So, again, you have to consider the messenger just as  
6 much as you consider the message.

7 Which also brings me to my next point of involving youth, and  
8 that representation matters. And we've heard that throughout the  
9 other panelists. But effective communication is more than just  
10 speaking and writing. Effective communication requires the  
11 understanding of ideas and desires and culture, and our, you know,  
12 our observations of people with the goal being to effect the  
13 knowledge or behavior of these youth. So, again, what a better  
14 way to learn about safety, and the things impacting youth than to  
15 ask them directly to those who are impacted the most which is what  
16 we're talking about today. So our youth, especially I feel like  
17 those that are in our underserved or marginalized communities may  
18 feel like they never have a chance to have their voice heard about  
19 stuff, but I guarantee you they have a lot to say, and they have a  
20 lot to offer, as Jacob referred to.

21 So find ways to involve youth as much as possible in the  
22 creation of your messages. And I feel like if youth are involved  
23 in the process, again, it allows them to have ownership in what  
24 will ultimately help you in the distribution of your messages, and  
25 hopefully add to changing that behavior.

1           And I would also add for involving youth, you know, we talked  
2 a lot about kind of getting to the driving age and that, but also  
3 involving youth starting at earlier ages. Although they may not  
4 be able to drive just yet, it's still important to start the  
5 conversations, to start to be the role model, to start for them to  
6 eventually become a safe driver, safe pedestrians, safe cyclists.

7           Next, to be authentic and make the connection. In every  
8 capacity that I've worked with youth in my career, they always  
9 mention how adults need to be authentic. Our youth are bright and  
10 talented, and they can see right through things. So your messages  
11 should be clear, should be concise, should be consistent, and  
12 provide a way for them to take an action.

13           So provide youth with not only the statistics, but also the  
14 real stories that they can relate to. While working on a  
15 pedestrian safety campaign at one point we used teens that lived  
16 in that community as models for the campaign. So this campaign  
17 was very successful because teens saw themselves. They heard  
18 their stories, and they saw themselves in the messaging. So this  
19 really helped connect -- this really helped the teens connect with  
20 the message, with the safety message, the pedestrian safety  
21 message we were sharing.

22           And in my work now at COMTO, again, about making the  
23 connections. As we try to make the connections between  
24 opportunities in transportation, and the skills and interests of  
25 youth. So we may start off by saying something like do you like

1 gaming? Ever thought about flying a drone? Or do you care about  
2 the environment? Ever thought about being an environmental  
3 planner. So, again, it's just about finding ways to make the  
4 connection, and make the message resonate with the youth audience  
5 that you're directing it to.

6 So you must be authentic and consistent. I think if there's  
7 anything just be authentic and consistent, and ultimately be  
8 willing to put the work in to find out what that is.

9 And, lastly, I would say connecting with nontraditional  
10 partners. In community connecting with youth it may be beneficial  
11 to collaborate with people that you don't traditionally think of  
12 as sharing messages with youth. For example, the key place maybe  
13 in one community is the mall or the local sandwich shop or the  
14 record shop or whatever the case may be. But consider ways in  
15 which those entities can help you in sharing your messages. Or  
16 what's the most popular after school group that probably is not  
17 safety focused, but it is a way where you have a collective  
18 audience or a captured audience that could also help you with  
19 getting your message out. And as we talked about maybe you work  
20 with an arts club to find a creative way. I think Jacob alluded  
21 to kind of including the arts. That's another way that, that  
22 youth learn and kind of take in messaging. So just finding  
23 creative ways to get your message across, and finding where the  
24 youth are, and what they're paying attention to.

25 And if you're a DOT or an agency where kind of youth nor

1 parents may be used to going for information, you know, find other  
2 ways or places where that information may be housed. When I  
3 worked for DOT previously we did a high school campaign, and I  
4 collaborated with the local school system, and they housed the  
5 safety information pages on their website that were part of a  
6 landing page where students and adults were already used to going  
7 to, to get school-related resources and information because they  
8 weren't coming to the DOT site.

9 So, again, just trying to think out of the, the box a little  
10 bit about nontraditional partners.

11 And so, lastly, just wanted to share this quote because I  
12 think it kind of wraps up the gist of, of our conversation today  
13 in that we all perceive the world differently, and there's not --  
14 there's no one size fits all approach. Your approach with working  
15 with youth and marginalized youth especially in communities will  
16 vary because our communities vary, the students vary, culture  
17 varies. So as we all kind of continue to navigate communicating  
18 with diverse audiences, I always say that we're better together  
19 than we are alone. So as with all of the other folks on the panel  
20 please feel free to reach out to COMTO. If your organization  
21 would like help or ideas in this area, we're happy to help.

22 Thank you so much for having me today, and I will turn it  
23 back to Nicholas.

24 MR. WORRELL: Thank you, Nadji.

25 Thanks to all of the panelists. You said it best, you know,

1 alone we can do so little. Together we can do so much. And this  
2 was a wealth of information that -- received today, and I hope  
3 that we take it in, and, and take it with us, and learn and grow.

4 This is the time for a couple of questions between Brian  
5 Delaney (ph.) myself. And I want to introduce you to Brian  
6 Delaney, who is our youth safety expert here at NTSB, where you  
7 can direct, collaborate with as well.

8 Brian, would you bring up your camera, please? Just want to  
9 make sure, make an introduction of you. He handles all of our  
10 youth safety efforts here at the NTSB as well.

11 The first question that I'm going to cue up here is will the  
12 presentations be on -- be available? Yes. We're going to make  
13 them available to our website. So I'm going to ask all the  
14 panelists to please send me your presentations. We'll Adobe them,  
15 and put them on the site, and we'll send them out to you all.

16 One of the first questions I'm going to -- are there  
17 specific, specific communications, specific communication tools or  
18 platforms that have been particularly, have been particularly  
19 effective in reaching and connecting with underserving (verbatim)  
20 minority youth on safety topics? Any of the panelists --  
21 panelists, please bring up your cameras, and any of you feel free  
22 to answer, direct answer that question or weigh in on that. Are  
23 there specific communications, tools, or platforms that have been  
24 particularly effective in reaching and connecting with underserved  
25 minority youth on safety topics?



1           Take it away.

2           MR. SMITH: This is Jacob here with NOYS. I think one of the  
3 things that we use is, is something that's very traditional, and  
4 it, it reaches a lot, is re-posting, and it's where we go out, and  
5 we have youth organizers, and they're posting fliers around  
6 schools, around community spaces, YMCAs, and connecting with  
7 folks, and I think that goes a long way. So you got to kind of do  
8 both. If you want to connect with folks, you got to find someone  
9 in the community that, that can connect with the young people.  
10 And then, of course, Discord and GroupMe are two social media sort  
11 of like texting platforms, in creating communities where folks  
12 can, like, play games, connect with each other on there. Social  
13 media is great, but if you're an organization that doesn't have a  
14 youth audience, then they're most likely not going to see you as  
15 much. So, yeah, you've got to connect it with the community.

16           MR. WORRELL: Christine, let's go to you. I see you're --  
17 do you have anything to weigh in on this?

18           MS. WATSON: I was actually taking notes. I got some good  
19 ideas.

20           MR. WORRELL: Okay. All right. Anyone else? Alondra.

21           MS. JIMENEZ: Yes. So I would definitely say Impact Teen  
22 Drivers we have great role impacts. We go to the schools. We  
23 give them our presentations. And then we have students work  
24 together in groups so that they can come up with a solution. And  
25 so they are the ones that are doing the changing. They're the

1 agents of change. And then we also a part of our contest is  
2 having them put these images on social media which they are really  
3 good at. And so they are the ones doing everything. They are the  
4 ones putting up the images on how -- the solutions of what they  
5 can do, and then they're sending it to each other re-posting it.  
6 And so I, yes, I do feel like social media is probably our number  
7 one just way to like really focusing in with them.

8 MR. WORRELL: Nadji, did you have any --

9 MS. KIRBY: No. I would just echo both what Jacob and  
10 Alondra said about connecting. And I believe it's -- like Jacob  
11 said, if you're not an organization that has a youth following,  
12 then it's important to find those, those groups that do, and work  
13 with them.

14 MR. WORRELL: Mighty, anything from you?

15 MR. FINE: The only thing I would add is for the youth we  
16 work with certainly social media and technology was instrumental  
17 to our communicating with them. But I'd also say that some of  
18 them actually enjoy in-person interactions. So whenever we did  
19 like healing circles or other activities that were not directly  
20 related to traffic safety, but had a component to it, and they had  
21 an opportunity to interact and engage in person they found that to  
22 be quite fruitful.

23 MR. WORRELL: Yeah. And I will add to that too, and say if  
24 you don't have the platform, there's somebody within that  
25 underserved community that has the platform or the mechanism to

1 get to those youth in underserved communities. Because I was  
2 talking to someone the other day, I tell them, look, I'm not  
3 probably going to be able to go into East Flatbush, Brooklyn, New  
4 York, or (indiscernible) or one of them, and get to -- East L.A.,  
5 and get to one of those communities. Because if they see me  
6 walking through those communities with a suit on or something like  
7 that, they're going to say who is this guy? You got to get to the  
8 people that know how to get to those people and those communities.  
9 Bottom line is. Because at the end of the day we all can  
10 communicate. We all can communicate. We all can talk. But it's  
11 another thing to connect. And to connect with those communities  
12 you've got to find the people within those communities.

13 Next question. Can you provide examples of partnerships or  
14 collaborations that have had a significant impact on improving  
15 safety outcomes for underserved youth? Can you provide examples  
16 or partner -- of partnerships or, or collaborations that have been  
17 -- that have had a significant impact with those communities?

18 Anyone, take it away.

19 MS. JIMENEZ: Yeah. I would like to say that our Be the  
20 Change, I really feel like it was really effective. I used to  
21 teach for about seven years, and when I heard the quote it takes a  
22 village, I was, like, yes, it takes a village, as a previous  
23 teacher, and we had a village in our Be the Change. We had a lot  
24 of partners. And I think what was really special was our -- the  
25 youth, the Latinx youth that was in that room was able to see

1 different professionals present traffic safety in different ways,  
2 but still with the same messaging. And they really enjoyed it,  
3 and then they were able to work in groups, and then work with  
4 these professionals to coming up with solutions. And so I think  
5 that, that was really, really successful.

6 MR. WORRELL: Anyone else?

7 MR. SMITH: I think here at NOYS we've had quite a bit of  
8 various programs, and that's kind of why our name is National  
9 Organizations for Youth Safety because we're, we're good at  
10 partnering with folks to get the job done. But one powerful  
11 program that has been going on for quite a while with NOYS in  
12 partnership with Montgomery County Department of Transportation,  
13 and it's Vision Zero Ambassadors Program, and it's been widely  
14 successful over the past few years. But last year we did  
15 something pretty unique where we specifically focused on kind of  
16 what, what APHA focused on was like ensuring that we're providing  
17 a holistic perspective to addressing traffic safety. So we had  
18 healing circles. We had some sessions that focused on the global  
19 perspective of roadsafety, and the systematic issues within that.  
20 And then ultimately the powerful aspect of this is that young  
21 people were not just going out into their community as  
22 ambassadors. They were saying how do I continue this movement  
23 with what I want to focus on? So some folks were big into media  
24 and communications, talking with reporters, doing social media  
25 conversations. Some folks were looking at infrastructuring their

1 community, and how they can change intersections in their  
2 communities. But ultimately it was an effective partnership  
3 between a county department of transportation, which is really  
4 powerful, schools across the, across the county, as well as social  
5 services of young people who could apply to be a part of the  
6 Vision Zero Ambassadors Program.

7 MR. WORRELL: Awesome. Thank you.

8 Anyone else wanted to weigh in on that before I move on?

9 MS. WATSON: Yeah. I just wanted to mention there was -- I  
10 mentioned a program during my presentation that involved having  
11 Hispanic youth develop messaging themselves about distracted  
12 walking and driving. And I think generally a lot of the programs  
13 that we've been working on in this area have encouraged peer-to-  
14 peer interactions. And I know that all the panelists mentioned  
15 how important that is involving young people and developing of  
16 messages and programs for them. And also on our website we have  
17 a, a guide to developing peer-to-peer interventions that has a lot  
18 of different examples in it that young people can take from, and  
19 get ideas for how to implement those things in their communities.

20 MR. WORRELL: Great. Thank you.

21 Next question is what are the best strategies for fostering  
22 sustained engagement with the youth? Is it easy to find them?  
23 Example, schools, sports, extracurricular activities, community  
24 initiatives. But what encourages or motivate you to continue  
25 engage? So this is talking about sustainable engagement, not just

1 a one-time approach to that engagement.

2 Mighty, I see you shaking your head. I'm going to go to you  
3 first.

4 MR. FINE: Yeah. I was just going to say hopefully this  
5 doesn't sound too idyllic, but what we have found to be most  
6 successful is that intentional engagement early on. And Jacob  
7 mentioned a lot of this in his presentation as well. Thinking  
8 about power dynamics in that relationship, and who has authority,  
9 who has autonomy, for lack of different words, but hopefully folks  
10 know what I mean. So I think the intentional engagement, and  
11 helping folks to think about the why. Why are we all convened  
12 here? What is it that we're trying to accomplish? And  
13 recognizing that there's not a true punctuation. Yes, sort of  
14 like visioning, right? We want to see zero, all those things like  
15 that. But really helping us to authentically and intentionally  
16 evaluate what is capable with the current means that we have as a  
17 collective, and how are we going to split that pie. And I think  
18 by fostering and engendering that collective thinking, co-  
19 learning, co-teaching early on it will allow us to all understand  
20 our role in this scenario, and then say wed it to, to the goal and  
21 the overall outcome. So I say all that to say I think the  
22 intentional engagement early on with the communities that are most  
23 impacted, and I think understanding the power dynamics there lends  
24 itself to a more sustained effort.

25 MR. WORRELL: Anyone else?

1           MR. SMITH: I want to bring up a point around traffic safety  
2 and it being a movement. I think something that we tend to miss  
3 out is that we think about the climate change movement, the gender  
4 movement, the gun violence movement, and we oftentimes in this  
5 field don't think about traffic safety as a movement. And so when  
6 we look to young people in terms of, of ending road traffic  
7 crashes and deaths, we have to look to them as movement builders.  
8 And that means sustaining them as part of this movement; making  
9 sure that when they join this movement we look at them, we have  
10 calls with them. And so at NOYS anyone that comes into NOYS we  
11 have an initial call with them. It's like an onboarding call  
12 where we get to know them, about their family, about their  
13 community, what do they want in life. And that's how you sustain  
14 young people by letting them know that they have an important role  
15 as part of this work, and you're not just there to dish out a  
16 program or for them to be a part of.

17           And so do that, and pay them, and you're on a good track.

18           MR. WORRELL: Yes, yes.

19           Anyone else wanted to weigh in on that?

20           Alondra go ahead.

21           MS. JIMENEZ: Yeah. So, yeah, I think like my number one  
22 would be representation; making sure that students really see  
23 themselves in your resources, your programming, with your  
24 messenger. I know that when I go -- I go a couple of times to  
25 juvenile facilities, and I make sure that the way I speak as well

1 as what I'm showing them shows representation of who I'm working  
2 with versus when I go somewhere else. As well as giving young  
3 people the problem, but also providing them the solution. That's  
4 the -- definitely a number one. And then, yes, giving them that  
5 voice, empowering them with the solutions, and giving them tools I  
6 would say. So giving them resources that they can take back to  
7 the community. Giving them partners even or sort of like role  
8 models that they can go to when they need help. I think that  
9 those are great resources that can continue being used.

10 But, yes, definitely giving them tools so they can take back,  
11 and empowering them with, hey, you are going to do this role.  
12 This is what -- this is your job, and this is your community, and  
13 you can make this happen.

14 MR. WORRELL: Yeah. And just importantly add to that.  
15 Oftentimes you can't go into these underserved or, or black  
16 community or brown community with the mindset that you see people  
17 as broken. If you see people as broken, you're going to treat  
18 them as broken. But if you see people as value adding, and having  
19 value to add to the work that you are doing, that's what you will  
20 get out of them. Nothing but value added by this conversation or  
21 this engagement. So oftentimes I do think in society we  
22 oftentimes go into or approach these situations as saying where we  
23 say underserved, underprivileged, under-represented, and all of  
24 these components automatically in my -- your mind you're thinking  
25 this is a broken people or these are broken. No, they're not



1 broken. Okay. They may not have the opportunity like some other  
2 individuals have had, and around, but treat them as people as  
3 value, and they will add value to your program or to your  
4 engagement.

5       Anyway, let me move on.

6       MR. FINE: Can I add one thing before --

7       MR. WORRELL: Go ahead --

8       MR. FINE: -- you go on?

9       MR. WORRELL: Yeah.

10       MR. FINE: You raised a point that I didn't have a chance to  
11 emphasize on my talk, but I think what you said is spot-on. And  
12 for folks who are going into these spaces to check any biases or  
13 preconceived notions that they have before going in with this  
14 prepackage, whatever, because I do think that there is an  
15 intention to sort of skirt around it. But in my line of work sort  
16 of switching hats a little bit here, but when we're talking about  
17 advancing equity as we're talking about here today, we have to  
18 walk towards those biases, those prejudices, et cetera, in order  
19 to confront them so that we are shifting the way we engage with  
20 community. Obviously, understand folks are well-intended, but I  
21 do think that's something that we, we as an -- organizations have  
22 to ensure that our houses are in order as far as equity, and  
23 dismantling some of those structures and systems that we are  
24 oppressed by, even the folks that are engaged in the work.

25       So I say all that to say I think that's something important

1 that we have to ensure that we bring into those spaces as well.

2 MR. WORRELL: Indeed, indeed.

3 Anyone else want to weigh in before I ask the final question?

4 All right. I like what you said there, Mighty, in terms of  
5 we have to recognize ourselves first. As they say, you know, the  
6 first step towards change is awareness. We have to understand who  
7 we are first before we can try to step in -- step out to any other  
8 spheres.

9 Where are my questions at?

10 There's one final question that I'll ask. Are there  
11 evidence-based approaches that address the road safety concerns  
12 among young road users, not just drivers, who are indigenous?

13 Anyone wants to take that? That will be the final question.

14 I'll repeat it again. Are there evidence-based approaches  
15 that address the road safety concerns among young road users who  
16 are indigenous?

17 MS. JIMENEZ: I --

18 MR. WORRELL: Go ahead. Go ahead, Alondra. Start with you.

19 MS. JIMENEZ: At Impact Teen Drivers we, we say engage,  
20 educate, empower, and evaluate. And so I would say the biggest  
21 thing is making sure that you are evaluating everything that you  
22 are doing as well as doing -- making sure that every, everything  
23 that you are doing -- you're giving out surveys, you are doing  
24 focus groups, you are consistently trying new things, and testing  
25 them rather than just going into any community, and just giving

1 them -- walking in there, and just giving them what you think you  
2 can give everyone else. So I would say evaluating is definitely  
3 key.

4 MR. WORRELL: Awesome.

5 Anyone else wanted to weigh in on that?

6 MS. WATSON: Yeah. I -- so my area of focus is novice  
7 drivers and teens usually, but our -- my office, which is a  
8 research office, puts out a guide for states that really anyone  
9 can use it. It's a review of all evidence for various  
10 interventions, laws, programs, et cetera. And although I won't  
11 remember the specifics, but please Google the document or look for  
12 it on the website in my presentation. The guide is called  
13 Countermeasures that Work. But there is a program that has been  
14 evaluated and found success for children with child passenger  
15 safety in tribal communities called -- I believe it's called Ride  
16 Safe. So just from a purely scientific perspective there's some  
17 evaluation evidence there at the -- for children. And CPS and  
18 adult use. I'm not -- I don't know as much about with teens.

19 MR. WORRELL: Awesome.

20 Well, I want to thank all of you for those insightful  
21 questions. And, of course, I want to thank the panelists for  
22 their thorough responses, and their presentations. I give all of  
23 you a round of applause. You all have been fantastic, and I  
24 really want to appreciate you taking the time to come add value to  
25 us in the Webinar to discuss in communicating and connecting with

1 minority and underserved youth. It has been an interesting hour  
2 and 45 minutes, and as so we can sit here and conversate about  
3 this another 45 minutes. So today was about learning and growing  
4 together as we become more intentional about communicating and  
5 connecting with these youth.

6 As I said in my opening in each of these communities if we do  
7 not intentionally include, we will unintentionally exclude. And  
8 to date that has been much of the problem.

9 So the first step was bringing some of the real experts on  
10 these panel lists together, and I know that all of you have been  
11 working for much of your careers on this question, and I thank all  
12 of you for sharing your expertise today.

13 As you heard, our panelists' takeaways had a lot of  
14 commonalities, and also differences. Christine set the table, and  
15 established that traffic fatalities disproportionately strike  
16 minorities, and that youth face -- those face additional risks,  
17 and she pointed out -- pointed us to a lot of resources.

18 Alondra reminded us to immerse our self, and the communities  
19 we serve, and to ensure that our organizations are culturally  
20 competent. She also shared that -- shared the need for evidence-  
21 based safety approaches appropriate to the communities.

22 Might Fine also urged us to focus on data-driven strategies,  
23 promises -- promising practices. He promoted traffic safety that  
24 utilize a health equity approach that targets area -- areas of  
25 greatest risk.

1           Jacob said read the room, my word not his. Jacob said that  
2 who is in the room, and who is not in the room is a critical  
3 deploying safety message. He also emphasized removing victim  
4 blame in traffic safety messages.

5           Nadji said do your research. Be authentic, involve youth,  
6 and consider nontraditional partners.

7           For me, I am like a broken record with my takeaways. If you  
8 do not intentionally include underserved communities, we will not  
9 intentionally -- we will unintentionally exclude them.

10           So thank you once again for our fantastic panelists, and  
11 thanks to all of you for taking the time out of your busy schedule  
12 to join us. It's our hope that today's Webinar giving us some  
13 information to use in our outreach advocacy efforts. We will post  
14 the recording following this Webinar on YouTube, and I will get  
15 the, the presentations, and also post them.

16           For more information please follow us at NTSB on our very  
17 social media channel at NTSB, Facebook, Instagram, LinkedIn. And,  
18 again, thanks to all the panelists. Thanks to all of you. Have a  
19 blessed day. I appreciate you all.

20           (Whereupon, the Webinar was concluded.)  
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23  
24  
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CERTIFICATE

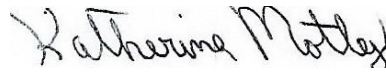
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NTSB WEBINAR: COMMUNICATING AND CONNECTING SAFETY  
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UNDERSERVED COMMUNITIES

PLACE: via videoconference

DATE: October 16, 2023

was held according to the record, and that this is the original,  
complete, true and accurate transcript which has been transcribed  
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Katherine Motley  
Transcriber