

# **Reducing the Illegal Passing of School Buses Survey**

By proceeding with this voluntary survey by selecting NEXT below, you are consenting to allow your responses to be included in this traffic safety research effort. You must be 18 years or older to take part in this study. All results of the study will be reported at the group level, and your responses to this survey will not be linked to you in any way.

Under the Paperwork Reduction Act, a federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information subject to the requirements of the Paperwork Reduction Act unless that collection of information displays a current valid OMB Control number. The OMB Control Number for this information collection is xxxxxxxx (expiration date: MM/DD/YYYY). The average amount of time to complete the survey is 15 minutes. All responses to this collection of information are voluntary. If you have comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, send them to Information Collection Clearance Officer, National Highway Traffic Safety Administration, 1200 New Jersey Ave, S.E., Washington, DC, 20590.

The survey should take no more than 15 minutes and you will receive [xx AmeriSpeak Points] [a \$10.00 voucher/gift card] after you finish the survey.

**(Separate Page)**

## **INTRODUCTION**

Thank you for volunteering to take our survey. Each question will appear on a new page. Please read all instructions, questions, and answer choices on each page carefully. After you select a response box or type an answer, please select NEXT to go to the next page. You cannot change your answers once you select NEXT. Do not try to go back in your browser.

1. *What is your age? \_\_\_\_\_ years ‡*

### **Branching**

If 18 or older, go to 2.

- If younger than 18, STOP (with the message: “Thank you for volunteering, but this survey is only for those 18 and older).
- If no response, PROMPT (with the message: “Sorry, we cannot continue unless you indicate your age.”)
- If still no response, STOP.

### **Survey Applicability**

- National (not asked—obtained from AmeriSpeak panelist profile)
- Community

### **Justification**

The survey is only for drivers 18 years of age and older. Age will be used for classification purposes.

**NOTE:** The responses may be typed in, or entered using any standard graphical “pickers” employed by AmeriSpeak.

**2. Did you drive on one or more days during the last 12 months? ‡**

- Yes
- No

**Branching**

If “yes”, go to 3.

- If “No” STOP (with the message: “Thank you for volunteering, but this survey is only for drivers”).
- If no response, PROMPT (with the message: “Sorry, we cannot continue unless you indicate whether you are a driver”).
- If still no response, STOP.

**Survey Applicability**

- National
- Community

**Justification**

The survey is only for drivers since the focus is on driver knowledge of laws related to passing a school bus.

**3. *How often did you drive in the past 12 months?***

- Every day
- Almost every day
- A few days a week
- A few days a month
- A few days total

**Branching**

Go to 4.

**Survey Applicability**

- National
- Community

**Justification**

Needed for classification purposes.

**4. Do you have a current (not expired) driver's license?\***

- Yes
- No, but I used to.
- No, I never have.

**Branching**

If "Yes," "No, but I used to", or no response, go to 5.

If "No, I never have" go to 6.

**Survey Applicability**

- National
- Community

**Justification**

Needed for classification purposes.

5. *Where is your current, or most recent, driver’s license from?\**

Select a State

- Alabama
- Alaska
- Arizona
- Arkansas**
- California
- Colorado
- Connecticut
- D.C.
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana

**Branching**

Go to 6.

**Survey Applicability**

- National
- Community

**Justification**

It is important to know the location of licensure in order to assess the correctness of responses concerning the laws governing the duties of drivers around a school bus.

**NOTE:** The response list must include “Puerto Rico,” “Guam,” “Military,” “Foreign,” “Other,” and “No license”).

6. In what State do you drive the most miles?\*

Select a State

- Alabama
- Alaska
- Arizona
- Arkansas**
- California
- Colorado
- Connecticut
- D.C.
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana

**Branching**

Go to 7.

**Survey Applicability**

- National
- Community

**Justification**

It is important to know the State in which most driving takes place in order to assess the correctness of responses concerning the laws governing the duties of drivers around a school bus.

**NOTE:** The response list must include “Puerto Rico,” “Guam,” and “Other.” It would also be desirable to have the “picker” preset to the answer to question 5 to save time.

**7. What do you drive most often?**

- Car
- Van or minivan
- Motorcycle
- Pickup truck
- Sport Utility Vehicle (SUV)
- Other truck
- Other

**Branching**

Go to 8.

**Survey Applicability**

- National
- Community

**Justification**

Needed for classification purposes.



**8. When you drive, how often do you see a school bus on the road?**

- Always
- Almost always
- Sometimes
- Rarely
- Never

**Branching**

Go to 9.

**Survey Applicability**

- National
- Community

**Justification**

Needed for classification purposes as a measure of exposure to school buses.

**9. How confident are you in your knowledge of the vehicle and traffic laws in your State?**

- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

**Branching**

Go to 10.

**Survey Applicability**

- National
- Community

**Justification**

Needed for classification purposes and to help assess program effectiveness by measuring whether confidence in knowledge of the law increased in the Community survey.

(Separate Page)

## VIDEO INSTRUCTIONS

*For the next 7 questions, you will be shown a brief video of a driver's view approaching a school bus on the roadway. Touch START to watch each video. When it finishes you will be asked to choose from these options: REPLAY to see the video again and NEXT to answer a question based on the situation shown in the video.*

**NOTE: Questions 10-16 will be counterbalanced so that half of the respondents receive questions in the order 10-16 and the other half receive them in the order 16-10. For these questions, half of the respondents will receive the response categories in the order shown herein, and the other half will receive the response categories in the reverse order.**

**Situation 1: Video of a car approaching a school bus stopped on a 2-lane undivided roadway from the rear as its red lights and stop arm deploy. The video dissolves before the car reaches the school bus.**

**10. What does the law say a driver must do in this situation?\***

- Nothing special
- Proceed with caution
- Slow down
- Yield to children
- Stop, look, and go
- Stop and stay stopped

### **Branching**

Go to next item (11 or 17).

### **Survey Applicability**

- National
- Community

### **Justification**

This is essential to the study objective to assess knowledge of school bus passing laws. It covers a common encounter between a driver and a school bus that is dealt with in some manner by the law in all States.

**Note:** In Questions 10-16 only the START (or START VIDEO) button will appear initially. The situation descriptions presented above are a surrogate for the contents of the 7 videos that will play when START is selected. The questions will appear when NEXT is selected after the video plays.

**Situation 2: Video of a car approaching a school bus stopped on a 2-lane undivided roadway from the front as its red lights and stop arm deploy. The video dissolves before the car reaches the school bus.**

**11. What does the law say a driver must do in this situation?\***

- Nothing special
- Proceed with caution
- Slow down
- Yield to children
- Stop, look, and go
- Stop and stay stopped

### **Branching**

Go to next item (12 or 10).

### **Survey Applicability**

- National
- Community

### **Justification**

This is essential to the study objective to assess knowledge of school bus passing laws. It covers a common encounter between a driver and a school bus that is dealt with in some manner by the law in all States.

**Situation 3: Video of a car approaching a school bus stopped on a 4-lane undivided roadway from the rear as its red lights and stop arm deploy. The video dissolves before the car reaches the school bus.**

**12. What does the law say a driver must do in this situation?\***

- Nothing special
- Proceed with caution
- Slow down
- Yield to children
- Stop, look, and go
- Stop and stay stopped

### **Branching**

Go to next item (13 or 11).

### **Survey Applicability**

- National
- Community

### **Justification**

This is essential to the study objective to assess knowledge of school bus passing laws. It covers a common encounter between a driver and a school bus that is dealt with in some manner by the law in all States.

**Situation 4: Video of a car approaching a school bus stopped on a 4-lane undivided roadway from the front as its red lights and stop arm deploy. The video dissolves before the car reaches the school bus.**

**13. What does the law say a driver must do in this situation?\***

- Nothing special
- Proceed with caution
- Slow down
- Yield to children
- Stop, look, and go
- Stop and stay stopped

### **Branching**

Go to next item (14 or 12).

### **Survey Applicability**

- National
- Community

### **Justification**

This is essential to the study objective to assess knowledge of school bus passing laws. It covers a common encounter between a driver and a school bus that is dealt with in some manner by the law in all States.

**Situation 5: Video of a car approaching a school bus stopped on a 4-lane divided (by a clearly discernible physical median) roadway from the front as its red lights and stop arm deploy. The video dissolves before the car reaches the school bus.**

**14. What does the law say a driver must do in this situation?\***

- Nothing special
- Proceed with caution
- Slow down
- Yield to children
- Stop, look, and go
- Stop and stay stopped

### **Branching**

Go to next item (15 or 13).

### **Survey Applicability**

- National
- Community

### **Justification**

This is essential to the study objective to assess knowledge of school bus passing laws. It covers a common encounter between a driver and a school bus that is dealt with in some manner by the law in all States.



**Situation 6: Video of a school bus stopped as the last bus in a line of buses in a school driveway with its red lights flashing and stop arm extended. In the video, a car approaches the school bus from the rear. The video dissolves before the car reaches the school bus.**

**15. What does the law say a driver must do in this situation?\***

- Nothing special
- Proceed with caution
- Slow down
- Yield to children
- Stop, look, and go
- Stop and stay stopped

### **Branching**

Go to next item (16 or 14).

### **Survey Applicability**

- National
- Community

### **Justification**

This is essential to the study objective to assess knowledge of school bus passing laws. It covers a common encounter between a driver and a school bus that is dealt with in some manner by the law in all States.

**Situation 7: Video of a car following a school bus on a 4-lane undivided roadway from the rear as its yellow lights start to flash. The video dissolves before the car reaches the school bus.**

**16. What does the law say a driver must do in this situation?\***

- Nothing special
- Proceed with caution
- Slow down
- Yield to children
- Stop, look, and go
- Stop and stay stopped

### **Branching**

Go to next item (17 or 15).

### **Survey Applicability**

- National
- Community

### **Justification**

This is essential to the study objective to assess knowledge of school bus passing laws. It covers a common encounter between a driver and a school bus that is dealt with in some manner by the law in all States. The answer to this question will provide further insights into how the respondent feels about school buses and reacts to them when driving.

**17. Have you ever driven your vehicle on a public road and passed a stopped school bus that had its red lights flashing and stop arm extended?\***

- Yes
- No
- Not sure

**Branching**

If “yes” or “not sure”, go to 18.  
If “no” or no response, go to 19.

**Survey Applicability**

- National
- Community

**Justification**

It is of interest to ask this question so that those who admit to passing a stopped bus can be asked the follow-up question concerning the specific circumstances of the pass.

**18. What were the circumstances when you passed the stopped school bus with its red lights flashing and stop arm extended?\***

- I thought the yellow lights were still on
- I was distracted
- I just didn't see the bus in time
- I saw the bus but didn't think I had to stop
- I saw the bus but didn't want to stop
- I stopped, didn't see children, and went
- The bus driver waved me on
- The bus was not on a public road
- Other \_\_\_\_\_ **Note:** to be prompted on a separate screen if "Other" is selected

**Branching**

Go to 19.

**Survey Applicability**

- National
- Community

**Justification**

If the respondent has admitted to passing a stopped school bus, it is of central interest to this study to determine the circumstances. These responses can be post-coded (e.g., as "inadvertent," "intentional") to help provide a better understanding of why violations are occurring. They also provide important input for public information countermeasures.

**19. Have you ever been stopped by the police for passing a school bus with its red lights on and stop arm extended?\***

- Yes, I got a ticket
- Yes, I got a verbal or written warning
- No

**Branching**

Go to 20.

**Survey Applicability**

- National
- Community

**Justification**

It is important to have this information on a pre/post basis as an evaluation measure in the test communities. It is also beneficial to have it from the National sample as a reference measure.

**20. *Where you live, can cameras on school buses be used to enforce laws against passing a stopped school bus with its red lights flashing and its stop arm out?\****

- Yes
- No
- Not sure

### **Branching**

Go to 21.

### **Survey Applicability**

- National
- Community

### **Justification**

One important piece of information on a pre/post basis as an evaluation measure in the test communities will be the extent to which “Yes” answers to this question increase from pre to post. It is also beneficial to ask it in the National sample as a reference measure.

**21. Have you ever received a ticket or warning in the mail for illegally passing a stopped school bus with a camera system installed on it?\***

- Yes, I got a ticket.
- Yes, I got a written warning.
- No

### **Branching**

Go to 22.

### **Survey Applicability**

- National
- Community

### **Justification**

It is important to have this information on a pre/post basis as an evaluation measure in the test communities. It is also beneficial to have it from the National sample as a reference measure.

**22. In some States, when a vehicle illegally passes a school bus, the registered owner of the vehicle can be mailed a ticket regardless of who was operating the vehicle. How much do you agree with this approach?\***

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

### **Branching**

Go to 23.

### **Survey Applicability**

- National
- Community

### **Justification**

This question will provide information on how the countermeasure application affects this attitude in the test communities before and after application of the countermeasure. The National sample will provide a measure of this attitude as a function of the prevailing State law with respect to cameras where the respondent lives.



**23. It is estimated that at least 17 million drivers illegally pass a stopped school bus every year. Why do you think most of these drivers passed the stopped school bus?\***

- They didn't know the law
- They thought the law was unnecessary
- They were in a hurry
- They didn't care
- They didn't see the bus
- They were distracted
- They were drowsy or impaired
- The bus driver made a mistake
- Other \_\_\_\_\_

### **Branching**

Go to 24.

### **Survey Applicability**

- National
- Community

### **Justification**

This is a relevant opinion/knowledge question that might be expected to change pre to post in the test communities based on the publicity campaign. In both the National and Community surveys, it is a possible surrogate for the respondent's own most likely personal reason for either an actual or hypothetical violation but does not require the respondent to admit to breaking the law.

**24. What do you think is the best way to prevent a driver from illegally passing a stopped school bus?**

- Police patrols near the school bus
- Police riding on the school bus
- Camera enforcement
- Stricter penalties
- More publicity of the laws
- Larger stop arm
- More or brighter lights on school bus
- Better driver education
- Other \_\_\_\_\_

**Branching**

Go to 25.

**Survey Applicability**

- National
- Community

**Justification**

This is a relevant opinion question that might be expected to change pre to post in the test communities based on the publicity and enforcement campaigns. It is also beneficial to have responses from the National sample as a reference measure.

**25. What should the penalty be for a driver who goes past a stopped school bus with its red lights flashing and its stop arm out?**

- No penalty
- A warning
- A fine but no points on their license
- A fine **and** points on their license
- License suspension
- Lose their license forever
- Jail time
- Other \_\_\_\_\_

**Branching**

Go to 26

**Survey Applicability**

- National
- Community

**Justification**

This question gathers information on public opinions about penalties. The result in the National survey will inform the development of countermeasure and law promotion efforts. Changes over time in the Community survey will indicate whether respondents agree with the countermeasures or believe they are excessive.

**26. How many children do you have in each of the following age categories?\***

\_\_\_\_\_ Over 18 years of age

\_\_\_\_\_ Between 4 and 18 years of age

\_\_\_\_\_ Less than 4 years of age

**Branching**

If at least one child is between “4 and 18 years of age,” go to 27.  
Otherwise, go to 28.

**Survey Applicability**

- National
- Community

**Justification**

This question identifies those respondents who might have the most interest in school buses and their safety. It also screens respondents so that the next question concerning children who actually ride school buses is only asked of those respondents for whom it is relevant.

**NOTE:** The responses may be typed in or collected with “pickers,” or any other standard number input interface used by AmeriSpeak.

**27. Do any of your children ride school buses to or from school?**

- Yes
- No

**Branching**

Go to 28.

**Survey Applicability**

- National
- Community

**Justification**

This question permits examining a relevant respondent classification variable. Adults with children who ride a school bus can be expected to have a heightened concern for school bus safety and therefore may have better knowledge of the school bus passing laws.

**28. When you were going to school yourself, did you ever ride the school bus to or from school?**

- Yes
- No

**Branching**

Go to 29.

**Survey Applicability**

- National
- Community

**Justification**

This question permits examining a relevant respondent classification variable. Respondents who have ridden school buses themselves may have different experiences with respect to the relevant subject matter than those who have not.

**29. In the last 6 months, have you seen or heard anything in the regular media (TV, radio, newspapers, etc.) or social media (e.g., Facebook, Instagram, Twitter, local web sites, etc.) about getting a ticket for passing a stopped school bus with its red lights on and stop arm extended?\***

- Yes
- No
- Unsure

**Branching**

If “Yes”, go to 30

If “No” or missing response, go to 31

**Survey Applicability**

- National
- Community

**Justification**

When analyzed pre to post, this question addresses one of the primary process evaluation measures of the countermeasure campaign—whether there is an increase in the number of people in the test communities who have seen or heard the program public education.

**30. Where did you see or hear it? What did it say? (Answer all that apply)**

<b>Where</b>	<b>What</b>
<input type="checkbox"/> TV	_____
<input type="checkbox"/> Radio	_____
<input type="checkbox"/> Newspaper	_____
<input type="checkbox"/> Signs	_____
<input type="checkbox"/> Social media (Facebook®, etc.)	_____
<input type="checkbox"/> Website	_____
<input type="checkbox"/> Directly from another person	_____
<input type="checkbox"/> Other _____	_____

**Branching**

Go to 31.

**Survey Applicability**

- National
- Community

**Justification**

This question is only asked of those who indicated they had seen or heard something recently. The answers will help determine if the material in question came from the study’s countermeasure campaign. It will also provide valuable information on which program component(s) were most effective in conveying the message. The open-ended answers will be post-coded to indicate if the material seen or heard in the post wave was actually part of the deployed countermeasure program.



**31. What is the penalty where you live if you are convicted for the first time for illegally passing a stopped school bus?**

- Nothing
- Less than \$100
- \$100 - \$249
- \$250 - \$459
- \$500 or more
- License suspension
- Lose your license forever
- Jail time
- Unsure

**Branching**

Go to 32.

**Survey Applicability**

- National
- Community

**Justification**

Respondents who are aware of the penalty will be a group of interest because this knowledge demonstrates a high awareness of the problem area. Also, it is likely that any campaign in the test communities will include mention of the applicable sanction since that is typically part of any high visibility enforcement effort. Answers to this question will also help evaluate the extent to which that message was received.

**32. Can drivers where you live get points on their license if convicted of illegally passing a stopped school bus?**

- Yes
- No
- Unsure

**Branching**

Go to 33.

**Survey Applicability**

- National
- Community

**Justification**

Respondents who are aware of this somewhat technical aspect of the applicable penalty will be a group of interest because this knowledge demonstrates a particularly high awareness of the problem area. Also, it is likely that any campaign in the test communities will include mention of the applicable sanction and emphasize the possibility of receiving license points (if applicable) since that is typically part of any high visibility enforcement effort. Answers to this question will also help evaluate the extent to which that message was received.

**33. What is your sex?\***

- Male
- Female

**Branching**

Go to 34.

**Survey Applicability**

- National (not asked—obtained from AmeriSpeak panelist profile)
- Community

**Justification**

Sex is a critical classification variable. Differential responses by sex would have strong implications for the development of countermeasures, particularly public education.

**34. What is your marital status?\***

- Married
- Widowed
- Divorced
- Separated
- Never Married
- Living with partner

**Branching**

Go to 35.

**Survey Applicability**

- National (not asked—obtained from AmeriSpeak panelist profile)
- Community

**Justification**

Marital status is a relevant classification variable that is logically connected to interest in and knowledge of school bus passing laws.

**35. Are you of Hispanic or Latino origin?\***

- No
- Yes

**Branching**

Go to 36.

**Survey Applicability**

- National (not asked—obtained from AmeriSpeak panelist profile)
- Community

**Justification**

Knowing whether there are differential responses by ethnicity or race can inform decisions on the development and deployment of countermeasures.

**Note:** Ethnicity is asked first as per guidance from:

OMB *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity* ([https://obamawhitehouse.archives.gov/omb/fedreg\\_1997standards](https://obamawhitehouse.archives.gov/omb/fedreg_1997standards)).

A simple yes/no answer was included to match the categories available from AmeriSpeak.

**36. What is your race? (Select one or more options.)**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

**Branching**

Go to 37.

**Survey Applicability**

- National (not asked—obtained from AmeriSpeak panelist profile)
- Community

**Justification**

Knowing whether there are differential responses by ethnicity or race can inform decisions on the development and deployment of countermeasures.

**Note:** Race is asked second and categories determined as per guidance from:

*OMB Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity* ([https://obamawhitehouse.archives.gov/omb/fedreg\\_1997standards](https://obamawhitehouse.archives.gov/omb/fedreg_1997standards)).

**37. What is the highest degree or level of school you have completed?**

- No formal education
- 8<sup>th</sup> grade or less
- Some high school (no diploma)
- High School Graduate
- Some college, no degree
- Associate degree
- Bachelor's degree
- Master's degree
- Professional or Doctorate degree

**Branching**

Go to 38.

**Survey Applicability**

- National (not asked—obtained from AmeriSpeak panelist profile)
- Community

**Justification**

Knowing whether there are differential responses by education level can inform decisions on the development and deployment of countermeasures.

**38. What is your ZIP Code?**

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**Branching**

Go to THANK YOU screen.

**Survey Applicability**

- National
- Community

**Justification**

Knowing ZIP Code permits separating people local to the area from those from out of town in the Community survey. It also supports multiple types of analyses by region of the country, type of area of residence (e.g., rural, suburban, urban), and inferred socioeconomic data in the National Survey.