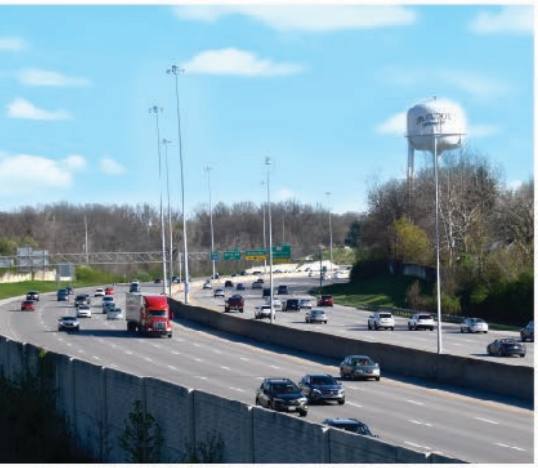
Organizational Safety Culture Self-Assessment for Transportation Agencies

Questionnaire



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U.S. Department of Transportation
Federal Highway Administration

FHWA-SA-24-026

ZERO IS OUR GOAL
A SAFE SYSTEM IS HOW WE GET THERE

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16. Abstract Safety is the very foundation of every transportation agency's mission and enables the safe and efficient movement of road users across the country. While all transportation agencies (from State departments of transportation, to local, regional, and Tribal governments, to transit agencies) strive to guarantee safety for both their users and workers, their approaches to doing so vary widely. Agencies span a range of capability and maturity levels in building a strong safety culture within their agency, as well as levels of investment in their programs, technologies, and resources to enable safety policies and practices. The Federal Highway Administration developed a toolkit specifically geared toward organizational road safety culture, including both road safety and programmatic safety. The goal of the toolkit is to focus transportation agency resources and actions to systematically improve an agency's organizational road safety culture. This report contains the self-assessment questionnaires that serve as the basis for the toolkit.		
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SI* (MODERN METRIC) CONVERSION FACTORS

APPROXIMATE CONVERSIONS TO SI UNITS

Symbol	When You Know	Multiply By	To Find	Symbol
		LENGTH		
in	inches	25.4	millimeters	mm
ft	feet	0.305	meters	m
yd	yards	0.914	meters	m
mi	miles	1.61	kilometers	km
		AREA		
in^2	square inches	645.2	square millimeters	mm^2
ft^2	square feet	0.093	square meters	m^2
yd^2	square yard	0.836	square meters	m^2
ac	acres	0.405	hectares	ha
mi^2	square miles	2.59	square kilometers	km^2
		VOLUME		
fl oz	fluid ounces	29.57	milliliters	mL
gal	gallons	3.785	liters	L
ft^3	cubic feet	0.028	cubic meters	m^3
yd^3	cubic yards	0.765	cubic meters	m^3
	NOTE: volumes greater than 1000 L shall be shown in m^3			
		MASS		
oz	ounces	28.35	grams	g
lb	pounds	0.454	kilograms	kg
T	short tons (2000 lb)	0.907	megagrams (or "metric ton")	Mg (or "t")
		TEMPERATURE (exact degrees)		
°F	Fahrenheit	5 (F-32)/9 or (F-32)/1.8	Celsius	°C
		ILLUMINATION		
fc	foot-candles	10.76	lux	lx
fl	foot-Lamberts	3.426	$candela/m^2$	cd/m^2
		FORCE and PRESSURE or STRESS		
lbf	poundforce	4.45	newtons	N
lbf/in^2	poundforce per square inch	6.89	kilopascals	kPa

APPROXIMATE CONVERSIONS FROM SI UNITS

Symbol	When You Know	Multiply By	To Find	Symbol
		LENGTH		
mm	millimeters	0.039	inches	in
m	meters	3.28	feet	ft
m	meters	1.09	yards	yd
km	kilometers	0.621	miles	mi
		AREA		
mm^2	square millimeters	0.0016	square inches	in^2
m^2	square meters	10.764	square feet	ft^2
m^2	square meters	1.195	square yards	yd^2
ha	hectares	2.47	acres	ac
km^2	square kilometers	0.386	square miles	mi^2
		VOLUME		
mL	milliliters	0.034	fluid ounces	fl oz
L	liters	0.264	gallons	gal
m^3	cubic meters	35.314	cubic feet	ft^3
m^3	cubic meters	1.307	cubic yards	yd^3
		MASS		
g	grams	0.035	ounces	oz
kg	kilograms	2.202	pounds	lb
Mg (or "t")	megagrams (or "metric ton")	1.103	short tons (2000 lb)	T
		TEMPERATURE (exact degrees)		
°C	Celsius	1.8C+32	Fahrenheit	°F
		ILLUMINATION		
lx	lux	0.0929	foot-candles	fc
cd/m^2	$candela/m^2$	0.2919	foot-Lamberts	fl
		FORCE and PRESSURE or STRESS		
N	newtons	0.225	poundforce	lbf
kPa	kilopascals	0.145	poundforce per square inch	lbf/in^2

*SI is the symbol for the International System of Units. Appropriate rounding should be made to comply with Section 4 of ASTM E380.
(Revised March 2003)

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LIST OF ACRONYMS

DOT	Department of Transportation
FHWA	Federal Highway Administration
HSIP	Highway Safety Improvement Program
ITS	Intelligent transportation systems
PPE	Personal protection equipment
RAISE	Rebuilding American Infrastructure with Sustainability and Equity
SS4A	Safe Streets and Roads for All

SELF ASSESSMENT TOOLKIT

INTRODUCTION

Although the transportation community has made significant safety improvements in the past decade, there is still much work to be done to keep the roads safe for all users of the transportation system. Thanks to the Safe System Approach, we remind ourselves that safety is a shared responsibility and safety commitment should start at "home"—within an organization.

Safety can be defined as the absence of risk or danger.[1] Road safety culture includes the shared values, actions, and behaviors that demonstrate a commitment to safety over competing goals and demands. Organizational road safety culture is one of two major aspects of road safety culture (the other aspect is public road safety culture). It is the extent to which an organization values and pursues road safety. In an organization that prioritizes organizational road safety culture, the organization emphasizes safety in its internal strategic plan and operation procedures and its employees make safe decisions when using the roads. Furthermore, in a transportation organization with a strong organizational road safety culture, employees understand safety as a priority and have safety in mind when planning, designing, constructing, and maintaining the road system. Employees regularly communicate the importance of road safety with colleagues. Leadership staff are vocal supporters of safety and empower employees to seek innovative approaches to improving safety even if safety is not explicitly a part of everyone's job title.

The Federal Highway Administration (FHWA) developed a toolkit for transportation organizations like yours to determine the organization's maturity level (i.e., degree of capability or readiness) of organizational road safety culture and identify opportunities for improvements. The goal of the toolkit is to focus transportation agency resources and actions to systematically improve an agency's organizational road safety culture.

There are two parts of organizational road safety culture: **internal safety culture** and **programmatic safety integration**. With that in mind, the toolkit components are divided into these two focus areas.

Each focus area's self-assessment has three components:

- **Questionnaires:** Two questionnaires that organizations can use to determine their levels of maturity across a variety of areas.
- **Improvement Strategies:** Example improvement strategies that organizations can use to advance their level of maturity for each area.
- **Improvement Plan Template:** Template that organizations can use as a basis for developing a plan to implement their improvement strategies.

In addition, there are two companion documents: 1) a list of resources related to road safety culture; and 2) an instruction manual for using the toolkit.

This document contains the two self-assessment questionnaires (i.e., internal safety culture and programmatic safety integration) only. The questionnaires are best answered by a group

[1] https://rspcb.safety.fhwa.dot.gov/RSF/Unit1.aspx

of representatives from your organization (in a workshop format) rather than by individual staff members. See the full toolkit for the other components and companion documents.

QUESTIONNAIRE 1. INTERNAL SAFETY CULTURE

Growing a strong road safety culture within your organization can help result in strong leadership commitment to road safety through policy and organizational structure, capacity building, and employee empowerment and engagement. The outcome is to create a work environment where employees understand that safety is a priority and they all have a role to advance safety. This understanding helps set the stage for programmatic safety integration, in which the employees elevate safety in their work responsibilities.

The purpose of this questionnaire is to determine your organization's road safety culture maturity level and reveal opportunities to improve road safety culture within your organization (Questionnaire 2 of the toolkit includes another questionnaire for programmatic efforts to improve safety for road users). Each question provides an opportunity to reveal discrepancies between where an organization wants to be and how it currently is performing. The goal of this questionnaire should not be to "score" your organization, but rather to gain a shared understanding of where road safety culture can be improved within your organization.

This questionnaire explores five dimensions to identify opportunities for improvement:

1. Leadership
2. Policy
3. Capacity Building and Training
4. Employee Engagement
5. Organizational Commitment to Support Road Safety

Questions include explanations and examples. The examples are only meant to provide additional insight about the question. They are not meant to be an exhaustive list. Your organization may have very different examples. You should make the questions "work" for your situation.

In addition to the questionnaire, your program packet includes an instruction manual. This manual serves as a guide to facilitating the Internal Safety Culture Questionnaire workshop, helpful tips, a glossary of definitions, and supporting information related to each question.

Who Should Complete the Questionnaire?

Because road safety culture resides across all levels of an organization (and across all departments), it is beneficial if a diverse group of individuals from across the organization completes the questionnaire together in a workshop format. Individuals from different departments, different levels (e.g., front-line staff, supervisors), and different locations (e.g., a State DOT with multiple offices across the State) can be included. Selecting group members who can participate in open dialogue between staff and direct supervisors may lead to better insights.

The goal is not to find the person who "knows" the answer to each question but rather to use the dialogue about each question to reveal how a diverse group (or groups) of individuals from across the organization judges the organization's level of maturity. Road safety culture includes the shared values and beliefs across the organization. If one person "knows" something but many others do not, then it is not shared and therefore is not a part of the culture.

It is important that participants are comfortable speaking openly and honestly about each question. Conducting the self-assessment in a collegial and open-minded manner is important.

Groups could be convened face-to-face or virtually. Keeping the size of the groups small (i.e., less than 10) will allow more conversation and more information to be revealed.

What the Possible Responses Mean

Each question uses similar choices that describe five levels of maturity in developing an organization with a strong road safety culture:

- Level 0 (None) – No engagement (or the organization has no information available to answer the question)
- Level 1 (Ad Hoc) – Minimal or sporadic engagement, perhaps done only as needed; policies and/or procedures do not exist
- Level 2 (Recognized) – Some engagement; policies and/or procedures may exist, but there is inconsistent application/adoption across the organization
- Level 3 (Mainstreamed) – Strong performance with consistency across the organization that is supported by formal (i.e., documented and actively managed) policies and procedures
- Level 4 (Optimized) – Strong performance with consistency across the organization, and mechanisms are in place to continually assess and improve organizational processes and procedures

If participants have very different answers to a question, the responses should NOT be averaged. For example, if individuals from one department feel they are at Level 4 and others from a different department feel they are at Level 2, then the organization is at Level 2 because the strong performance is not consistent across the entire organization.

Participants should not be discouraged if their levels are low. The purpose of this questionnaire is not to "get a high score" but rather to reveal opportunities for improvement. Some participants may want an option between provided levels (e.g., "Level 2.5"). This is a natural response to a sense that Level 2 is too low, and Level 3 is too high. The facilitator should remind the participants that the focus is not on the number, but rather to identify areas for improvement (the numbers will not be totaled or averaged at the end). The facilitator might say "So it sounds like we are between Level 2 and Level 3", highlight areas for improvement raised by participants during discussion, and then continue the process. Once complete, reference the Improvement Strategies document for recommendations on how to enhance road safety culture and programmatic safety based on your responses.

I. LEADERSHIP

1. To what degree does your organization prioritize road safety in its core values, strategic plan, and actions?

Explanation/Examples:

- Prioritizing safety means safety is considered the foremost goal for the organization. Examples include naming safety as a value, explicitly naming safety in mission and vision statements, establishing goals for road safety in the strategic plan, and taking actions to achieve those goals.

Level	Description
L0	Not at all.
L1	Prioritizes road safety in some documents but not in actions.
L2	Prioritizes road safety in core values, strategic plan, and actions, **but not consistently across the entire organization and not all the time.**
L3	Prioritizes road safety in core values, strategic plan, and actions **consistently across the entire organization all the time.**
L4	Prioritizes road safety in core values, strategic plan, and actions **consistently across the entire organization all the time; and mechanisms are in place to enhance road safety in strategic planning activities.**
N/A	

Notes:

2. To what degree do leaders (i.e., senior leaders, managers, and supervisors) prioritize road safety in their communication and activities?

Explanation/Examples:

- Leaders actively promote positive road safety culture by growing shared values and beliefs about road safety and a sense of shared responsibility.
- Leaders speak directly to employees about road safety within the organization and ways to champion safety in policies and programs.
- Leaders actively participate with employees in efforts to improve road safety-related knowledge and awareness like participating in awareness activities, training, road safety workgroups, etc.

Level	Description
L0	Not at all.
L1	**It is rare** for leaders to prioritize road safety; **it is not expected across the organization.**
L2	**Some leaders** prioritize road safety in their communication and activities, but **not all leaders consistently do across the organization.**
L3	**All leaders** (across the organization) regularly engage in efforts to prioritize road safety in their daily communication and activities.
L4	**All leaders** (across the organization) regularly engage in efforts to prioritize road safety in their daily communication and activities, **and mechanisms are in place to monitor and improve their practices.**
N/A	

Notes:

3. **To what degree does your organization include safety elements in leadership performance plans and reviews?**

   Explanation/Examples:

   - Safety elements include goals or targets like reducing road safety incidents that involve staff members by 10 percent.
   - Performance plans and reviews include annual employee evaluations, periodic assessments of employee performance, and other mechanisms to assess the performance of leaders.

Level	Description
L0	Not at all.
L1	**Mentions** safety elements in **some** leaders' performance plans.
L2	**Addresses** safety elements in leaders' performance plans **and reviews in some ways, but not consistently.**
L3	**Prioritizes** safety elements in **all** leaders' performance plans **and reviews**.
L4	**Prioritizes** safety elements in **all** leaders' performance plans **and reviews, and mechanisms are in place to monitor and improve ways of addressing them.**
N/A	e.g., the organization does not conduct performance reviews of leaders

Notes:

II. POLICY

4. To what degree does your organization integrate road safety into employee policies?

Explanation/Examples:

- Policies address a variety of road safety issues such as seat belt use, distraction, speeding, impairment, fatigue, etc.
- Policies align with or exceed current State and local laws.
- Policies address current equipment (e.g., vehicles, snowplows, tractors) and technology (e.g., vehicle technology like lane guidance or semi-automated driving, use of cell phones, use of tablets for required reporting of road conditions).

Level	Description
L0	Not at all.
L1	**Few** road safety policies are current and comprehensive.
L2	**Many** road safety policies are current and comprehensive.
L3	**All** road safety policies are current and comprehensive, **and leaders promptly develop and implement new road safety policies when required by new laws, equipment, or circumstances.**
L4	**All** road safety policies are current and comprehensive; leaders **immediately** develop and put in place new road safety policies when required by new laws, equipment, or circumstances; **and mechanisms are in place to regularly review and improve policies**.
N/A	

Notes:

5. To what degree do all employee performance plans and reviews include safety elements?

Explanation/Examples:

- Safety elements include following safe practices/procedures, use of personal protective equipment (PPE), following road safety policies, engaging in safety related activities (including those that build road safety culture and professional capacity), etc.
- Performance plans and reviews include annual employee evaluations, periodic assessments of employee performance, and other mechanisms to assess the performance of employees.

Level	Description
L0	Not at all.
L1	**Few** employee performance plans include safety elements.
L2	**Many** employee performance plans **and reviews** include safety elements.
L3	**All** employee performance plans and reviews include safety elements**, as per organization policies.**
L4	**All** employee performance plans and reviews include safety elements, as per organization policies, **and mechanisms are in place to regularly review and improve the policies.**
N/A	e.g., the organization does not conduct performance reviews of employees

Notes:

III. CAPACITY BUILDING AND TRAINING

6. To what degree does <u>new</u> employee orientation/training address the state of road safety and current safety policies which reaches all new employees in a timely fashion?

Explanation/Examples:

- All new employees participate in orientation or training that has safety content and aligns with current road safety policies.
- Training content aligns with current road safety policies.

Level	Description
L0	Not at all.
L1	Orientation/training content **aligns with some** current road safety policies and **occurs infrequently. Few new employees participate.**
L2	Orientation/training content **includes safety** and aligns with **some** current road safety policies. **Some new employees receive training on road safety policies in a timely fashion.**
L3	Orientation/training content **addresses safety** and aligns with **all** current road safety policies. **All new employees participate in a timely fashion.**
L4	Orientation/training content **addresses safety** and aligns with **all** current road safety policies. **All new employees participate in a timely fashion. Mechanisms are in place to review new employee training content, participant engagement, and impact (e.g., level of knowledge of participants after training) and improve training as needed.**
N/A	

Notes:

7. **To what degree does ongoing training address road safety and road safety policies and reach all employees in a timely fashion?**

   Explanation/Examples:

   - Training content includes safety and aligns with current road safety policies.
   - All employees receive training soon after road safety policies are changed.
   - All employees regularly receive "refresher" training and/or reminders on current road safety policies.

Level	Description
L0	Not at all.
L1	Training content **aligns** with **some** current policies and **occurs infrequently. Few employees participate.**
L2	Training content **includes safety** and aligns with **some** current road safety policies. **Some employees receive training on road safety policies in a timely fashion.**
L3	Training content **addresses safety** and aligns with **all** current road safety policies. **All employees participate in a timely fashion.**
L4	Training content **addresses safety** and aligns with **all** current road safety policies. **All employees participate in a timely fashion. Mechanisms are in place to review employee training content, participant engagement, and impact** (e.g., level of knowledge of participants after training) and improve training as needed.
N/A	

Notes:

8. **To what degree does your organization have safety capacity building expertise to provide training, assist with safety policies, engage employees, etc.?**

   Explanation/Examples:

   - Expertise helps identify gaps and opportunities, provide training, and write and train about policies.
   - This knowledge and expertise may come from internal staff or from consultants.

Level	Description
L0	Not at all.
L1	Has **minimal** expertise.
L2	Has **some** expertise but is **lacking in some areas** and **does not consistently use** the expertise to build safety capacity.
L3	**Has expertise** and **consistently uses** it to build safety capacity.
L4	**Has expertise** and **consistently uses** it to build safety capacity; **mechanisms are in place to evaluate the effectiveness and take steps to improve the expertise** (e.g., through training current staff, hiring consultants, etc.).
N/A	

Notes:

IV. EMPLOYEE ENGAGEMENT

9. To what degree do employees (i.e., technical and non-technical staff, safety and non-safety disciplines) promote and actively improve safety?

Explanation/Examples:

- Employees use positive messaging when sharing information related to road safety.
- Employees identify potential new or unforeseen road safety-related risks around workplaces.
- Leaders remind employees to use positive messaging and appreciate employees being engaged in road safety related discussions.
- Some organizations may not be able to answer this question if they do not have data such as results from surveys of employees.

Level	Description
L0	Not at all.
L1	**Few** employees promote and actively improve safety.
L2	**Many** employees promote and actively improve safety but **not consistently** across the organization.
L3	**All** employees **consistently** promote and actively improve safety. **Leaders encourage and value when employees promote and actively improve safety.**
L4	**All** employees **consistently** promote and actively improve safety. **Leaders encourage and value when employees promote and actively improve safety. Mechanisms are in place to monitor and grow these practices.**
N/A	

Notes:

10. To what degree do employees understand their role in promoting safety in their work programs?

Explanation/Examples:

- Employees integrate safety in system and project planning, design, construction, and maintenance of roads.
- Employees identify opportunities to integrate safety in each other's work programs.
- Some organizations may not be able to answer this question if they do not have data such as results from surveys of employees about how much the employees understand the risks associated with certain behaviors.

Level	Description
L0	Not at all.
L1	**Few** employees understand their role.
L2	**Some** employees understand their role and promote safety in their work programs.
L3	**All** employees understand their role and promote safety in their work programs, **as per organization policies.**
L4	**All** employees understand their role and promote safety in their work programs, **as per organization policies. Mechanisms are in place to identify opportunities to improve understanding of employees' role and to enhance policies.**
N/A	

Notes:

11. To what degree do employees embrace being a safe road user as part of their shared responsibility for roadway safety?

Explanation/Examples:

- A road user can be a pedestrian, bicyclist, transit rider, or driver.
- Employees behave safely when using the roads.
- Some organizations may not be able to answer this question if they do not have data such as results from surveys of employees about how often the employees engage in certain behaviors.

Level	Description
L0	Not at all.
L1	**Few** employees **understand** this philosophy.
L2	**Some** employees **embrace** this philosophy.
L3	**All** employees **consistently embrace** this philosophy.
L4	**All** employees **consistently embrace** this philosophy**. Mechanisms are in place to identify opportunities to educate employees about being safe road users.**
N/A	

Notes:

12. **To what degree do employees (i.e., technical and non-technical staff, safety and non-safety disciplines) lead or are engaged in road safety efforts in their own communities outside of work?**

Explanation/Examples:

- Employees serve as safety ambassadors in their communities.
- Employees express safety concerns or offer solutions in their communities.
- Employees are engaged in road safety projects in their communities.
- Some organizations may not be able to answer this question if they do not have data such as results from surveys of employees about how often the employees engage in the behaviors.

Level	Description
L0	Not at all.
L1	**Few** employees are engaged.
L2	**Many** employees are engaged but **not consistently**.
L3	**All** employees are engaged. **Leaders encourage and value when employees are engaged in their communities.**
L4	**All** employees are engaged. **Leaders encourage and value when employees are engaged in their communities. Mechanisms are in place for employees to share and cross-train one another.**
N/A	

Notes:

V. ORGANIZATIONAL COMMITMENT TO SUPPORT ROAD SAFETY

13. To what degree does your organization set the expectation that road safety is elevated/advanced in all programs?

Explanation/Examples:

- The expectation can be through encouragement and/or policies. Outreach can be done through road safety activities and safety cross training.
- Staff know that while traveling in the field they should keep their eyes open for road safety issues and know how to report concerns.
- Staff know that before any funding decisions are made, a safety lens should be applied.

Level	Description
L0	Not at all.
L1	Leadership **rarely communicates** the expectation to advance road safety in programs.
L2	Leadership **communicates** the expectation to advance road safety in all programs, but **not consistently**.
L3	Leadership **consistently communicates** the expectation to advance road safety in all programs, **as per organization policies.**
L4	Leadership **consistently communicates** the expectation to advance road safety in all programs, **as per organization policies. Mechanisms are in place to evaluate and update policies.**
N/A	

Notes:

14. To what degree does your organization make road safety equipment available and to what degree do employees use it?

Explanation/Examples:

- Appropriate road safety equipment includes personal protective equipment (PPE) is available for each situation and is in good working condition.
- All employees (who require it) use appropriate road safety equipment including PPE whenever it is required.

Level	Description
L0	Not at all.
L1	Provides **very little** road safety equipment (including PPE); **few employees use it.**
L2	**Sometimes** provides appropriate road safety equipment (including PPE); **not all employees who are required to use** road safety equipment (including PPE) **always use it.**
L3	**Always** provides appropriate road safety equipment (including PPE); **all employees required to use** road safety equipment (including PPE) **always use it.**
L4	**Always** provides appropriate road safety equipment (including PPE); **all employees required to use** road safety equipment (including PPE) **always use it; mechanisms are in place to identify better road safety equipment (including PPE) and solutions to any issues that compromise the safe use of equipment.**
N/A	

Notes:

15. To what degree does your organization consider safety in equipment/vehicle purchasing (or leasing) decisions?

Explanation/Examples:

- When new vehicles are to be acquired, the organization prioritizes safety in the selection process and selects optional safety equipment (e.g., sensors that detect adjacent vehicles, adaptive cruise control, cabs on tractors, additional lighting).
- Additional safety considerations include the size of the vehicle and vehicle safety equipment like automatic emergency braking, pedestrian automatic emergency braking, rear impact guards, direct vision for large vehicles, etc.

Level	Description
L0	Not at all.
L1	**Rarely** considers safety in equipment/vehicle purchasing and leasing decisions.
L2	**Sometimes** considers safety in equipment/vehicle purchasing and leasing decisions.
L3	**Always** considers safety in equipment/vehicle purchasing and leasing decisions.
L4	**Always** considers safety in equipment/vehicle purchasing and leasing decisions, **and mechanisms are in place to identify better equipment that improves safety.**
N/A	

Notes:

16. To what degree does your organization have an effective organization-wide road safety culture workgroup?

Explanation/Examples:

- The workgroup has diverse representation from across the organization including senior leadership.
- The workgroup is well trained on growing positive road safety culture.
- The workgroup uses a well-defined process to improve road safety culture, which embraces organizational learning and includes regular organizational assessments.
- The workgroup supports communication and awareness activities about road safety across the organization.
- The organization provides adequate resources for the workgroup (e.g., time to meet, a budget for communication efforts, training).

Level	Description
L0	Not at all.
L1	The organization **occasionally assembles an ad hoc group** to work on road safety, but there is **no ongoing road safety culture workgroup**.
L2	The organization **has a road safety culture workgroup that meets as needed**.
L3	The organization **has a road safety culture workgroup that meets regularly and includes diverse representation from across the organization as well as senior leadership.** All members of the workgroup have been trained on growing road safety culture, and the workgroup uses a well-defined process to grow road safety culture and regularly conducts organizational assessments. The organization provides adequate resources for the workgroup.
L4	The organization **has a road safety culture workgroup that meets regularly and includes diverse representation from across the organization as well as senior leadership.** All members of the workgroup have been trained on growing road safety culture, and the workgroup uses a well-defined process to grow road safety culture and regularly conducts organizational assessments. The organization provides adequate resources for the workgroup. **Mechanisms are in place to continually improve the effectiveness of the workgroup, rotate in new members who represent different groups within the organization, and engage in training efforts to improve their effectiveness.**
N/A	

Notes:

17. To what degree does your organization have committees or workgroups dedicated to road safety issues (pedestrians/bicyclists, speed, Complete Streets, etc.)?

Explanation/Examples:

- The committees/workgroups have diverse representation from across the organization and include employees from non-safety disciplines.
- The committees/workgroups are well trained on relevant road safety subject matters.
- The organization provides adequate resources for the workgroup (e.g., time to meet, a budget for communication efforts, training).

Level	Description
L0	Not at all.
L1	The organization **occasionally assembles ad hoc groups** to work on specific road safety issues.
L2	The organization **has committees/workgroups dedicated to road safety issues. The committees meet as needed.**
L3	The organization **has committees/workgroups dedicated to road safety issues. They meet regularly and include diverse representation from across the organization**. All members of the committees/workgroups have been trained on different aspects of road safety. The organization provides adequate resources for the workgroup.
L4	The organization **has committees/workgroups dedicated to road safety issues. They meet regularly and include diverse representation from across the organization.** All members of the committees/workgroups have been trained on different aspects of road safety. The organization provides adequate resources for the workgroup. **Mechanisms are in place to continually improve the effectiveness of the workgroup, rotate in new members who represent different groups within the organization, and engage in training efforts to improve their effectiveness.**
N/A	

Notes:

QUESTIONNAIRE 2. PROGRAMMATIC SAFETY INTEGRATION

Programmatic safety relates to how safety is integrated into organizational processes and prioritized in program deliverables, outreach, and the public realm. The strength of an organization's programmatic safety is in its ability to integrate and prioritize safety considerations, policies, and procedures across organizational departments, divisions, and project steps.

The purpose of this questionnaire is to explore programmatic safety within your organization and reveal opportunities to strengthen and further integrate safety into programmatic activities and throughout the project development lifecycle (Questionnaire 1 of the toolkit includes another questionnaire for determining your road safety culture maturity level and revealing opportunities to improve road safety culture within your organization). Each question is designed to spark conversation about how different aspects of your organization promote system safety. The goal of this questionnaire should not be to "score" your organization, but rather to gain a shared understanding of areas where programmatic safety can be enhanced.

This questionnaire is divided into the following five dimensions:

1. Planning and Programming
2. Design and Engineering
3. Safety and Operations
4. Safety Assurance and Evaluation
5. Institutionalizing Safety

Questions include explanations and examples. The examples are only meant to provide additional insight about the question. They are not meant to be an exhaustive list. Your organization may have very different examples. You should make the questions "work" for your situation.

In addition to the questionnaire, your program packet includes an instruction manual. This manual serves as a guide to facilitating the Programmatic Safety Integration Questionnaire workshop, helpful tips, a glossary of definitions, and supporting information related to each question.

Who Should Complete the Questionnaire?

Programmatic safety is strongest when prioritized throughout the project lifecycle and thus influences every department and discipline in your organization. It is beneficial if a diverse group of individuals from across the organization completes the questionnaire together in a workshop format. Individuals from different departments, different levels (e.g., front-line staff, supervisors), and different locations (e.g., a State DOT with multiple offices across the State) can be included. Selecting group members who can participate in open dialogue between staff and direct supervisors may lead to better insights.

The goal is not to find the person who "knows" the answers to each question but rather use the dialogue about each question to reveal how a diverse group (or groups) of individuals from across the organization judges the organization's level of maturity. There are also some questions that are specific to certain disciplines. Use the instruction manual to see recommendations on which department would be best to respond.

It is important that participants are comfortable speaking openly and honestly about each question. Conducting the self-assessment in a collegial and open-minded manner is important. Groups could be convened face-to-face or virtually. Keeping the size of the groups small (i.e., less than 10) will allow more conversation and more information to be revealed.

What the Possible Responses Mean

Each question uses similar responses choices describing five levels of maturity in developing an organization with strong programmatic safety:

- Level 0 (None) – No engagement (or the organization has no information available to answer the question)
- Level 1 (Ad Hoc) – Minimal or sporadic engagement, perhaps done only as needed; policies and/or procedures do not exist
- Level 2 (Recognized) – Some engagement; policies and/or procedures may exist, but there is inconsistent application/adoption across the organization
- Level 3 (Mainstreamed) – Strong performance with consistency across the organization that is supported by formal (i.e., documented and actively managed) policies and procedures
- Level 4 (Optimized) – Strong performance with consistency across the organization, and mechanisms are in place to continually assess and improve organizational processes and procedures

If participants have very different answers to a question, the responses should NOT be averaged. For example, if individuals from one department feel they are at Level 4 and others from a different department feel they are at Level 2, then the organization is at Level 2 because the strong performance is not consistent across the entire organization.

Participants should not be discouraged if their levels are low. The purpose of this questionnaire is not to "get a high score" but rather to reveal opportunities for improvement. Some participants may want an option between provided levels (e.g., "Level 2.5"). This is a natural response to a sense that Level 2 is too low, and Level 3 is too high. The facilitator should remind the participants that the focus is not on the number, but rather to identify areas for improvement (the numbers will not be totaled or averaged at the end). The facilitator might say "So it sounds like we are between Level 2 and Level 3", highlight areas for improvement raised by participants during discussion, and then continue the process. Once complete, reference the Improvement Strategies document for recommendations on how to enhance road safety culture and programmatic safety based on your responses.

I. PLANNING AND PROGRAMMING

1. To what degree does your organization engage external safety professionals and stakeholders to influence planning and programming decisions?

Explanation/Examples of External Safety Professionals and Stakeholders:

- Law enforcement
- Public health
- Businesses/organizations
- Emergency response
- Community members/neighborhoods
- School Districts
- Special-interest groups / advocacy groups

Explanation/Examples of Plans or Processes:

- Modal transportation plan
- Transportation Improvement Program
- Long Range Transportation Plan
- Comprehensive plans / Neighborhood plans
- Meaningful public involvement process

Level	Description
L0	Not at all.
L1	**Informally** engages **some** external safety stakeholders **with limited influence** on decision making in planning and programming decisions.
L2	**Formally and consistently** engages external safety stakeholders **with limited influence** on decision making in planning and programming decisions.
L3	**Formally and consistently** engages a committee of external stakeholders through programs and processes that enable them to **directly influence decision making** on an ongoing basis.
L4	**Formally and consistently** engages a committee of external stakeholders and enable them to **directly influence decision making** on an ongoing basis; **and the process and stakeholders are routinely evaluated and amended as needed.**
N/A	

Notes:

2. **To what degree does your organization engage internal safety and non-safety professionals and stakeholders to influence planning and programming decisions?**

   Explanation/Examples of Professionals and Stakeholders:

   - Planning and Programming
   - Engineering and Design
   - Environmental
   - Construction, Operations, Maintenance
   - Civil rights
   - Other Departments (e.g., Public Health, Housing & Community Development)

   Explanation/Examples of Plans or Processes:

   - Modal transportation plan
   - Transportation Improvement Program
   - Long Range Transportation Plan
   - Comprehensive plans / Neighborhood plans
   - Meaningful public involvement process
   - Risk assessment processes
   - Project identification process

Level	Description
L0	Not at all.
L1	**Occasionally** provides **minimal** input to integrate safety into plans and processes, **as needed.**
L2	**Informally** provides **significant** input to integrate safety into plans and processes.
L3	**Formally and consistently** provides **significant** input to integrate safety into plans and processes**.**
L4	**Formally and consistently** provides **significant** input to integrate safety into **every** plan and process **through an established procedure that is periodically evaluated, refined, and monitored.**
N/A	

Notes:

3. To what degree does your organization evaluate safety data and other safety considerations during the planning and programming phase?

Explanation/Examples:

- Traffic and volume data (for all users of the transportation system[2])
- Crash data
- Roadway data (e.g., geometry, posted speeds, lane configuration, parking utilization, bicycle and pedestrian facilities, lane/shoulder widths, intersection operations, transit facilities, freight facilities)
- Injury and fatality data
- Social and health equity data (e.g., Social Vulnerability Index)
- Citation and adjudication data
- Multi-modal considerations

Level	Description
L0	Not at all.
L1	**Rarely** evaluates safety data and other safety considerations, **OR it is done on an ad hoc basis.**
L2	**Evaluates** safety data and other safety considerations, but **available data are not robust, not reliable** across modes or geographies, **and/or not evaluated by the appropriate staff.**
L3	**Consistently** evaluates safety data and other safety considerations, and **data are robust and reliable** across modes and geographies.
L4	**Consistently** evaluates **reliable and robust safety data and safety considerations, and periodically monitors, refines, and seeks out other sources.**
N/A	

Notes:

[2] Including pedestrians, bicyclists, public transportation users, children, older individuals, individuals with disabilities, motorists, and freight vehicles (per Bipartisan Infrastructure Law, Section 11206).

4. **To what degree does your organization apply holistic safety approaches to guide project planning and programming decisions and business processes?**

   Explanation/Examples:

   - Safe System Approach – Human-centered approach aimed at eliminating fatal and serious injuries for all users of the transportation system
   - Vision Zero – Strategy to eliminate all roadway fatalities and serious injuries, while increasing safe, healthy, equitable mobility for all
   - 4E Approach – An approach for evaluating and addressing multi-modal crash risks in coordination with engineering, education, enforcement, and emergency services
   - Transportation Equity – Strategy to identify and address disparities in crash fatalities and serious injuries in underserved communities as part of efforts to reach zero deaths

Level	Description
L0	Not at all.
L1	**Applies** holistic safety approaches **in an ad hoc manner only on Highway Safety Improvement Program (HSIP)[3] or safety-related projects.**
L2	**Informally and/or inconsistently applies** holistic safety approaches **on a variety of project types.**
L3	**Uses a formal and consistent process** for applying holistic safety approaches on **all project types.**
L4	**Uses a formal and consistent process** for applying holistic safety approaches **on all project types, and the organization's commitment is codified by policy.**
N/A	

Notes:

[3] The HSIP is a core Federal-aid program with the purpose to achieve a significant reduction in traffic fatalities and serious injuries on all public roads, including non-State-owned roads and roads on Tribal land. It requires a data-driven, strategic approach to improving highway safety on all public roads with a focus on performance. It consists of three main components: the Strategic Highway Safety Plan, State HSIP or program of highway safety improvement projects and the Railway-Highway Crossing Program. In addition, some States also have a High-Risk Rural Roads program if they had an increasing fatality rate on rural roads. https://highways.dot.gov/safety/hsip.

5. **To what degree does your organization coordinate with other jurisdictions/organizations to identify and incorporate safety goals into other Tribal, Federal, State, regional, and local transportation plans?**

   Explanation/Examples of jurisdictions/organizations:

   - Tribal governments
   - Federal Land Management Agencies
   - State/regional/local transportation agencies
   - Neighboring DOTs
   - State and local agencies such as public health, housing, enforcement, and Emergency Medical Services (EMS)
   - Community organizations and advocacy groups

   Explanation/Examples of Transportation Plans:

   - Modal transportation plan
   - Transportation Improvement Program
   - Long Range Transportation Plan
   - Comprehensive plans / Neighborhood plans

Level	Description
L0	Not at all.
L1	**Minimally coordinates** on safety goals identification and incorporation on **few** plans.
L2	**Informally coordinates** on safety goals identification and incorporation on **some** plans.
L3	**Uses a formal and consistent process for coordinating** on safety goals identification and incorporation on **most or all** plans.
L4	**Uses a formal and consistent process for coordinating** on safety goals identification and incorporation for **all** plans, **and the process is periodically evaluated, refined, and monitored.**
N/A	

Notes:

6. **When making planning and programming decisions, to what degree does your organization assess and prioritize projects based on their ability to improve system safety?**

   Explanation/Examples:

   - Safety scoring
   - Data Driven Safety Analysis approaches (e.g., predictive modeling, systemic analysis, pedestrian and bicyclist crash analysis)
   - Qualitative assessments (e.g., Road Safety Audits, multi-modal safety assessment)
   - Benefit-Cost analysis
   - Subject matter expertise

Level	Description
L0	Not at all.
L1	**Minimally** assesses and prioritizes projects.
L2	**Informally but consistently** assesses and prioritizes projects.
L3	**Uses a formal and consistent process** to assess and prioritize projects.
L4	**Uses a formal and consistent process** to assess and prioritize projects, **and the process is periodically evaluated, refined, and monitored.**
N/A	

Notes:

7. **For non-safety projects (e.g., non-HSIP projects), to what degree does your organization allocate and prioritize funding for project components that have the potential to improve safety?**

   Explanation/Examples:

   - Programming non-HSIP funds specifically to improve safety within new projects
   - Utilizing program funds for safety improvements not funded by HSIP
   - Pursuing Federal discretionary grants (e.g., Rebuilding American Infrastructure with Sustainability and Equity [RAISE], Safe Streets and Roads for All [SS4A]) for safety improvements

Level	Description
L0	Not at all.
L1	**Minimally and inconsistently** allocates and prioritizes funding.
L2	**Informally but consistently** allocates and prioritizes funding.
L3	**Formally and consistently** allocates and prioritizes funding.
L4	**Formally and consistently** allocates and prioritizes funding, **and project components are regularly assessed for their effectiveness.**
N/A	

Notes:

II. DESIGN AND ENGINEERING

8. To what degree does your organization make safety a consideration at every step of the design and engineering phase?

Explanation/Examples:

- Project scoping
- Environmental review (e.g., Environmental Impact Assessments as a part of National Environmental Policy Act (NEPA))
- Preliminary engineering
- Final design

Level	Description
L0	Not at all.
L1	**Occasionally** makes safety a consideration at **some** steps **and/or for some** projects.
L2	**Informally** makes safety a consideration at **every** step for **most** projects.
L3	**Formally and consistently** makes safety a consideration at **every** step for **all** projects.
L4	**Formally and consistently** makes safety a consideration at **every** step for **all** projects, **and the process is periodically evaluated, refined, and monitored.**
N/A	

Notes:

9. To what degree does your organization encourage designers to optimize designs for safety and not focus solely on meeting design standards?

Explanation/Examples:

- Performance-based practical design
- Design flexibility
- Nominal safety vs. substantive safety
- Context sensitive design/solutions

Level	Description
L0	Not at all.
L1	Provides **limited** encouragement on **some** projects.
L2	**Informally** provides encouragement on **most or all** projects.
L3	**Formally and consistently** provides encouragement on **all** projects.
L4	**Formally and consistently** provides encouragement on **all** projects, **and the encouragement is supported with policies, procedures, and data/noteworthy practices**.
N/A	

Notes:

10. To what degree do organizational policies and procedures encourage and enable designers and engineers to identify and implement effective, low-cost safety improvements?

Explanation/Examples:

- Implementation of FHWA's Proven Safety Countermeasures
- Complete Streets Policies
- Design manuals that support improving safety for all users of the transportation suystem

Level	Description
L0	Not at all.
L1	**Do not** encourage or enable.
L2	**Informally and inconsistently** encourage and enable.
L3	**Formally and consistently** encourage and **effectively** enable.
L4	**Formally and consistently** encourage and **effectively** enable, **and are periodically evaluated, refined, and monitored.**
N/A	

Notes:

11. To what degree does your organization use data-driven safety analysis methods to determine the current and future safety performance of a project?

Explanation/Examples:

- Network screening or site evaluation using historical crash data
- Road Safety Audit
- Crash predictive methodologies and analysis
- Application of CMFs
- Systemic (risk factor) analysis

Level	Description
L0	Not at all.
L1	**Minimally** uses data-driven safety analysis methods on **few** projects.
L2	**Informally** uses data-driven safety analysis methods on **some** projects.
L3	**Formally and consistently** uses data-driven safety analysis methods on **all** projects.
L4	**Formally and consistently** uses data-driven safety analysis methods on **all** projects, **and methods are periodically evaluated, refined, and monitored.**
N/A	

Notes:

12. To what degree does your organization employ holistic approaches (e.g., Safe System Approach) when designing projects?

Explanation/Examples:

- Designing roads that encourage safe behaviors and discourage aggressive behaviors by all users of the transportation system
- Alignment with FHWA's Safe System Roadway Design Hierarchy
  - Removing severe conflicts to separate users in space
  - Reducing vehicle speeds that keep impact energy on the human body within tolerable levels
  - Managing conflicts in time using traffic control devices to minimize vehicle conflicts
  - Increasing attentiveness and awareness by alerting road users to certain types of conflict so appropriate action can be taken

Level	Description
L0	Not at all.
L1	**Minimally** employs holistic approaches on **few** projects.
L2	**Informally** employs holistic approaches on **some** projects.
L3	**Formally and consistently** employs holistic approaches on **all** projects.
L4	**Formally and consistently** employs holistic approaches on **all** projects **through a process that is periodically evaluated, refined, and monitored.**
N/A	

Notes:

13. To what degree does your organization use a process for evaluating and integrating new safety technologies and systems into project design or engineering?

Explanation/Examples:

- Scoring or ranking
- Performance evaluation
- Participating in technology scans
- Implementing pilot projects

Level	Description
L0	Not at all.
L1	**Occasionally** uses a process for evaluation and integration on **few** projects.
L2	**Informally** uses a process for evaluation and integration on **some** projects.
L3	**Formally and consistently** uses a process for evaluation and integration on **all** projects.
L4	**Formally and consistently** uses a process for evaluation and integration on **all** projects, **and the process is periodically evaluated, refined, and monitored.**
N/A	

Notes:

III. SAFETY AND OPERATIONS

14. To what degree does your organization use Intelligent Transportation Systems (ITS) systematically to monitor safety conditions and enable real-time safety management?

Explanation/Examples:

- Traffic incident management
- Emergency response
- Road weather management
- Work zone management / Smarter Work Zones

Level	Description
L0	Not at all.
L1	**Minimally** uses existing ITS.
L2	**Regularly** uses existing ITS **but monitoring capabilities are not fully integrated throughout the transportation system**.
L3	**Consistently** uses existing ITS **for real-time monitoring and management, and ITS capabilities are fully integrated and systematized.**
L4	**Consistently** uses existing ITS **for real-time monitoring and management, ITS capabilities are fully integrated and systematized, and systems are routinely evaluated and improved to ensure continued quality.**
N/A	

Notes:

15. To what degree do organizational policies mandate routine evaluation and maintenance of roadway components that impact safety?

Explanation/Examples:

- Sign retroreflectivity
- Pavement markings
- Roadside hardware
- Roadside maintenance (e.g., tree clearing, mowing, vegetation control)

Level	Description
L0	Not at all.
L1	**Do not** mandate but do **suggest** routine evaluation and maintenance.
L2	**Mandate** routine evaluation and maintenance but **requirements are not consistently followed.**
L3	**Formally** mandate routine evaluation and maintenance, **and the policies are consistently implemented.**
L4	**Formally and effectively** mandate routine evaluation and maintenance, **and the policies are consistently implemented and periodically evaluated, refined, and monitored.**
N/A	

Notes:

16. **To what degree do accessible processes exist to allow staff and the public to report safety concerns identified on the roadway or roadside?**

Explanation/Examples:

- Telephone hotline
- Online form
- App-based reporting tool

Level	Description
L0	Not at all.
L1	Processes are **limited** and **do not enable efficient or effective reporting.**
L2	Processes **enable** reporting but are **informally and inconsistently managed.**
L3	Processes **enable** reporting with a **high degree of effectiveness and efficiency.**
L4	Processes **optimize** reporting, are **highly effective and efficient, and are periodically evaluated, refined, and monitored.**
N/A	

Notes:

17. **To what degree is the public made aware of mechanisms to report safety concerns identified on the roadway or roadside?**

Explanation/Examples:

- Electronic messaging boards
- Roadside signage
- Public safety campaigns

Level	Description
L0	Not at all.
L1	Public is **largely unaware** of reporting mechanisms.
L2	Public is **aware** of reporting mechanisms, but the mechanisms are **not consistently promoted, and public adoption is low.**
L3	Public is **aware** of reporting mechanisms, the mechanisms are **consistently promoted, and public adoption is strong.**
L4	Public is **aware** of reporting mechanisms, the mechanisms are **consistently promoted, and public adoption is strong; efforts are made to ensure that the processes are accessible and used by underserved communities.**
N/A	

Notes:

18. To what degree does your organization implement safety protocols, proven countermeasures, and/or noteworthy practices in the design and operation of work zones?

Explanation/Examples:

- Smarter Work Zones
- FHWA's Proven Safety Countermeasures
- Project coordination
- Work zone reviews and safety plans

Level	Description
L0	Not at all.
L1	**Minimally** implements on **few** projects.
L2	**Informally and inconsistently** implements on **some** projects.
L3	**Formally and consistently** implements on **all** projects.
L4	**Formally and consistently** implements on **all** projects**, and the practices are periodically evaluated, refined, and monitored.**
N/A	

Notes:

19. To what degree does your organization use a process for evaluating safety performance in work zones following construction or maintenance projects?

Explanation/Examples:

- Work zone reviews and safety audits
- Use of work zone data (e.g., speed sensors, cameras, connected vehicles)
- Project evaluation
- Field/Operational staff feedback and engagement

Level	Description
L0	Not at all.
L1	**Occasionally** evaluates **few** projects.
L2	**Informally and inconsistently** uses a process to evaluate **some** projects.
L3	**Formally and consistently** uses a process to evaluate **all** projects.
L4	**Formally and consistently** uses a process to evaluate **all** projects, **and the process is periodically evaluated and improved.**
N/A	

Notes:

IV. SAFETY ASSURANCE AND EVALUATION

20. To what degree does your organization use metrics to evaluate the safety performance of the transportation system?

Explanation/Examples:

- Explanation/Examples: Fatality and serious injury reductions
- Bicyclist- and pedestrian-involved crashes
- Safety surrogate measures (e.g. driver yielding behaviors, conflicts, near misses)
- Speed related metrics (e.g. travel speeds, percent of drivers over the speed limit)
- Work zone fatalities and injuries

Note: Data for these metrics may be collected by your organization or others

Level	Description
L0	Not at all.
L1	**Minimally** uses metrics.
L2	**Informally or inconsistently** uses established performance metrics.
L3	**Consistently** uses established performance metrics.
L4	**Consistently** uses established performance metrics, **and the metrics are regularly evaluated, refined, and monitored.**
N/A	

Notes:

21. To what degree does your organization document and integrate lessons learned and noteworthy practices into future projects as they relate to the performance of safety strategies and countermeasures?

Explanation/Examples:

- Dashboards/database with noteworthy practices
- Post-implementation review and documentation of countermeasure effectiveness
- Central clearinghouse of lessons learned or noteworthy practices

Level	Description
L0	Not at all.
L1	**Occasionally** documents and integrates **as needed.**
L2	**Informally and inconsistently** documents and integrates.
L3	**Formally and consistently** documents and integrates.
L4	**Formally and consistently** documents and integrates, **and the process is periodically evaluated, refined, and monitored.**
N/A	

Notes:

22. To what degree does your organization use a system to identify areas of safety concern, evaluate risk, and apply strategies to improve system safety?

Explanation/Examples:

- Safety Management System
- Safety risk assessment and mitigation process
- Mitigation evaluation process
- Capability maturity frameworks
- Work zone process reviews

Level	Description
L0	Not at all.
L1	Uses a **limited or informal** system.
L2	Uses a **formal** system **inconsistently or inefficiently**.
L3	Uses a **formal** system **consistently and efficiently.**
L4	Uses a **formal** system **consistently and efficiently, and the system is periodically evaluated, refined, and monitored.**
N/A	

Notes:

V. INSTITUTIONALIZING SAFETY

23. To what degree do existing manuals and specifications across program areas integrate safety?

Explanation/Examples:

- Planning and Programming manuals
- Design manuals
- Traffic engineering manuals
- Operations manuals

Level	Description
L0	Not at all.
L1	**Minimally** integrate safety in **some** program areas.
L2	**Inconsistently** integrate safety across **all** program areas.
L3	**Consistently** integrate safety across **all** program areas.
L4	**Consistently** integrate safety across **all** program areas **and are periodically evaluated and updated through a formal process.**
N/A	

Notes:

24. To what degree does your organization evaluate, fund, and promote access to safety trainings and certifications for staff?

Explanation/Examples:

- Periodically assessing existing safety training to ensure it remains up to date
- Developing new training to promote safety for safety-specific and non-safety staff
- Periodically performing industry scans to identify available training produced by other DOTs, Federal government agencies, universities, or associations
- Integrating cultural competency training into staff educational curriculum

Level	Description
L0	Not at all.
L1	**Identifies** safety-related training for staff on an **ad hoc basis** or when requested by staff.
L2	**Identifies, funds, and promotes** safety-related training, but **only for staff directly responsible for ensuring system safety** or for field maintenance and construction staff (e.g., roadway maintenance staff, traffic/operations staff).
L3	**Identifies, funds, and promotes** safety-related training **for all staff**.
L4	**Formally and consistently identifies, funds, and promotes access for all staff, and** trainings/certifications **are periodically evaluated, refined, and monitored.**
N/A	

Notes:

25. To what degree does your organization have dedicated staff responsible for public outreach and relationship building around road safety challenges, safety initiatives, and community concerns?

Explanation/Examples:

- Road safety awareness campaigns
- Community conversations and initiatives focused on safety, equity, and accessibility
- Roundtable discussions with local businesses
- Outreach with traditionally underserved communities

Level	Description
L0	Not at all.
L1	Has staff working on public outreach and relationship building but **they also have other responsibilities.**
L2	Has **few staff** dedicated to public outreach and relationship building.
L3	Has a **formal team** dedicated to public outreach and relationship building.
L4	Has a **formal team** dedicated to public outreach and relationship building **who are enabled by a formal process that is periodically evaluated, refined, and monitored**.
N/A	

Notes:

U.S. Department of Transportation Federal Highway Administration
Office of Safety 1200 New Jersey Avenue, SE
Washington, DC 20590

Office of Safety Website
https://highways.dot.gov/safety
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