

2024-2025 U Got Brains Champion Schools Program

Faculty Advisor Survey Report

The Brain Injury Alliance of New Jersey (BIANJ) is a recipient of a New Jersey Division of Highway Traffic Safety (NJDHTS) Comprehensive Traffic Safety Grant. In 2010, to address the issue of teen driving safety, BIANJ created the *U Got Brains Champion Schools Program*. This statewide peer-to-peer program challenges teams of students, guided by a faculty advisor, to create a teen safe driving campaign in their school and community. The Champion Schools Program has been a part of the BIANJ Comprehensive Traffic Safety Grant since 2010 and has grown steadily both in the number of participating schools as well as the number of corporate and non-profit sponsors.

In 2014, the fourth year of the program, BIANJ partnered with The Research Institute at The Children's Hospital of Philadelphia (CHOP) to create a faculty advisor survey to help evaluate the effectiveness of the Champion Schools Program. CHOP conducted a series of telephone interviews with the advisors to evaluate the 2013-2014 program from their perspective. CHOP then analyzed the results of the survey and created a report of their findings.

For the 2024-2025 program, BIANJ used an amended version of the original faculty advisor survey to evaluate the effectiveness of this year's program from the perspective of the faculty advisors. BIANJ staff posted the survey online, tallied the results and wrote the following summary report of their findings: **(Complete tally results are included with this summary report)*

The 2024-2025 school year was the 15th year of the *U Got Brains Champion Schools Program*. 61 high schools (public, private and technical) from 17 counties participated in the program. As a prerequisite for being chosen, schools signed a participation agreement which stated that they would participate, to the best of their ability, in a survey of the Champion Schools Program. BIANJ Champion Schools technical support staff informed the faculty advisors of the survey at their technical support visits, in emails to the faculty advisors and during technical support conference calls. The online faculty advisor survey was posted in May, and emails went out to the faculty advisors in May and June reminding them to complete the survey.

Responses were received from faculty advisors from 35 of the 61 participating schools (57%). A total of 44 faculty advisors responded to the survey. Steinert HS had 3 advisors respond. Lenape Regional HS District, Marine Academy of Technology and Environment Science, Middletown High School South, Northern Burlington County Regional High School, and Lindenwold, Oakcrest, and South Brunswick High Schools each had 2 advisors respond to the survey. Barnegat, Bordentown Regional, Boundbrook, Burlington City, Chartertech High School for the Performing Arts, Columbia, Delaware Valley Regional, Dover, Edison Academy Magnet School, Immaculate Heart Academy, Indian Hills, Kittatinny Regional, Lawrence, LEAP Academy, Lodi, Mainland Regional, Manchester Regional Day School, Marlboro, Matawan Regional, Middletown High School North, Piscataway, Red Bank Regional, Saint Joseph, Scotch Plan-Fanwood, South Plainfield, South River, and West Milford High Schools each had one response from a faculty advisor. The survey consisted of 17 questions. A copy of the survey along with a tally of results from the respondents is attached.

Questions #1 asked for the name of their high school. 44 advisors answered this question.

Question #2 of the survey asked the participants ***"to respond to the ease or difficulty a series of activities based on a scale from 1-7, with 1 being very hard and 7 being very easy"***. 44 advisors answered this question.

In response to the question, ***"communicating with the students about the project was..."*** 35 advisors (80%) found that it was either *"easy"* or *"very easy"*, while 0 advisors (0%) found communicating with the students to be either *"hard"* or *"very hard"*.

In response to the question, **“getting support from school administrators was...”** About 2/3 of the advisors stated that it was either *“easy”* or *“very easy”* (66%), while 2 advisors or 5% stated that getting support from school administrators was *“hard”*.

Schools seemed to have a more difficult time getting their communities involved, with only 39% of respondents stating that **“getting the community involved”** was either *“easy”* or *“very easy”* while 2 respondents (5%) stated that it was *“very hard”* to get support from the community and 4 advisors (9%) stated that it was *“somewhat hard”*.

Schools seemed to have an easier time managing their project finances, with most respondents (73%) answering that it was either *“easy”* or *“very easy”* to **“manage the program’s finances”** while 1 advisor or 2% found that managing the finances was *“very hard”*.

Approximately half of the respondents (52%) thought that it was either *“easy”* or *“very easy”* to **“find time to meet with student team members”**, while 4 advisors (9%) thought that it was either *“hard”* or *“very hard”* to find the time to meet with students.

Over half of the respondents were able to **“get student team members to take a leadership role,”** with 59% of respondents stating that it was either *“easy”* or *“very easy”* while 3 respondents or 7% stating that it was *“hard”* or *“very hard”*.

Respondents had an easier time **“planning the program,”** with half (50%) of the respondents stating that it was either *“easy”* or *“very easy”* to plan the program and 2 respondents, or 7%, stating that it was *“hard”* to plan for the program.

Over 3/4 of the respondents (77%) thought that it was either *“easy”* or *“very easy”* to **“advise the students”**, with 0 respondents (0%) thought that it was *“hard”* or *very hard”*.

Question #3 asked the participants to **“describe any advantages or ‘good things’ associated with having a Champion School Project at their school”**. 42 respondents (95%) answered this question.

Advisors overwhelmingly reported positive outcomes from participating in the *U Got Brains Champion Schools Program*. The program provided students with hands-on leadership experiences, enhanced awareness of driving safety, and fostered collaboration across age groups and communities. Many noted its lasting impact on school culture, its alignment with educational goals, and the meaningful engagement it promotes.

Safe driving became an ongoing conversation in schools and communities. A comment from one advisor was, *“The constant conversations of safe driving and the importance of it keeps it in the back of everyone’s minds.”* Students also took on leadership roles, developed campaigns, and were empowered to make decisions. The program fostered teamwork among diverse student groups. Advisors observed strong bonds forming across different student backgrounds and grades. One advisor stated, *“The combination of students is unique... If it weren’t for this program they may not be crossing paths and getting to know each other.”*

Advisors noted that students enjoyed the freedom to create original campaigns and how this differed from standard classroom learning. *"They are really given almost full freedom to make that project their own."*

Schools received media coverage, grants, and recognition from organizations like the Casey Feldman Foundation and South Brunswick Police Department-SBPD. Several schools used stipends to support safety improvements in their communities. *"The Edison Academy Magnet School was able to give Lincoln Elementary School the \$1,000 stipend to purchase safety signs."*

Advisors also spoke of the advantages that extended beyond their high school and to other parts of their communities including:

- **Elementary and Middle School Impact:** *"Bringing awareness to the elementary schools... getting the HS students to interact with the younger students was good for everyone."*
- **Civic Engagement:** *"We traveled to Trenton to meet with legislators... a great civics lesson for adults and students alike."*
- **Established Culture of Safety:** *"We have been doing this program for so long that most of the school community knows about it."*
- **Recognition and Pride:** *"We got recognition from the community and were featured on TV for our PSA video."*

Question #4 asked the participants to *"describe any disadvantages or 'bad things' associated with having a Champion School Project at their school"*. 41 (93%) advisors responded to this question.

While most advisors expressed positive overall impressions of the *U Got Brains Champion Schools Program*, several also shared candid reflections on the logistical and structural challenges involved in running the program at their schools. These challenges—ranging from time management to administrative support—highlight real barriers, but also point to growth opportunities for schools, advisors, and the program itself.

The most frequently cited challenge was finding time for students and advisors to meet, plan, and implement projects. Many students were juggling sports, clubs, academics, and part-time jobs, making consistent participation difficult. Late starts in the school year further compounded time pressures. *"It was extremely hard to schedule free time for everyone to work together."*

Advisors noted inconsistent levels of commitment among students. Some students were highly motivated while others required frequent prompting to stay engaged. Procrastination was mentioned as a recurring issue. *"Not all team members may stay committed, which can lead to extra work for others or delays in the project."*

Several advisors struggled with getting approval for events, scheduling field trips, or using school facilities. Budget procedures and late transportation approvals also caused delays. Schools running the program as a small club rather than a school-wide initiative found it more burdensome. *"It was difficult to receive support from members of our administration to conduct things like assemblies and parent academies."*

Advisors reported that balancing the program with teaching, grading, and other duties could be

overwhelming. There was some pressure to create a standout campaign and meet program expectations. For new advisors, the first year presented a steep learning curve.

“Balancing this with my other responsibilities... can sometimes feel overwhelming.”

“This was my first year as club moderator, so it was a learning experience for me as well.”

“There is a certain level of pressure associated with ensuring the campaign is impactful and meets the program’s criteria.”

Some schools encountered issues attending the annual showcase due to conflicts with testing, holidays, or transportation.

“It is also discouraging that we were not approved to attend the showcase in May.”

“Transportation was an issue for our school being able to attend.”

“The only other disadvantage... was the scheduling of the field trip to Six Flags. Our district just makes that process so difficult.”

While participation in the *U Got Brains Champion Schools Program* does come with challenges—most notably around time, participation, and school logistics—these hurdles also create opportunities for skill-building, growth, and innovation. With stronger administrative support and continued flexibility from program leadership, schools can transform these challenges into meaningful experiences that build student character, improve project outcomes, and sustain a lasting culture of safe driving advocacy.

Question #5 asked the participants *“what kinds of things made it easier for you to have the program at your school?”* 42 (95%) of the advisors responded to the question.

Advisors identified several key factors that contributed to the successful implementation of the *U Got Brains Champion Schools Program* in their schools. Central to these successes were administrative support, student engagement, built-in scheduling, available resources, and strong communication with program coordinators. These enablers reflect how thoughtful planning and a supportive school culture can help schools not only meet program requirements but go above and beyond in building meaningful campaigns.

Widespread support from school administrators, teachers, and staff was the most cited factor. One advisor noted, *“Having a supportive staff and administration makes it much easier to run the program successfully.”* Administrative flexibility allowed time during the school day and approval of campaign-related activities. Several schools noted ongoing support year after year. *“We have had the program for many years and have administrative and community support.”*

Many advisors emphasized the importance of having dedicated, creative, and enthusiastic students. Some schools reported growth in team size and student-led leadership over time. Student energy was seen as a driving force for campaign momentum. One advisor commented, *“Having invested students is definitely a huge advantage that makes it run smoother.”*

Advisors noted how integrating the program into existing class periods (especially Drivers Ed or club periods) helped overcome time barriers. *“Using the 10th grade Driver’s Ed students... we can use class time to work on the campaign.”* Schools that met during the day, or had a structured schedule, found implementation significantly easier.

Advisors appreciated timely and consistent communication from the U Got Brains team. Email support, virtual meetings, checklists, and program materials made logistics easier. *“The checklist was very helpful in planning and executing activities.”*

Access to a cash stipend, supplies, and school resources (e.g., printers, computers) enabled creative projects. Funding was especially important for schools with shrinking budgets or large student populations. *“The funds that we receive always make it easier... without these funds, it would be difficult to maintain the program.”*

Collaboration with local police, libraries, elementary schools, businesses, and parents enhanced campaigns. *“The community... SBPD, local businesses, public library, and elementary schools were very willing to work with us.”* Community buy-in added legitimacy and support for school-wide initiatives.

Having co-advisors or previous program experience made planning and troubleshooting easier. *“Having two advisors is helpful and having a small group of students that are dedicated to the project.”*

Advisors shared ideas across schools and worked with other student clubs (like SADD). *“Partnering with the SADD club helped address the impaired portion of our campaign.”*

Advisors appreciated the flexibility in project design, allowing students to choose campaign topics they cared about. *“The ability to think outside the box in my building... makes it easy to plan and create.”* This personalization led to more authentic engagement and original ideas.

Question #6 asked participants ***“what kinds of things made it harder for you to have the program at your school?”*** 42 advisors (95%) answered the question.

While advisors expressed ongoing appreciation for the *U Got Brains Champion Schools Program*, they also identified consistent challenges that impacted implementation. The most common barriers included scheduling conflicts, limited administrative support, student availability, and logistical constraints. Despite these issues, advisors remained committed to the program, often adapting their approach to ensure participation and success.

The most common challenge was finding consistent time for students and advisors to meet. Many students were involved in multiple activities—sports, clubs, jobs, and academics—making it difficult to align schedules. *“With busy school schedules, testing, sports, and other activities, it was hard to find consistent time to meet.”* Schools without built-in class periods for the program struggled to coordinate before- or after-school meetings. *“We either had to meet at 7:30 in the morning... or after school, which again kids had practices or games.”* Advisors noted that while many students were enthusiastic, their packed schedules limited their ability to contribute fully. This was particularly true in the spring, when sports and extracurricular activities intensified.

Some advisors expressed frustration with slow or insufficient support from school administrators. Common issues included delays in approvals, restrictions on events like assemblies, and unclear or shifting policies. *“Our administration was not responsive to certain ideas in a timely manner.”*

Although the program provides a stipend, some advisors noted that it wasn’t always enough, especially in larger schools. *“We typically have to spend more than the allotted stipend to complete our project.”* Some districts added new fees for club participation or made cuts to student programs.

A few schools reported difficulty understanding program expectations or deadlines. *“Not fully understanding the goals of the program and what was due and when.”* Mid-year program starts and delayed internal communication made it harder to launch campaigns effectively.

Advisors found it time-consuming to collaborate with law enforcement, parents, and community groups. *“Coordinating efforts with outside partners required a lot of back-and-forth communication and patience.”* Scheduling conflicts or lack of participation from partners sometimes hindered outreach efforts. *“Some partners had limited availability or were unable to participate, which created roadblocks.”*

Large school populations created additional challenges in outreach, planning, and budgeting. *“We have almost 3,000 students and run this as a club... that creates a challenge.”* Small or rural schools struggled due to a limited number of staff and students involved. *“Small school with a lot of clubs, sports, and plays to work around.”*

Despite the challenges associated with time, resources, and administrative coordination, advisors continue to demonstrate flexibility and dedication to making the Champion Schools Program a success. Their feedback provides valuable insight into how structural adjustments, clearer communication, and early planning can reduce friction and enhance the program’s impact in diverse school environments across New Jersey.

Question #7 asked, ***“What aspects of the program worked really well and why?”*** 40 advisors (91%) answered this question.

Advisors highlighted several aspects of the *U Got Brains Champion Schools Program* that contributed to its success, including student leadership, creative freedom, community partnerships, structured support from the program staff, and flexible use of funding. These elements combined to create a motivating, collaborative, and meaningful experience for both students and advisors.

Giving students control over the planning, messaging, and execution of the campaign boosted motivation, creativity, and participation. *“Kids became leaders and felt that they were a part of solving issues.”* Students took initiative in leading meetings, creating schedules, and generating ideas, often resulting in fresh and innovative approaches. *“Students created meeting dates based on their availability... which made things fresh and exciting.”* The ability to tailor campaigns to fit their school's personality and student interests led to high engagement. Advisors appreciated that students could choose their focus topics, formats (e.g., videos, announcements, events), and materials. *“The creative freedom we had... made the project more engaging and meaningful.”* *“Students tied safe driving awareness to holidays like New Year’s and prom... and hosted a blood drive to reinforce the life-saving importance of safe driving.”*

Many schools built partnerships with police departments, boards of education, local organizations, and sponsors like NJM and the Casey Feldman Foundation. *“Our work with the board of education and elementary school assembly was well received.”* This collaboration added legitimacy, visibility, and energy to the projects. *“Community and school events went well due to overwhelming support all around.”*

Activities such as simulations, games, guest speakers, field trips, and blood drives helped make the campaign tangible and memorable. Students responded positively to doing things rather than just learning passively. *“Our students did a great job creating engaging activities & games for their peers.”*

Advisors frequently mentioned the value of guidance and resources provided by the BIANJ team. Support included promotional materials, logos, deadlines, checklists, and quick communication. *“There was never a time we felt we didn’t have what we needed.”*

The \$1,000 stipend was instrumental in allowing schools to implement ideas without financial barriers. *“It gives the students freedom to be creative.”* Advisors appreciated the ability to be creative without needing to fundraise. *“The stipend allowed us to gift items and even help an elementary school improve signage.”*

Many advisors valued the well-organized nature of the program, with built-in deadlines, forms, and ongoing structure. *“Everything is well organized.”* Schools with multi-year participation found it easier to build and expand each year. *“Having a foundation to build on year after year makes our program work really well.”*

Advisors overwhelmingly agreed that the most successful elements of the *U Got Brains Champion Schools Program* were those that empowered students to take the lead, express creativity, and engage their school and community in hands-on learning experiences. Flexible funding, strong support from program staff, and effective use of community partnerships contributed to the program’s success. Advisors also praised the program’s structure and organization, which helped guide the process while still allowing room for innovation. In short, the program’s blend of guidance and autonomy was key to its effectiveness and its positive reception among both students and educators.

Question #8 asked participants, *“What aspects of the program did not work so well and why?”* 38 advisors (82%) answered the question.

While advisors largely support the *U Got Brains Champion Schools Program*, this question surfaced some common **challenges** related to scheduling, student engagement, time constraints, resource disparities, and administrative barriers. These issues tended to limit participation or made full program implementation difficult in some schools.

A major barrier was the inability to find time to meet or complete tasks due to crowded student and teacher schedules. Testing periods, sports, other clubs, and events (like AP exams) conflicted with the program timeline, including the final showcase. *“The scheduling of the program did not work very well... students had AP exams during the banquet and showcase.”*

Many respondents felt the program starts too late in the school year (October) and should launch in mid-September to allow more planning and execution time. Some felt the year-end reporting and multiple program elements (pledge, survey, project) were overwhelming or hard to complete on time. *“There are too many components... kids seemed overwhelmed.”*

A few schools struggled to engage non-driving or younger students, or to motivate students to complete required elements like the year-end report or TikTok videos. *"Our students didn't love making TikToks... but they did many other things!"* Overlap with other popular clubs or lack of gender diversity (in single-gender schools) impacted enthusiasm.

Several advisors noted a lack of administrative support or difficulties getting approval for assemblies, events, or procedure changes. Others faced difficulty securing transportation or showcase attendance due to internal scheduling conflicts. A few advisors mentioned that schools with more resources or community partnerships were able to produce more robust campaigns. Smaller schools or those without strong outside connections felt disadvantaged. *"Resource inequities across schools... could create an imbalance in the quality of campaigns."*

Some respondents described specific issues such as unclear signage at events or new initiatives that didn't run smoothly on the first try. These were often corrected quickly with minor adjustments. *"Spring games didn't go as planned at first... adding a sign helped the second time."*

Question #9 asked participants, ***"How did you get student members to participate in the program?"*** 42 (95%) advisors answered the question.

Advisors used a wide variety of **creative recruitment strategies** to engage students in the *U Got Brains Champion Schools Program*. Successful methods included personal invitations, class and club integration, school-wide promotions, incentives, peer-to-peer encouragement, and aligning the program with students' interests, schedules, or academic goals.

Many advisors personally asked students to join, especially those who showed leadership potential or interest in public health, safety, or media. Teachers recommended students based on behavior, skills, or prior participation. *"Teachers and staff personally invited students who showed leadership skills, creativity, or an interest in health and safety topics."*

Students were recruited directly through Driver's Ed, PE, Health, or Marketing classes. Some advisors tied the program to coursework and even made it part of a class project or curriculum. *"We made this a project for our Marketing II class... it tied into our Public Relations unit."* *"Almost all the students were in my CHS Media and News classes."* Many schools recruited through established clubs like SADD, FBLA, student government, community outreach, or health-related programs. *"We recruited from our FBLA club and AP Science classes."*

Announcements, flyers, activity/club fairs, and Google Classroom were used to raise awareness. *"We put out announcements in the beginning of the school year for an interest meeting."* Some schools held informational meetings or set up tables at lunch or events like pep rallies. *"We held raffles and gave out merch and candy at lunch tables."*

Many students joined because they were invited by friends or older peers who had previously participated. *"Students from last year helped spread the word."* Advisors encouraged students to bring friends and created a club atmosphere that welcomed new members. *"We asked kids we knew and*

encouraged them to bring friends!" Free food (pizza, breakfast, snacks), school merch, raffles, and the Six Flags trip were used as motivators. *"Students must invest 10 hours in the campaign to attend Great Adventure."* Others offered community service hours, resume material, leadership opportunities, or recognition. *"We offered free snacks... and students could earn air fresheners, croc charms, and T-shirts."*

Students were drawn in by the chance to lead meetings, take initiative, and build something creative or meaningful. *"They liked the opportunity to lead and make a real difference in the community."* Some advisors emphasized how the program aligned with social issues students care about. *"Encouraged them to use their voice in selecting something they cared about."* *"We've been lucky to have seniors lead the club and train younger students who are emerging as new leaders."*

Question #10 asked participants ***"to rate your response to each statement using a scale from (1) Strongly Disagree to (7) Strongly Agree"*** 44 advisors (100%) answered these questions.

In response to the question, ***"student team members worked cohesively together,"*** around 3/4 of the respondents (73%) either *"agreed"* or *"strongly agreed"* with the statement with 1 respondent (2%) who *"strongly disagreed."*

Around 3/4 of the respondents (70%) either *"agreed"* or *"strongly agreed"* with the statement that ***"student leaders held regular meetings that I attended"***, while 2 respondents (5%) *"strongly disagreed"* with that statement.

Over 3/4 of the respondents (80 %) either *"agreed"* or *"strongly agreed"* with the statement that ***"students had all the materials and resources that they needed"*** while 1 advisor (2%) *"strongly disagreed"* with that statement.

In response to the question, ***"I had enough time to advise the students,"*** 70% of the respondents either *"agreed"* or *"strongly agreed"* with the statement while 3 advisors (7%) either *"disagreed"* or *"strongly disagreed"*.

In response to the question, ***"I felt supported by my school's administration,"*** 66% of the respondents either *"agreed"* or *"strongly agreed"* with the statement, while 3 advisors (7%) either *"disagreed"* or *"strongly disagreed"*.

In response to the question, ***"I felt supported by BIANJ staff,"*** an overwhelming majority (93%) of the respondents either *"agreed"* or *"strongly agreed"* with the statement, while 1 advisor (2%) *"strongly disagreed"*.

A large majority of respondents (77%) either *"agreed"* or *"strongly agreed"* with the statement, ***"I felt supported by my fellow teachers"***, while 3 advisors (7%) either *"disagreed"* or *"strongly disagreed"*.

A little less than 2/3 of the respondents (61%) either *"agreed"* or *"strongly agreed"* with the statement, ***"The program activities went as I had planned"***, while 2 respondents (5%) either *"disagreed"* or *"strongly disagreed"* with the statement.

In response to the question, ***“I collaborated on the mid-year report with my students,”*** 73% of respondents either ***“agreed”*** or ***“strongly agreed”*** with the statement, while 2 respondents (5%) ***“strongly disagreed”***.

Most respondents (75%) either ***“agreed”*** or ***“strongly agreed”*** with the statement, ***“I collaborated on the final report with my students”***, while 2% ***“strongly disagreed”***.

80% of the respondents either ***“agreed”*** or ***“strongly agreed”*** with the statement, ***“Student team members were engaged with the program”***, while 1 respondent (2%) ***“strongly disagreed”***.

59% of respondents either ***“agreed”*** or ***“strongly agreed”*** with the statement, ***“The community was engaged with the program”***, while 9% either ***“disagreed”*** or ***“strongly disagreed”***.

A larger number of respondents (64%) either ***“agreed”*** or ***“strongly agreed”*** with the statement that ***“The student body was engaged with the program”***, while 2 respondents (5%) either ***“disagreed”*** or ***“strongly disagreed”***.

A large majority (82%) either ***“agreed”*** or ***“strongly agreed”*** with the statement, ***“My interactions with student team members were positive”***, while 1 respondent (2%) ***“strongly disagreed”***.

Most respondents (70%) either ***“agreed”*** or ***“strongly agreed”*** with the statement, ***“Being an advisor helps my career”***, while 2% either ***“disagreed”*** or ***“strongly disagreed”***.

An overwhelming majority of respondents (91%) either ***“agreed”*** or ***“strongly agreed”*** with the statement, ***“Overall, I’m happy with my advising experience this year”***, while 1 respondent (2%) ***“disagreed”***.

Survey responses from 44 advisors revealed a highly positive experience with the Champion Schools Program. The vast majority strongly agreed that student team members were engaged and worked cohesively, and they reported excellent support from the Brain Injury Alliance of New Jersey (BIANJ) staff. Advisors also noted positive interactions with students and satisfaction with their overall experience. Collaboration on mid-year and final reports was common, and most felt they had the resources and time needed. However, there was more variation in perceptions of support from school administration and fellow teachers, as well as in levels of engagement from the broader student body and community. Despite these areas of mixed feedback, the overall sentiment reflects strong program success and meaningful advisor involvement.

Question #11, “What would make things better next year?” Thirty-seven advisors (84%) answered the question.

Advisors shared thoughtful feedback on how to enhance the *U Got Brains Champion Schools Program* next year, with many emphasizing the importance of starting earlier in the school year to allow for better planning, student recruitment, and project development. Suggestions included adjusting the showcase schedule to accommodate school sports and transportation, increasing student leadership and engagement, and improving access to resources such as filming equipment and report-saving functionality. Some respondents recommended deeper collaboration with school staff, administration, and community partners to broaden the program’s reach. Others expressed interest in workshops,

regular check-ins, and simplified reporting. While several advisors offered constructive ideas, many noted they were very satisfied and appreciated the program's creativity, structure, and positive impact on their students.

Question #12 was a set of questions that asked respondents ***“about how unhelpful or helpful certain resources are. Please rate each resource on a scale from (1) Extremely Unhelpful to (7) Extremely Helpful. If you did not use the resource, please select ‘Did Not Use’.”*** 44 advisors answered the questions, (100%)

In response to the question, ***“my interactions with the BIANJ staff were...”*** 82% of the respondents stated that they were either ***“very helpful or extremely helpful”***; 4 participants (9%) responded ***“extremely unhelpful”***, while 2 (5%) responded ***“did not use”***. *

**(BIANJ staff had interactions with all schools)*

In response to the question, ***“the technical assistance visit (where a representative from the Champion School Program presented information) was...”*** more than half of the respondents (57%) stated that the visit was either ***“very helpful or extremely helpful”***; 3 respondents (6%) replied that the visit was either ***“unhelpful”*** or ***“extremely unhelpful”***, while 25 respondents (34%) responded ***“did not use”***. *

**(Technical visits were made to all participating schools)*

In response to the question, ***“The technical assistance calls were...”*** 36% stated the calls were either ***“very helpful”*** or ***“extremely helpful”***, 2 respondents (5%) found the calls to be ***“extremely unhelpful”***, while 55% responded, ***“did not use”***.

In response to the question, ***“JerseyDrives.com was...”*** 75% stated that the website was either ***“very helpful”*** or ***“extremely helpful”***, 5 respondents (11%) found the website to be either ***“unhelpful”*** or ***“extremely unhelpful”***, while 7% responded, ***“did not use”***.

Question #13 asked, ***“How often did you visit the U Got Brains website to access the “Tools for Schools?”*** 0% stated they accessed the website ***“0 times”***, 23% responded ***“1-2 times”***, 51% responded ***“3-5 times”***, and 26% responded ***“6+ times”***. 43 advisors answered (98%)

Question #14 asked, ***“About how often did the student team members meet?”*** 0% responded that they met ***“0 times”***, 2% responded ***“1 time”***, 5% responded ***“2-3 times”***, 2% responded ***“4 times”***, and 91% responded ***“5+ times”***. 44 advisors answered (100%)

Question #15 asked, ***“How often did the student team members meet with you?”*** 0% responded ***“0 times”***, 0% responded ***“1 time”***, 2% responded ***“2-3 times”***, 2% responded ***“4 times”***, and 94% responded ***“5+ times”***. 44 advisors answered (100%)

Question #16 asked, ***“In general, do you think students are safer drivers because of your project of the U Got Brains Champion Schools Program? Please rate your response from (1) Strongly Disagree to (7) Strongly Agree.”*** 84% responded either ***“agree”*** or ***“strongly agree”***; 0% responded ***“strongly disagree”***. 44 advisors answered this question (100%).

Question #17 asked, ***“In general, do you think students are safer passengers because of your project of the U Got Brains Champion Schools Program? Please rate your response from (1) Strongly Disagree to***

(7) Strongly Agree. 89% responded either “agree” or “strongly agree” with the statement; 0% responded “strongly disagree”. 44 advisors answered this question (100%).

General Conclusions from the Faculty Advisor Survey Evaluations:

Advantages of the *U Got Brains Champion Schools Program*

- A large majority of the faculty advisors think that their students are safer drivers and safer passengers because of their *U Got Brains Champion Schools Program*.
- Champion Schools Program brings the school and local community together around the issue of teen driving safety.
- Champion Schools Program offers the opportunity to discuss and promote safe driving practices.
- Champion Schools Program helps to get the message out and heighten awareness of teen driving safety.
- Champion Schools Program helps to bring about a change in both student and community behavior when it came to teen driving safety.
- Champion Schools Program is a student-centered and student driven peer-to-peer program.
- Students are given the opportunity to speak as advocates for teen driving safety.
- Students experience a sense of pride that comes from accomplishing something important.
- The Champion Schools Program encourages student leadership, teamwork, and creativity.
- The Champion Schools provides stipends and resources that support innovative projects.
- The Champion Schools Program offers meaningful, hands-on experiences with real-world impact.

Aspects of the Program that Worked Well

- Returning school advisors commented that it was easier to get students involved with their project because they knew the Champion Schools Program.
- Cash stipend made it easier to fund the program.
- Student-led campaigns increased enthusiasm and ownership
- Interactive activities (PSAs, simulations, social media, games) captured attention and spread awareness
- Opportunities to work with younger students, local law enforcement, and community groups strengthened partnerships.
- Faculty advisors who felt supported by their administration, parents and local community stated that this support helped their project go well.
- Faculty advisors overwhelmingly felt supported by BIANJ technical support staff.
- Most faculty advisors felt that they were happy with their advising experience.

Challenges of the Champion Schools Program

- Finding the time to fit the program into the existing school calendar was challenging for some schools. Many students participated in multiple activities.
- Finding the time to meet with students and plan for the program was challenging for many schools.
- Lack of student involvement and getting students to follow-up on ideas was challenging for some schools.
- Smaller schools found it harder to compete with larger schools with more resources.
- Limited administrative or community support in certain schools slowed projects.

- New Champion Schools struggle with the process of the program more than schools who are returning Champion Schools (although the process is easier with each returning year).

Overall, the *U Got Brains Champion Schools Program* has proven to be a highly valuable and innovative initiative. It empowers students to take ownership of traffic safety education, fosters leadership and teamwork, and strengthens ties between schools and their communities. While challenges with time, resources, and participation were noted, the program's positive impact on both students and school culture demonstrates its continuing value as a model for youth-led safety education. Feedback from the participating faculty advisors and students will help the Brain Injury Alliance of NJ to continually improve the *U Got Brains Champion Schools Program* and allows us to offer a proven, effective statewide peer-to-peer teen driving safety program. By partnering with the NJ Division of Highway Safety and our corporate sponsors, we can continue to help keep our roadways safer for New Jersey's newest drivers and their passengers.