

The Chronicle of the American Driver and Traffic Safety Education Association

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Sound in an Uncertain Time Dr. Allem Robinson, CEO

I am sure we all wonder what 2004 will have in store for us. As ADTSEA concluded the past year and began planning the new year, this question seemed bigger than ever. The ADTSEA Executive Committee begins the year by meeting January 20 and 21, 2004 to finalize plans for our upcoming conferences and to determine the direction of the association for the future.



Allen Robinson

It is not easy to determine where we are going because so much of our destiny is controlled by others. The war in Iraq, the continuous threat of terrorism, and a weak economy have had negative impact on states to provide driver education for new drivers. It's likely that these external forces will continue to have a negative impact on us.

You should know that despite what is happening around us, your association is financially sound. Your Board of Directors and the management team will work hard to maintain our financial stability. It is also important that you do all you can do to provide quality driver education to your students, to actively participate in your association, and to encourage your fellow teachers to be a part of ADTSEA.

Our annual conference will be at the Doubletree Hotel Jantzen Beach in Portland, Oregon. The dates are July 24-29, 2004. Room rates at the hotel are \$85.00 plus tax and reservations can be made by calling 503-283-4466. The conference registration rate will remain the same as 2003. Your registration materials will be mailed to you in a couple of weeks. Registration prior to July 1, 2004 is \$225.00 and after that is \$275.00. The NSSP Conference will be held at Seattle Pacific University in Seattle, 7-11, 2004 and the registration fee is \$280.00, which includes housing and meals for the conference.

Both of these conferences are unique opportunities to
(Robbie continued on page 13)

Greetings From Wisconsin Dr. Randall R. Thiel, President

By the time you receive this edition of the Chronicle, 2003 will be history. As I reflect upon the year, and especially the past few months, a number of items and events are etched in my mind. Some are outstanding and some less so.

In Wisconsin, 2003 was a tragic year in terms of traffic fatalities. Although I can not specifically recall how many teens were lost to traffic-related crashes, I do know that it was not a year to be proud of.

We have a lot of work to do and we will be working hard in 2004 to reduce the losses incurred as a result of traffic crashes.

Besides the significant number of deaths on our highways, 2003 will also be remembered as the year in which we lost funding for our Public School Driver Education Programs. The categorical aid money that was provided to help local public school districts off-set some of the costs of providing driver education will stop flowing July 1, 2004. The loss was not due to any public outcry to eliminate the funding, in fact the funding was included in the Governor's proposed budget. The cut was due to a very tight state budget. The understanding and charge the Legislature issued to all State Agencies was that if any new priority initiatives needed funding, only existing funds could be used.

Looking back over the past few months a couple of events also stick out in my mind. The first was the National Transportation Safety Board's National Forum on Driver Education and Training. Looking back at that event and trying to process what was presented, I (like many of you) now am left to wonder, "What will come of the forum?" Unfortunately, until the National Transportation Safety Board issues a final report, all we can do is speculate.

ADTSEA needs to use the forum and the various presentations and identify what it believes were the key themes and issues. Then we need to develop a posture and proposed plan of action around those identified themes and issues. We need to plan and make decisions on what ADTSEA can and will do as it's part in trying to improve driver education. I also
(continued on page 12 under Randy)



Randall Thiel

Editor's Notes



John W. Palmer

The President, the CEO, and now the editor write about the NTSB Forum. Will the Forum outcomes be as big as all the hype and anticipation? You can judge for yourself by viewing the archived webcast of the two day event. Every minute of and every word spoken at the event was digitally captured. You can find the historic recording at: www.nts.gov/Events/symp_driver_ed/symp_driver_ed.htm If you do not have two days to spend viewing the event take time to read every detail reported in this edition of our publications.

With this edition of the two publications for the first time since becoming editor more good material was available to publish than space to publish it. You will note that the "Chronicle" has four additional pages and "News and Views" remained at the expanded size of 12. Keep sending your news, views, and scholarly works to the editor. It is impossible to have too much of a good thing. In addition to being bigger a new standard font, arial, has been used to try and improve the read ability of our publications. Please let me know what you think of the new font. At the suggest of (continued on page 16 under notes)

Remarks made at the National Transportation Safety Board's Forum on Driver Education

by Allen Robinson, Ph.D.

Director of the Highway Safety Center at Indiana University of Pennsylvania
and Chief Executive Officer of the American Driver and Traffic Safety Education Association

I am pleased to speak at this Public Forum on Driver Education and Training. This issue is of concern not only to those of us in this room, it is vital to all of America. Nearly all of our society drives cars and our young people are no exception.

The fatality rate of drivers in the United States is far better than any other country. It still is not satisfactory. Clearly the easiest way to further reduce this fatality rate is to restrict driving privileges. For example, your initial driver license would be at age 20 and your licensing privilege would end at age 65. We all know that this is totally unacceptable in our society. Therefore we are here today to discuss responsible solutions to solving this problem. The specific program solution we are discussing is Driver Education and Training.

It is important that we strive to find solutions and not use the easy approach of reducing fatalities by simply restricting driver licenses. In driver education we have historically made many mistakes. The single biggest mistake has been to overstate our program outcomes.

In 1955 traffic safety professionals said that Driver Education reduces teen fatalities 50 percent. In 1981 the Safe Performance Secondary Driver Education Demonstration Project "DeKalb Study" said that driver education would reduce teen fatalities by 10 percent.

Clearly both of these statements are ridiculous. No single countermeasure can reduce fatalities by these percentages. We have clearly overstated the purpose of driver education. In addition, the wrong approach has been used to evaluate driver education. No other countermeasure is evaluated employing a control/experimental group comparison with fatality reduction utilizing official accident records as the only criteria for demonstrating successful programs.

This approach simply does not

work. Sample sizes are not large enough, official traffic records are inadequate, and controlling the research design is impossible. This method or technique to determine effectiveness is not used for seat belt programs, current alcohol programs, driver licensing, or any of the single components of graduated driver licensing.

It is true that newly enacted GDL programs have a significant reduction in fatalities of young drivers the first two years of the program. This is primarily due to driver restrictions. If 16 year olds don't drive, they are not killed as drivers. However, they still show up in the passenger deaths. The greatest value of GDL is that a combination of countermeasures are working together to reduce fatalities.

It is essential that driver education be included as one of those countermeasures. Most of us in this room learned to drive a car through driver education; most of our children learned to drive through driver education. How can we expect new drivers to learn to drive if we don't teach them how to do so?

Driver education has been an essential tool in teaching basic driving skills. That is start, stop, turn and basic interaction with other drivers. These requirements are essential in getting a drivers license and in gaining initial driving experience. Driver education needs to have better resources and techniques in order to teach safe driving practices. This includes making good choices concerning risk, driver decision, use of occupant restraints, not driving under the influence, dealing with fatigue, distractions and aggressive drivers.

How do we expect new drivers to understand all of the basic concepts and skills if we simply tell them to learn on their own. Driver licensing alone will not do this; driver restrictions alone will not do this. We must have driver education programs that do teach basic driving skills and safe driving practices to the youth of our nation. We must quit trying

to evaluate driver education simply by comparing control/experimental groups with official accident records using fatalities as the primary criteria.

There is not enough time here today to completely describe what I feel needs to be done. I am providing a hand out to the Board that describes in detail what driver education should be and how it should be delivered and what outcomes we should expect.

There will be other panelists who will share their good ideas on addressing this problem. Yes, there will be others that simply say driver education does not reduce teen fatalities. We must create awareness of the young driver problem and develop a solution to deal with this problem. This includes a major overhaul of the current driver education training programs, teaching training programs and methods of evaluating program effectiveness. Let me share with you my ideas on improving driver education. To accomplish any changes in society, you must first create an awareness of the problem and an understanding of the solution to the problem.

The task of reducing highway collisions involving young drivers is a goal that almost seems impossible to accomplish. However, with combined resources, expertise and financial support, this goal could become a reality. A strong foundation needs to be laid to fully utilize all available asset

An informational campaign needs to be developed and it should clearly outline the problems and solutions facing driver education. We need to communicate this information to corporate america, the general public and the traffic safety community. To achieve success with driver education and training, we need everyone working together on common problems, and solutions.

One component of the awareness effort is to clearly define what the young driver problems are and how we can reduce these problems. Corporations

(Dr. Robinson continued on page 6)



**A Presentation to
the National Transportation Safety Board's
Forum on Driver Education and Training
The Role of Driver Education
by David C. Huff, MONTANA OPI**

Does United States society prefer a driving culture characterized by survival of the fittest or a culture marked by civil adherence to agreed norms? Driving is a very complex social/cultural system. As such, solutions must span the matrix of the system.¹ Where does driver education fit in?

Driver Education/Training is the foundation upon which a safe driving culture and crash reduction interventions are built. How can crash reduction efforts be successful if individuals do not know what is expected nor possess the skills needed to perform the expected behavior? And if the beginning driver has been immersed in a less than desirable driving culture since the time he or she was aware, how can it be expected to quickly overcome that individual's predisposition to an inferior culture (Insurance Institute for Highway Safety [IIHS], 1999)?²

Therefore, solutions for the necessary educational foundation must address both driver education for teens and lifelong education for the parents and neighbors who define and perpetuate the culture. Most importantly, effective educational efforts cannot be engineered and delivered until we, as a society, agree upon the desired knowledge, skills and behaviors—the model driver. Further, building a new foundation for a safe driving culture through education and training is a long-term commitment for and with a long-term solution. Up to this point most highway safety measures have focused on relatively short term but quick-return fixes like installing airbags and straightening out corners.

Montana is one of the few states that still invest in foundation building through driver education in the public school system. While newer materials and techniques have been developed for building stronger foundations, the Montana program still remains somewhat tied to older technologies.

The program has changed little since 1968 when it first began providing financial assistance to public schools for driver education. The one major deviation has been the unfortunate migration from in-school instruction to after-school and summer programs. Tighter school schedules, increased costs and reduced funding are the primary reasons for this shift. In many cases, wages for after school instruction are less than during the school day.

Strengths

Y Established standards for programs, teachers and curriculum.

Y State staff for administration of driver education.

Y Active professional development for teachers through the Office of Public Instruction, higher education, and the Montana Traffic Education Association.

Y Higher than normal required program hours.³

Y State funding support.

Y Positive professional culture amongst traffic educators.

Y A positive inter-disciplinary professional culture exists between enforcement, engineering, education and ancillary groups (health and prevention).

Y A Cooperative Driver Testing Program whereby driver education teachers are trained and authorized to administer the knowledge and skill test on behalf of the state driver license bureau.

Weaknesses

Y State fiscal support represents 26 percent of actual costs. Ten to 15 years ago that percentage was 50 to 60 percent of actual costs.

Y High costs to parents. Costs range from nothing (in smaller rural districts) to \$340 in Missoula (Montana's second largest community).

Y There are no full-time traffic education professors at any Montana institution of higher education. Adjunct

staff teach all traffic education specific classes.

Y A driver license exam that is woefully inadequate to assess driver readiness and is not aligned to learner goals. (It is the same for all states).

Y Driving culture that dismisses importance of stronger measures proven to reduce crashes, i.e., open container, primary seat belt and graduated driving license. Pressure continues to legalize even younger drivers for ranch and farm work.

Y Ability to obtain driving license at age 15 with driver education and 16 without driver education.

Y Advanced driving schools for experienced drivers reach only a fraction of adult drivers.

Compared to some states, Montana is in pretty good shape. Missouri is one of several states that has no state driver education staff, and hence no state administration of programs and collection of data. Are there driver education programs in these states? It's understood there are, but beyond that no one knows much. With so much disparity in state programs, and with huge lapses in data collection, it is nearly impossible to gather sufficient information to develop a comprehensive national picture of driver education.

The Challenge

The author is on record as stating that driver education in the United States is deplorable. Focus is usually on the unacceptable teen crash rates but the issue of this forum is driver education—is it all it can be? The answer is no; not in any state. The question the author asks himself about this discipline is, "What will it take for individual states to adequately address the novice driver safety challenges?" The answer to this question is the same answer to what it will take for Montana to adopt a graduated driver license program consistent with the recommendations of the NTSB (2002). But first, what are the major obstacles?

(Role of DE continued on next page)

(from page 4)

Y We don't admit to or understand the problem. We underestimate the significance of those things with which we are most familiar. Most Americans drive. Most drivers think they are fairly good drivers. At Montana's advanced driving school, the author consistently hears from seasoned, experienced drivers that they had no idea they had so many bad habits. This translates to state legislatures that fail to provide the support, policy and resources needed to provide the educational foundation—especially when dollars are tight, as we have seen in recent years. Effective and credible advocacy ceases in the absence of educated, informed driver education leadership in all states.

Y The normal refining dynamics of free enterprise are absent. It is the author's observation that the driver education/training business suffers from a lack of timely and healthy feedback. 1) Customers are not very knowledgeable consumers when it comes to driver education, and 2) driver education, as it is today, is not a return business venture. Hence driving schools do not experience dissatisfied customers taking their business elsewhere. This is true for public and private driving schools. Public schools, however, are more accustomed to submitting to standards as a means of improvement. When standards and necessary monitoring are lacking the same deleterious effects prevail for both venues. Without standards and monitoring the only real feedback is the driver license test, and teaching to this inadequate assessment of driver readiness has become the norm of success.

Y A definition of model driver in terms of knowledge, skill, behavior and habits (student competencies/performances);

Y A learner centered curriculum that pays "careful attention to the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting" and is designed and aligned with the expectations of a model driver. It must address content, methods and formative student assessments "congruent with the learning goals" (NRC, pp. 133, 140)⁴;

Y Standards for teacher preparation programs that fully prepare instructors to model and teach the knowledge, skill, behavior and habits needed, and which includes requirements for ongoing professional development. "Both subject-matter knowledge and pedagogical knowledge are important for expert teaching because knowledge domains have unique structures and methods of inquiry associated with them" (NRC, p. 242);

Y A licensing process that measures driver readiness as defined by the model driver (summative assessment [NRC, p. 140]) and employs a process that facilitates the safest means to merge the learning driver into mainstream driving (i.e., the Graduated Driver License and a defined and appropriate parental component);

Y Program standards that apply to every driver education/training program/school;

Y State oversight and management standards;

Y Accountability measures and standards (feedback loop) that

- o Encourage quality;
- o Require adherence to standards; and
- o Answers the questions are teachers prepared to teach what is needed; do they teach it; did the students get it?⁵
- o Employ appropriate corrective measures and/or consequences if standards are not met.

Y Lifelong

- o Learning opportunities for adult drivers; and
- o Periodic assessment of driver knowledge, skill, behavior and habits as defined by the model driver.

Y Other education based measures that contribute to reducing injury and death on the highways.

Y Federal Policy and fiscal support that ensures that each state participates and facilitates approved, standardized programs for every eligible teen and assures the eligible teens complete the program before being fully licensed.

The National Solution—An Interstate License

In order to implement the above, there needs to be a completely new model to license drivers. Some things are so broken they cannot be fixed and need to be replaced. For this model, the author proposes the present commercial driver license model be improved and expanded to all drivers. Any driver who wants to have a license that is valid in states other than his or her state of residence must obtain an **interstate license**. For those who do not want or need to cross state lines they can obtain an **intrastate license**. Federal policy will govern the standards for the interstate license and state policy will govern the intrastate license.⁶

Novice and/or New Drivers

In this model, if a new driver wishes to acquire an **interstate license**, he or she must;

- Y Meet age requirements set by the national standard;
- Y Pass an approved driver education class that meets national standards of best practices;
- Y Participate in a graduated driver license process that meets national standards of best practices;
- Y Pass a rigorous driver readiness assessment based on the model driver.

Experienced Drivers

In addition, if an existing driver wishes to keep his or her existing interstate license, he or she must submit to a **periodic re-assessment** of their knowledge and skills. The periodic cycle should be appropriate and determined by the frequency needed to update drivers on changes in vehicles and the highway transportation system changes and to assure adequate retention of desired driving knowledge, skills and behaviors.

This periodic re-assessment is critical in assuring appropriate lifelong learning. These assessments must be based on the model driver and be age appropriate. The test must assess driving scenarios and conditions found in every state, assess knowledge, safe driving habits and skills. Such a periodic assessment will stimulate opportunities for lifelong learning, which will build a more appropriate knowledge and skill foundation for the whole population and

(DE Role continued on page 6)



(Dr. Robinson from page 3) and traffic safety professionals have a different understanding and perception of what driver education is. Even within the driver education community, there is also a lack of specification as to what driver education is. This is an **understandable problem**. Without “national leadership”, everyone has done their own thing. As a result, what driver education is in one community is entirely different in another community. Driver education is whatever you want it to be.

There are many single-purpose organizations that work in traffic safety. These organizations include youth groups, alcohol groups, seat belt coalition, MADD and others who know their specific area of interest regarding safety. They also have some knowledge of the specific education/awareness they promote. Solving a single issue with young drivers does not solve the problem. Without formal driver education, there is a limited audience for these single-purpose programs.

The second component is the driver education teacher. Most teachers are of retirement age. They have not even stayed current with existing driver education concepts, let alone progressed to new theories of training young drivers. New teachers have not entered the field because the job prospect has been limited. As a result, colleges and universities have dropped teacher training programs for Driver Education, and many state education offices do not require training standards nor do they provide supervision and guidance to the driver education programs for young drivers.

The monitoring of both basic driver education programs and teacher training programs is limited at best. Federal and state resources have been reduced and driver education has suffered. What we need today is clear direction at the national level, with the support of all federal, state, and private agencies to plan, implement, and monitor a concentrated effort to provide complete training programs to all new drivers.

The American Driver and Traffic Safety Education Association stands ready to work cooperatively with all interested parties to accomplish this

goal. It is impossible for us to do so alone. This is a national problem that requires national recognition and national program solutions.

(Role DE from page 5) thereby fuel a shift toward a safer driving culture.

Senior Drivers

Much interest has emerged relative to the abilities of aging drivers. The need to deal with this issue continues to increase as the baby boom generation enters their silver years. If an appropriate driver readiness test is developed it can be used to determine whether a senior has sufficient skills for the many various driving conditions experienced in the various states. If the skills are deficient, the assessment will guide the states in deciding whether an intrastate license with restrictions is appropriate.

The Key—An Appropriate Assessment Tool

The reason most states provide license renewals without periodic assessments is the cost associated with re-assessing the entire driving population during the period of the renewal cycle. This hurdle must be overcome. It is therefore proposed that this assessment be **computer simulator** based and administered at approved third party license test stations. Many professions and trades depend upon this third party assessment process now. The results of the assessment can be transmitted electronically to the state driver license bureau.

Personal computer based simulators have come of age and their present capabilities are ready for the assessment challenge this model proposes. On the horizon, the staff of DARPA (Defense Advanced Research Projects Agency), visionaries of the Internet, using off-the-shelf computer components are working on computers that can train judgment and cognitive performance under stress (American Society for Training and Development, 2003, p. 48). When this is a reality, these tools will make appropriate supplements to a well-trained live instructor in novice driver

training and a focused refresher for the lifelong learner.

Personal computer based simulators designed to provide assessment of driver readiness can assess knowledge, skill in all kinds of driving conditions, eye movements to ensure appropriate vision skills, judgment, adherence to defensive driving principals and just about anything determined to be an appropriate component of the model driver. Further, if it is determined that different age drivers have different driving challenges, the computer can provide an age-appropriate assessment. In real-time it can also adjust the questions based on the skill level of the person being tested to provide a more precise measurement of their abilities, and if remediation is required, provide a list of needed improvements.⁷ Basing these in approved third party testing facilities will keep the resource burden at the driver license office minimal.

Conclusion

Montana's driver education program is a commendable program when viewed against many state programs. However, present day American society is capable of so much more. Most of the research studies done to date are assessing a driver education system that is archaic and rife with inconsistencies. These studies should and must not be the basis of determining the value of education in the complex matrix of highway safety. Indeed, it is futile to expect significant crash reductions on our highways without a knowledgeable, skilled and safety-committed driving populace. It takes key leaders, such as yourself who have the keen sense and vision to understand this important fundamental concept, to stimulate the revolution needed to shape a civil and safe driving culture. That culture is only possible with the right foundation and that foundation is a knowledge and skill base obtained through education and training. The proposed licensing model will provide the platform to establish uniform standards for driver education and training and the tools needed in this era to build that foundation.

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Letter to the National Transportation Safety Board Concerning Driver Education and Training

from Terry Kline, Ed.D., Eastern Kentucky University

Introduction

After attending the two-day session, some thoughts come to mind on the current state of driver education and training in the United States. The presentations on Tuesday and Wednesday highlighted the fractured process that is called driver education and training in the United States. The Constitution of the United States grants powers to the States that are not specifically granted to the Federal government, therefore many variant education programs, certification laws, and licensing procedures exist. It is not the province of the federal government to determine the traffic safety program in each state, but it needs to provide guidance for lowering the crash rate of all drivers.

The DeKalb County study results are interpreted differently by every group, based on their expectations and assumptions. Most statistical information regarding traffic safety is subject to the interests of the investigator. Actually, all national traffic safety data is subject to interpretation because of the different of collecting data within each state. The manner in which crash data is collected and determined is not accomplished in any standard format. Figures showing mileage and crash rates are assumed data and not real data sets. All information delivered in this session regarding crash rates per miles driven is actually normal population data and is only subject to speculation when older drivers are removed from the data set. When older drivers are included in the data set, a normal bell curve is evident. Researchers needing to have support data for funding conveniently cut off the rest of the data set when promoting individual research-based agendas.

Our society often places more value on things that are more difficult to obtain or costs more in dollars or time. Evidence of this societal phenomena appears in the valued vehicles, sports and recreations costs, our college choices, clothing choices, etc. The people of this great nation need to think about the expectations and focus on

how the states may structure the minimum standards for drivers to focus on crash reduction. If crash reduction truly is the goal, the present system needs to encourage accountability, responsibility, and reliability of the training and driving efforts. A recommended National Licensing and Training Program needs to make government agencies, enforcement, students, teachers, mentors, and parents accountable and responsible for the driver behavior exhibited by the novice driver of any age group. All participants in the licensing and training process need to take responsibility for driver behavior since behaviors are the measuring stick used by agencies making funding decisions.

Student Expectations of DE:

1. Want to learn enough about the laws of their state to pass written/oral evaluation to gain a permit/license.
2. Want to operate the vehicle well enough to pass the state driving exam or the minimum course requirements to get their license.
3. Want to drive well enough to get the keys to the family vehicle.
4. Want to impress their peers with what they can or cannot do with their car.
5. Want to be able to get where they want to go without being dominated by their parents' schedule.

Parent Expectations of DE:

1. Want to have to pay the least amount of money to get their child a license and meet the requirements for licensure.
2. Want to free their schedule and commitments by allowing the new driver to run errands and get to/from work or school responsibilities.
3. Want the instructor to teach the student everything they need to know to get a license.
4. Want to turn over responsibility of learning and teaching to someone that has more time and can deal with their child effectively.
5. Trust their new driver to take responsibility for driving safely.

Teacher Expectations in DE:

1. Want the students to learn all the

safe driving habits needed to pass the tests for licensure on the first try.

2. Want the student to learn all the rules, procedures, safety processes, techniques, vehicle operation, consumer responsibilities in the shortest time possible to get the student finished with the program in a time-efficient manner.
3. Expect the new driver to want to be a safe driver as quickly as they can.
4. Expect obedience and use the license to get attention and fear to force learning.
5. Expect the new driver to develop better skills with experience after in-car training.

School Expectations for DE:

1. The student will meet minimum state requirements.
2. The student will complete the materials and requirements as quickly as possible.
3. The program will not create a financial burden on a public school, or will create a profit for a commercial school.
4. The student will learn with the minimum amount of resources to lower costs of operation.

Government Expectations for DE:

1. One course in driver education shall reduce crashes and fatality rates for drivers and passengers.
2. Minimum state requirements will force driver education to provide enough resources to new drivers, which will reduce crashes and fatal collisions.
3. Each new driver will attempt to perform responsibly when given a license to operate a motor vehicle.

Issues

Different expectations for the purposes and goals of driver education and training have led to much of the driver education and training program's existing problems. If an education process is to be considered an effective crash countermeasure, we need to have a more consistent program that is closely tied to licensing and a regulatory agency. The states have this same problem with

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all the countermeasures for traffic safety education. I am sure we can find related research to prove none or all of the countermeasures work effectively for crash reduction.

The DeKalb County research indicated that the new drivers seemed to show no difference in crash rates when an extensive, well-planned driver education program was compared to a less demanding program and a method of instruction that was not chosen by the researchers. Two issues present themselves:

1. Some form of driver education does reduce crash rates for new drivers, but it is difficult to measure how effective each method of teaching worked with the learner. This is due to the fact that the State of Georgia did not choose to give licenses to the control group without testing or training to meet minimum requirements.

2. There are some poor assumptions tied to the DeKalb project's research results:

- Students were able to meet minimum expectations of government no matter to which program they were assigned. But all had some form of driver education that produced the same results due to the minimum standards set by the state.

- Parents assumed that the program of instruction given to the students was enough to allow them to drive without supervision—all state requirements were met; parent was, therefore, not responsible.

- Teachers assumed that all students would want to learn all the materials presented through discipline and hard work to finish within the minimum time requirements. Teachers were not held responsible for the actions of their students since they met all the state requirements.

- Schools provided the resources, materials, and instructions as required by the research study minimum guidelines as well as those from the state. All funds and programs were held to a level of accountability.

- Government provided sites in Georgia to hold the research study as long as all students applying and getting a license met minimum state requirements.

- The control groups were not expected

to meet the skill levels of the experimental design in order to meet the minimum requirements of the state.

3. When drivers are trained to operate a vehicle by any education program, the growth in learning is obvious to the driver as well as the instructor. Often the expectations of the instructor are higher than the initial student expectations. As the driver learns, the assumption is made that they are getting good enough to allow them to use the vehicle by themselves. Many drivers do not use their negative experiences to make themselves better as a driver. In fact, most drivers use the negative reinforcement as a method to support their poor driver behavior.

- I can go over the speed limit because everyone else does it, or I do not need to stop here because nobody is coming through the intersection.

- Driving experiences reinforce negative behaviors:

- * One handed steering;

- * Lack of attention;

- * Using alcohol;

- * Not caring for others.

4. The DeKalb study actually proved that a single education effort, just as a single engineering effort, does not by itself reduce crashes.

- There is no doctor who gives just one dose of an antibiotic. He measures doses over a period of time.

- There is no other education program in our schools that relies on one course offering to resolve a national or government expectation.

- * We teach English for twelve years and still take several courses at the college level in order to communicate effectively.

- * We teach math for twelve years and do not expect all the students to become mathematicians, scientists, or cash register operators.

- * We teach health for many years. Based on research, it has failed miserably to reduce obesity, pregnancy, heart disease, cancer, stroke, etc. Most of our national health problems are not resolved by one health course.

Government needs to be ready to fund more rigid standards for motor vehicle operators if agencies continue to use crash reduction as its standard. If the State does not want to fund the driver education program, then agencies can

not hold the driver education program responsible for not reducing crash rates. This is especially true when the expectations to meet the minimum state requirements is all the parents are willing to fund at the present time. The government can only hold a program responsible for meeting the minimum requirements of the individual states. State prescribed driver education programs do allow the student to meet the minimum standards more efficiently than any other process or program.

In addition to all these issues with the DeKalb study is an insurance group that competes for government and insurance funds called the Insurance Institute for Highway Safety (IIHS). This profit-driven and funded agency wants to reduce crashes and injuries to allow insurance companies to save money and get higher profits. They lobby agencies using high media exposure to scare government regulators into following their demands and abide by their fund-driven research views and opinions. Several examples include:

- The IIHS has fought to create a great deal of safety-related engineering changes in the automobile over the past twenty years. All the engineering efforts have increased the costs of vehicle repair and the costs of new vehicles. In 1982, the average car was priced in the \$10,000-15,000 price range, whereas the 2003 model vehicles average price is in the \$22,000-28,000 range. It is becoming apparent that modern vehicle technology adds to the crash rate problems as much as it helps reduce the crash rates.

- The IIHS uses its media influence to distort statistical measures. IIHS researchers claim that young drivers have the highest death rates when the numbers show it is the oldest population and youngest populations have equally high death rates. Researchers claim to extrapolate the miles driven for each population group when the miles driven per age group is simply a derived figure that only supports the researcher's argument. It is critical to view the whole population curve. This data set is now typical of a normal population or an expected outcome. The fewer miles that a population drives will certainly raise the fatal rate per miles driven. For

(Kline continued on next page)

(Kline from page 8)

example, by population numbers, the 18, 19 and 20 year-old drivers have the most fatal collisions. In the under 20 age group, 15, 16, and 17 year-old drivers have the fewest raw number of fatal collisions. Even if the 16-year-olds may have only 20 fatal collisions and 20-year-old drivers have 45. The fatal rate per miles driving is higher for 16-year-old drivers. It still does not mean they have more fatal collisions.

- The final supportive issue is that the IIHS has already written in support of driver education as a means to provide a starting point for licensure. Evidence in Michigan and North Carolina indicates that education efforts help to reduce crashes in a GDL program. If this research is compared to Kentucky GDL, having limited education support in their GDL legislation, the support for a solid education program is evident. Kentucky has shown a marked increase in age 17 fatalities (the full first year of licensure after driving with parent). The GDL report claims a need for targeted educational efforts prior to driving and again prior to 18 years of age.

- The IIHS constantly writes about how experience reduces the fatal rate as drivers get older, when the numbers they refer to are once again very misleading. The aging (experience or maturity) population becomes a normal population due to teens dying in traffic crashes and not experience or maturity. In any normal population, there should be some population groups that are moderate risk takers that survive their teen years. Most novice and experienced drivers have faced potentially life threatening situations. The high-risk takers often ignore the dangers and die as a result of their risk. The high-risk novice drivers did not get a chance to learn from the bad experience. So researchers really cannot rely on novice driver experiences, other than to kill the high-risk takers. The population becomes normal due to killing off the high-risk tails on either end of the normal standard population. So, the research data sets do not really support the value of experience. Why do government leaders not see that the statistics used by this lobbying effort are designed to meet the issues of the funding and profit-

oriented agencies that the IIHS is committed to support?

- The IIHS does not hold GDL to the same standard as driver education and training. A recent comment from Alan Williams regarding GDL concludes, "Graduated licensing is really aimed at reducing crash involvement while teens are in the system, and there is accumulating evidence that it does this. There has always been the question of what happens after they graduate to full license status. Will they have a lower crash rate than drivers in predecessor licensing systems? Will they have a higher crash rate? You could speculate on this either way and it's an important question. The one study so far that addresses this finds no difference in crash rates subsequent to licensure." It is interesting that the results of GDL and driver education are largely the same when looked at as long range crash-reduction program. Kentucky GDL results show a higher crash rate for the first year of unsupervised driving which means it does not work by itself when teens are within the system. This dual standard has been typical of research information coming out of this agency, as it is funded by profit-based corporations with different types of research agendas.

The responsible agencies must reevaluate the whole process of what is expected out of a new driver and make all related agencies responsible for the development of the driver behavior. It is the responsibility of the State to make traffic safety rules and regulations that protect all of its citizens. It is appropriate for the users of the system to pay for the convenience and the responsibility. Any legislative agency has to keep in mind that lobby efforts are based on adequate funding resources. In the past twenty years, IIHS has had much influence over driver education. However, the crash rates in many states without a state program for driver education have risen. A comparison of states reinitiating an educational process needs to have some statistical measures of before and after education program implementations.

Even though Washington State has demonstrated the effectiveness of a state supported program, funds will remain an issue. As long as funds

remain an issue, driver education will continue to diminish and problems with the new driver population will continue to grow. As long as funds are directed to engineering and enforcement, education will continue to suffer. We can build a tank or a flying fortress, but unless we develop responsible operators, tanks and airplanes will be destroyed. Why do we spend so much money to train a pilot or tank driver and so little money to teach the novice driver?

Some Thoughts and Recommendations

State agencies need to develop a different process for all novice drivers to obtain a license, since this is the expectation level that drives the education and training program. The society, parent, mentor, student, and instructor need to be made accountable and responsible for the behaviors created when developing the novice driver.

1. Make the fee for all new license/permit holders more expensive, i.e. \$1,000-1,500 and provide a training voucher for the permit holder.
2. Provide funds through a voucher system from initial licensing fee to commercial or public schools (\$500-\$800) to train initial drivers. Novice driver license would be renewed every two years @ \$200 per year and given a free education certificate.
3. Require that novice drivers have a traffic safety program or driver license evaluation every two years for up to ten years of experience. Experienced drivers would have a traffic safety program or driver license evaluation every five to seven years after that initial development time period.
4. Make schools responsible for driver performance.
 - Speeding tickets-driver goes back to initial school for a reeducation process. This effort would provide penalties for mentor and instructor, as well as operator, for repeat violations.
 - DUI-suspend license and start process to get a new license/permit, pay fee above and go back to a school for training. No additional costs to novice driver, but he/she may look for a different training program.
5. Track instructor numbers with driver license numbers to penalize or suspend instructors with poor must be

Opinions on the Conduct of Driver Education in an Era of Graduated Driver Licensing Systems

by

John W. Palmer, Ph.D., Editor "Chronicle of the ADTSEA"

With graduated driver licensing systems requiring extended time periods for holding learners permits and practice driving required, questions about how to schedule and deliver driver education need to be investigated. As a first step in this investigative process a survey was developed for use with practicing driver educators. This survey was made available to driver education practitioners via the American Driver and Traffic Safety Education Associations (ADTSEA) newsletter and at a breakout session held at the ADTSEA annual conference in July of 2003. Participants were told that responding to the survey questions was a first step in a dialogue which can lead to the formulation of statements on best practice.

The following parameters for design of a delivery system for the education component of a graduated driver licensing system were given to survey participants:

No more than a total of 30 hours of traditional classroom instruction could be scheduled.

No more than a total of 6 hours of on street instruction can be scheduled.

Off street in car and simulated driving may be substituted 2 for 1 and 4 for 1 respectively.

The first question asked was: "Would you use any of the instructional time after the new driver has graduated from the learner's permit?" Twenty of 34 (58.8%) people said that they would use some instructional time after the beginning driver had received their provisional driver's license. Three of the twenty did

not respond to any of the subsequent questions concerning the allocation of instructional time between phase one and phase two driver education and one respondent provided no information on the last of the allocations questions.

The mean, median, and mode for the number of hours of classroom instruction to be conducted during the learner's permit portion of driver

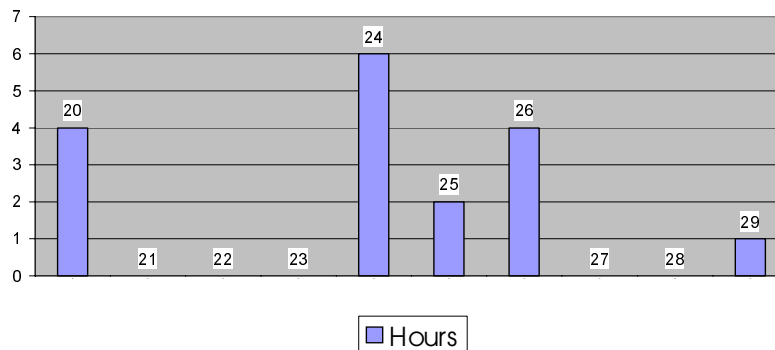
permit phase of driver education and every respondent would reserve 67% or more of the classroom instructional time to phase one driver education. With only half the respondents providing information on the allocation of classroom time between phase one and phase two driver education and with the half that did provide information on this subject allocating most of the classroom instructional time to phase one driver education it appears that the respondents do not see a large role for classroom driver education in the post learner's permit phase of a graduated driver license system.

The number of scheduled behind the wheel instructional hours reflecting respondents view of best practice during the learner's permit portion of driver education is 5 hours. The mean response is 4.76 with the mode and median being 5 hours. The standard deviation for the mean is .75 hours. The range of responses was from 3 to 6 hours of behind the wheel during the learner's permit portion of driver education. (See Table 2)

Twelve of 17 respondents would use 5 or more hours of behind the wheel instruction in phase one of a two phase driver education program. Only one respondent split the hours of behind the wheel instruction evenly between the two phases of a two phase driver education program. Clearly an overwhelming number (33/34) of respondents see no or a small role for behind the wheel instruction in the second phase of a two phase driver education program.

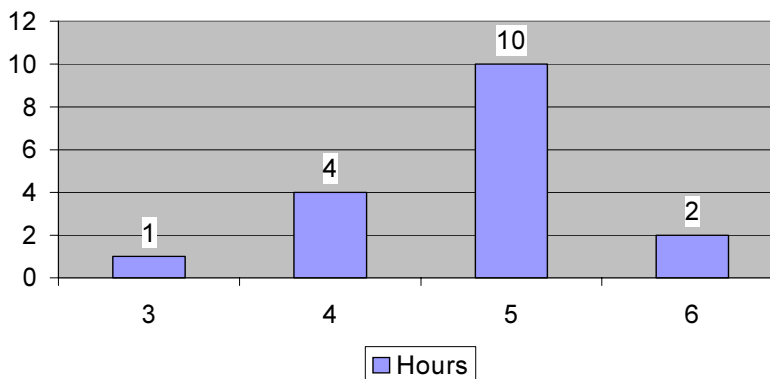
(more on next page)

Table 1
Classroom Hours Phase One DE



education is 24. The range of response is from a low of 20 hours to a high of 29

Table 2
Behind the Wheel Phase One DE



hours. The standard deviation for the mean of 23.9 hours is 2.59. (See Table 1)

Among the respondents who would conduct a two-phase driver education program a large number (13/17) would reserve over 80% (24 hours) of classroom instruction for the learner's

(from page 10)

The mean, median, and mode for the number of hours of classroom instruction to be conducted during the post learner's permit portion of driver education is 6 hours. The range of response is from a low of 4 hours to a high of 10 hours. The standard deviation for the mean of 23.9 hours is 2.34.

The number of scheduled behind the wheel instructional hours reflecting respondents view of best practice during the post learner's permit portion of driver education is 1 hour. The mean response is 1.24 with the mode and median being

1 hour. The standard deviation for the mean is .7 hour. The range of responses was from 0 to 3 hours of behind the wheel during the post learner's permit portion of driver education.

The findings for phase two driver education are mirror images of the phase one findings. This group of driver educators, in large numbers, allocate most instructional time for the learner's permit phase of a graduated

licensure system and it appears they see a small role for the second phase

maximum number of scheduled classroom hours in one day is 2 with a range of responses from 1 to 6 hours. (See Table 5)

of a two phase driver education program. When asked "What would be the maximum number of hours you would schedule classroom instruction for on any given day?" 34 of 34 respondents provided an answer. The mean minimum number of hours of scheduled classroom instruction on any one day is 1.28 hours with a standard deviation of .58. The mode and median for the

When asked "What would be the minimum number of hours you would schedule classroom instruction for on any Given day?" 34 of 34 respondents

provided an answer. The mean minimum number of hours of scheduled classroom instruction on any one day is 1.28 hours with a standard deviation of .58. The mode and median for the minimum number of scheduled classroom hours in one day is 1 with a range of responses from .5 to 3 hours. (See Table 6)

When asked "What would be the ideal number of hours you would schedule classroom instruction for on any Given day?" 34 of 34 respondents provided an answer. The mean ideal number of hours of scheduled classroom instruction on any one day is 1.63 hours with a standard deviation of .58. The mode and median for the ideal number of scheduled classroom hours in one day are 1 and 1.25 respectively with a range of responses from

scheduled classroom instruction on any one day is 2.44 with a standard deviation of 1.16. The mode and median for the

.5 to 4 hours. (See Table 7) Thirty-two of 34 respondents

Table 5
Max Classroom In One Day

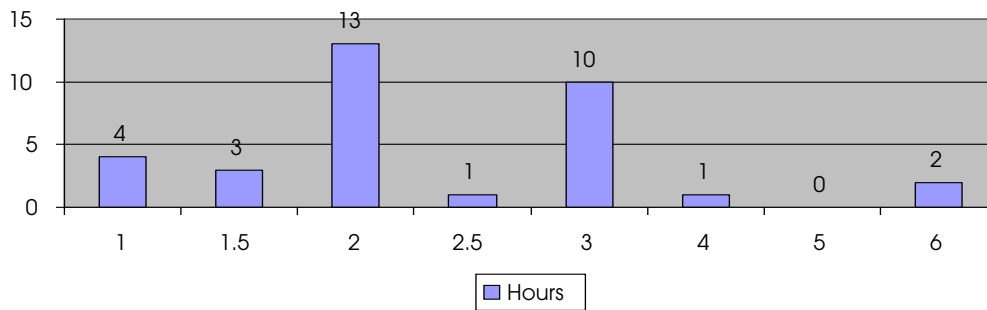


Table 6
Minimum Classroom One Day

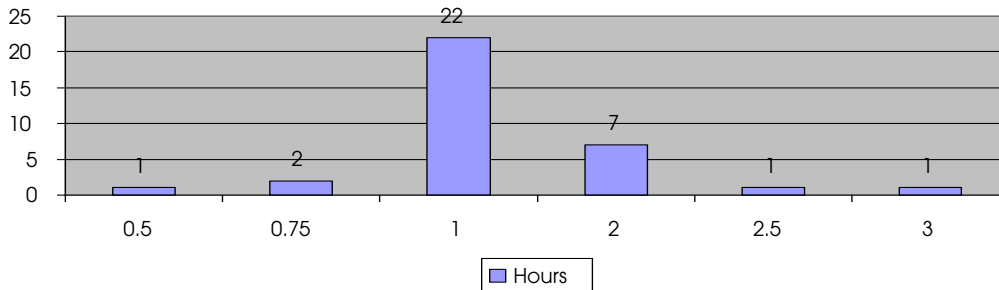
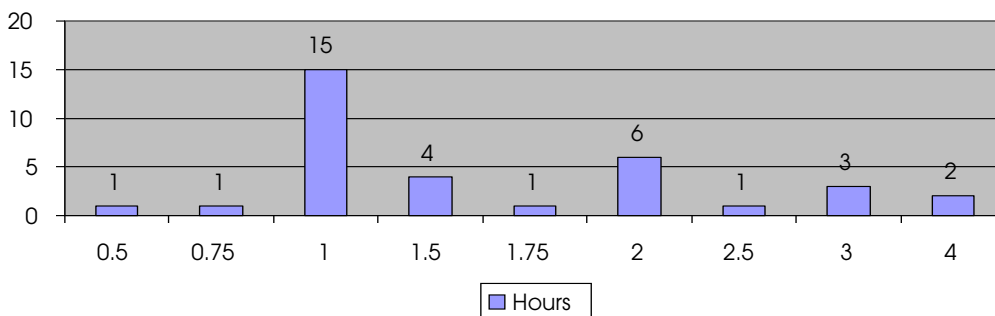


Table 7
Ideal Classroom in One Day



(from page 2 Randy)

know that the forum will provide our Portland Conference with many different topics for presentations and discussions. I know that Kal Kelliher has been busy working closely with Robby (Dr. Robinson) and our respective 2004 Division Chairs, in planning what will be a great conference. Thanks, Kal and all you Division Chairs!!

Some may look at driver education and say the Glass is half-empty. I suggest and prefer that it is half-full. I believe we have a great opportunity to advance our profession and programs, if we are willing to roll up our sleeves and come up with positions and actions that reflect a unified voice. Now more than ever, ADTSEA needs to focus on being a unified professional association.

I'm sure we'll face some significant challenges. However, knowing the quality of people that make up ADTSEA, I'm confident that together we can rise to the occasion including the challenges and opportunities.

Given this, I would hope that this

you to become more involved in ADTSEA as well as our respective state associations. I challenge and encourage each of you to consider ways in which you can continue your involvements, or become more involved. In many states a number of our colleagues are deeply involved in important activities and initiatives around their own traffic safety education programs.

Take Iowa for example. Local classroom driver education teachers have been working to create local program standards and benchmarks, as part of what is expected of them in terms of complying with expectations of Leave No Child Left Behind. I was honored to go out and spend a day with some dedicated IOWA driver educators. as I was asked to discuss and review the ADTSEA curriculum, and explore ways how local classroom driver educators might be able to use the curriculum in developing local standards and benchmarks. A significant challenge as the ADTSEA curriculum was not developed specifically with the "Leave No Child Left Behind" standards, benchmarks and assessment criteria in

mind. However, it does provide a great deal of useful information that can be synthesized and simplified into standards and benchmarks.

By the way, if any of you have ideas you might be willing and able to share dealing with standards and benchmarks, I know that there are several Iowa DE teachers that would appreciate hearing your ideas. You can contact the IOWA Association's President as a start, or Curt Hanson, a long time ADTSEA member who many of you have known for years.

As President, I also have some sad news to share. Dennis Royal, one of your current ADTSEA Board of Directors, and his wife Barb, were involved in a motorcycle crash in October or November. Dennis received a number of injuries, but was released the same day from the hospital and is healing. Barb, however, suffered more significant injuries and had to be hospitalized and is slowly recovering, a timely process. Our thoughts and prayers are with you Dennis and Barb, and hope you both are feeling better.

(Randy continued on next page)

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(More Randy)

I also was recently informed that Bob Mihalic a former ADTSEA Board member from California passed away this past fall. He was an active person in traffic safety education in California and will be remembered by us all for his involvements in traffic safety education both in California and in ADTSEA.

Before I end, I wish to express some personal thanks to all of you who have been active in (and with) ADTSEA over the past. Your thoughts, insights, invites, support, and ideas have been, and are, truly appreciated.

ADTSEA wants and needs you and your involvement and support, and I hope you'll consider possible ways to continue to contribute to your profession and your fellow colleagues. I wish you well. Be safe, sober and buckled!

(Robbie from page 2)

better ourselves in traffic safety. I hope you will take this opportunity to be part of an exciting, positive experience in the traffic safety community.

In the last issue of the Chronicle, I outlined an important event planned by the National Transportation Safety Board in Washington D.C. As you will issue, a lot was said and written about driver education and what we should be doing. Twenty ADTSEA members were present at the forum and ten were In this issue of the Chronicle you can read what five ADTSEA members have said to the NTSB. A formal report will be issued by June of 2004. We will keep you informed of this very important event.

(Terry from page 9)

performance records.

6. Have all novice drivers in a two- or three-year mentorship program. Every new driver must have at least one mentor in order to qualify for permit. Mentor(s) should not be limited to family members or relationships to the driver. Mentor(s) must take responsibility for actions of the driver over a period of formative years.

7. Make novice driver and mentor(s) responsible for actions of the driver for a period of time.

8. Schools are held accountable for the novice driver for a five year period.

9. The novice driver must be made responsible for his/her actions and

how others (mentors, instructors) are affected in the system. Irresponsible behaviors would then be a reason to take away future driving privileges by the mentor(s), instructor or licensing agency.

10. All instructors and mentors are licensed by the state licensing agency with a set of responsibilities and training requirements for certification.

11. A valid novice driver license/ permitvisually displayed while operating vehicle. The permit/license may double as a mirror hang tag for instruction or have a dash mounting system.

12. A valid instructor or mentor license must be visibly displayed while working with a novice driver. This may be similar to present dealer tags or placard placement in the lower, left section of rear window.

The real issues displayed at this Forum for Driver Education and Training are the lack of accountability and responsibility for the novice driver, mentor(s), and instructor(s). State education agencies are reluctant to regulate local schools and agencies due to the local decision-making process for school districts. This problem can be overcome with instructor licensing requirements and certification regulated through the driver licensing agency. It is very appropriate for the driver licensing agency to be

responsible for the lifetime training of its licensees.

The process can still work within the state guidelines, but needs to have standards developed that force participants to appreciate the driving privilege. It is unfortunate that our society relates value of a program to its costs. By increasing the costs and accountability of the driver license, driver responsibility may become a result of placing a higher value on what may be lost. Certainly tax break programs and funding aid may be provided by state agencies for low-income family issues. The reliability, accountability, responsibility, and valuing of life-long learning processes should still remain the highest priorities in resolving the issues surrounding driver education, training, and licensing. Thank you for funding and supporting a public forum on driver education, training, and licensing issues.

More References from page 4:

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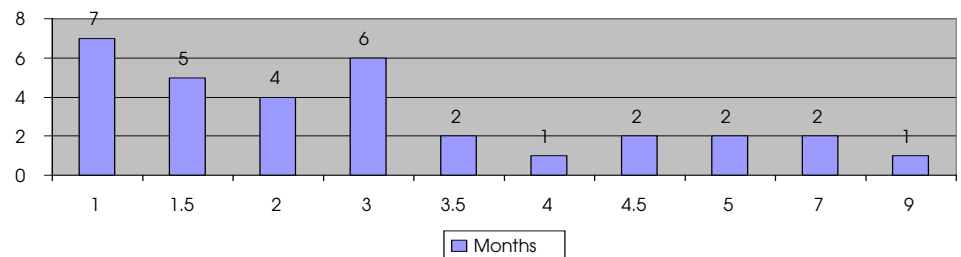
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(More Opinions from page 11)

answered this question "Over how many months should classroom instruction be scheduled?"

The mean response is 2.83 months with a standard deviation of 2.01. The most

Table 8
N of Months of Classroom



frequent response is 1 month and the midpoint of the distribution is 2.5 months. The range of responses to this question is from 1 to 9 months. (See Table 8)

All 34 respondents provided answers to this question: How many days should separate each classroom instructional session? The mean, mode and median response to question 5 is 1 day with the responses ranging from a low of 0 to a high of 5 days. The standard deviation for the mean response is 1.15. (see



NTSB Forum on Driver Education and Training Remarks

by

Greg Lantzy, Michigan DOE, Pupil Transportation, Driver and Rider Safety Program,

In Michigan, as well as the rest of the country, driver education is at a crossroad, and we need to decide which road we are willing to take. I am pleased that the National Transportation Safety Board has convened this forum to take a look at driver education in the United States. Hopefully, one outcome of this meeting will be to recognize that the status quo is not working, and it is now time for all involved in traffic safety to step up to the plate and get involved with the education of our youthful drivers.

In 1955, in a special session of the legislature, Michigan became the first state to require driver education prior to licensing young adults under the age of 18, and mandate driver education in all public schools. Drivers up to the age of 18 were and are currently required to satisfactorily complete a Michigan Department of Education approved driver education program. The purpose of this legislation was to educate novice drivers and thereby reduce accidents through a safety-oriented course of instruction.

In 1996, Michigan became the first state to pass a comprehensive graduated driver licensing (GDL) law, which included two segments of driver education and three levels of licensure. Below is an outline of Michigan's GDL system.

Michigan's Public School Driver Education Programs

As previously noted, public schools were required to offer driver education. In 1998, a year after GDL passed, that requirement was eliminated. The thought at the time was that many public school districts would discontinue offering driver education; using the reason that driver education was costing the district too much. However, currently 85% of the public school districts (with high school grade levels) still offer driver education. Unfortunately, there are only a few districts left that offer driver education as part of the regular school day. Most offer it after school and summers.

In FY2001, 460 public school

districts offered segment 1 driver education to 78,112 students, which was 64% of all students who took driver education that year, and segment 2 to 58,420 students (58%). The average per pupil cost to offer a segment 1 class was \$223.94, and \$34.68 per pupil for segment 2, for a total of \$258.62. There is a funding mechanism in place to offset a portion of the costs for driver education. In Michigan, \$4.00 of each driver license fee (original and renewal) goes into a driver education fund. For FY2001, that fund totaled just under over \$7.6 million. The per pupil reimbursement in FY2001 was \$96.59, which covered 37% of the cost of the program. As of 1997, school districts have been allowed to charge a fee for driver education, of which most schools do. Fees range from \$15 to \$300.

Michigan's Driver Training School Programs

The number of driver training schools, sometime referred to as commercial driving schools, has risen steadily over the past four years. When I started with the department (in 2000), there were 110 driver training schools. Currently, there are 154 driver training schools offering teen, driver education instruction. As a comparison (to public school driver education), in 2001, there were 119 driver training schools, which served 44,134 segment 1 students (36% of all students), and 42,903 segment 2 students (42% of all students). The average cost to take driver education at a driver training school is between \$250 and \$300.

CURRICULUM Performance Objectives (39 pages)

Michigan's driver education program is divided into two segments, the first being 24 hours of classroom and 6 hours of behind-the-wheel (BTW) instruction. Currently, there is no standard curriculum required or provided for either classroom or BTW. There are, however, 100 classroom and 27 BTW performance objectives that students must demonstrate achievement (at a satisfactory level) to

acquire a certificate of completion. The goal of the department is to adopt a national curriculum, adapt it to fit Michigan's needs, and provide it to driver education programs. Segment 2 of driver education consists of 6 hours of classroom instruction. BTW instruction may be provided, but is not required. In 1997, a segment 2 curriculum was created for Michigan by the ADTSEA. Though not a required curriculum, many programs utilize it.

DRIVER EDUCATION INSTRUCTOR PREPARATION AND REQUIREMENTS

Instructors teaching driver education to persons under 18 years of age shall:

- ⊗ Possess a valid Michigan teaching certificate employed in a public school program. (NOT required for driver training school instructors).
- ⊗ Possess a valid driver's license.
- ⊗ Be at least 21 years of age.
- ⊗ Have a personal driving record with no more than 6 points, as assessed by the secretary of state, for moving traffic convictions during the 2 years prior to making application for approval as a driver education instructor (or have been convicted of impaired driving during the 2 years prior to making application).
- ⊗ For initial approval to teach driver education, an instructor, in addition to meeting the requirements specified above, shall have earned, through a college or university, the equivalent of 8 semester credits in driver education teacher preparation coursework, as approved by the state board of education. A temporary approval may be granted to teach driver education to an individual who has successfully completed 6 semester credits of approved driver education coursework.

These are the criteria to be approved by the Department of Education. To work in a driver training school, driver training school instructors must also be licensed by the Department of State, Driver Training (Lantzy on next page)

(Lantzy from previous page) and Testing Division. The requirements to be licensed are different, and must also be met to become a driver training school instructor. These include a background check every five years, and a medical exam every two years.

There are three universities in Michigan that offer the instructor preparation courses. In addition, students completing one out-of-state college program (in Indiana) and the National Teacher Credentialing Program are eligible for approval in Michigan. Between these five programs, over 100 new teachers are trained annually.

MICHIGAN PROGRAM STRENGTHS

- Y Michigan has been at the forefront of driver education reform, from mandating driver education in public schools in 1955, to passing the GDL law in 1996.
- Y As research shows, GDL in Michigan has had a substantial impact on lowering crash rates of teen drivers. An initial study conducted by the University of Michigan Transportation Research Institute (2001) showed the crashes involving 16-year-olds dropped 25 percent from 1996, the year before the licensing changes, and 1999, the first year all 16-year-olds would have been through the new licensing requirements.
- Y There are approximately 1800 instructors qualified to teach in public school driver education programs, and 500 instructors teaching in driver training schools. Many of these instructors are active both in state and nation organizations. Michigan can also boast as having the first ADTSEA teacher-of-the-year award recipient.
- Y The requirement of a minimum of 8 semester credits at the college or university level shows the commitment the state has to education.
- Y Many organizations have realized the importance of driver education, and have provided resources to create educational materials for program providers. Over the past two years, materials (videos and written materials) have been made available

to every driver education program covering topics such as: Deer/car crashes; interacting with mature drivers; interacting with large trucks; and parent orientation.

NEEDS

- Y A strong segment 1 curriculum will assist providers in Michigan to offer a consistent and statewide presentation of driver education throughout the state.
- Y Many of the current driver education instructors are nearing the age of retirement, and there is a need for younger, dedicated individuals to enter the profession. We need to emphasize the virtues of being a driver education instructor. During my teacher preparation classes at MSU, during which time I was also taking the driver education coursework, I recall the class being asked what are plans were for summers. One individual stated that he planned on traveling. He didn't want to waste his summers teaching driver education. In the past, many looked at teaching driver education as necessary to supplement their meager teaching wages. That may not be the case anymore.
- Y We need to ensure that newly approved instructors are being given the tools to become effective teachers, through the instructor preparation courses and support from both the state and national levels. Innovative funding sources need to be located, to possibly provide grant \$\$ to help schools upgrade their programs. Some programs don't even use textbooks, and to take a look at some of the driver education cars out on the road makes on shudder. Sure, schools could just raise their fees, but it may price a number of students right out of the class.
- Y There currently is no continuing education requirement for driver education instructors. Once approved, no additional training is required. With the profession ever-changing, new technology and teaching techniques, we need to address the issue of how to keep instructors up-to-date.
- Y We need to take a closer look at

K-12 education, and ensure that a traffic safety component is supported throughout the curriculum. We also need to ensure that there is local support for safe means of transportation for students to and from school. I live in a district where a student was killed walking home from school last year. NOW the district (and local leaders) are all coming forward to brainstorm how to make students safer. And this was one of the first districts to discontinue driver education when it had the chance.

- Y We need to take a look at the funding mechanism for driver education, to ensure that all eligible teens have the opportunity to receive a quality driver education program. If the cost burden is placed on the shoulders of the families, many students may not receive driver education, and drive without the education and a license.
- Y Parent participation needs to be increased. Parent meetings prior to or during driver education are not mandated by legislation. However, every effort should be made to require parents to become more aware and participate in the learning process.
- Y New innovative training devices and procedures need to be identified. Many students have different learning styles, and new ways to teach to critical objectives of motivation, attention, evaluation, responsibility, risk management, decision-making, motor skills, etc need to be incorporated in driver education.
- Y We need legislators who are willing to support strong traffic safety legislation. Currently, there is a bill that would restrict non-family member passengers to one, except to and from school.

SUMMATION

An important question we need to address as traffic safety advocates is: Are we satisfied with the current state of driver education, programs that do a "fairly" good job of preparing youngsters for licensure, or should we aspire and strive to provide those same youngsters with a background that may show positive results in truly reducing teen-

(Lantzy on next page)



(Lantzy from previous page)

age traffic collisions, injuries, and fatalities? They have been a part of the system for many years already, and hopefully the education process they have experienced over the past 10 to 15 years has prepared them to become a more active participant. "Driver education" should not simply be a three-week course in the summer, during which time we have to expect a major attitude overhaul. It won't happen, as the findings show. "Traffic safety education" should be a lifelong learning process, which starts in the early years. And since it is a lifelong learning process, parents must take an active part in their children's education. The Center for Disease Control and Prevention reported that in 1999, the category of unintentional motor vehicle traffic crashes was the number one cause of injury deaths for individuals ages 1 through 64! As with any learning, parents need to support the educational process by modeling proper behavior and reinforcing their children's good habits. Yesterday's USA TODAY showed that for children ages 3 to 5, 61% in two-parent households, and 48% in one or no parent households, are read to every day. Reading and math are reinforced from early on, but what about traffic safety, something everyone needs as soon as they step out of their house. Encouraging the youngster to wear a helmet when riding a bike, to look both ways when crossing a street, to be respectful when riding a school bus, to wear a safety belt when riding in the family car, these habits will go a long

way to creating a positive attitude that will carry over when that student starts the formal driver education program. Are the current, widely accepted standards of 30 hours classroom and 6 hours BTW working? It appears not. Recommendations have been made to expand driver education to 45 hours or more of classroom, 10 hours or more of BTW, divide those hours proportionately between BOTH segment 1 and segment 2 (with BTW being offered during each segment); and to lengthen the time between the two segments (up to a year or more), thus giving the student more adult-supervised driving. If driver education is ever expected to produce safe drivers, it is the FORMAT that must be first changed, not the content, or curriculum, or teaching methods. Those will fall into place. When discussing traffic safety, there is often the reference to the three "E's": Engineering, enforcement, and education. I have often noticed advancements in engineering (road construction, intersection layout, automobile design, etc), and a push for enforcement (i.e. the Click It or Ticket campaign). All are good, but are these not responses to driver attitudes or shortcomings? Education seems to be far behind in receiving support, especially education for youth. Driver education in Michigan is producing "fairly good" drivers, but we can do more. Graduated licensing is working, but that can be enhanced as well. Now is the time to take a serious look at the educational part of the process. As reported in Traffic Tech (a publication of NHTSA), number 200 May

1999, A large majority of Americans (89 percent) consider driver education courses to be very important in training new drivers to drive safely. Do we? If so, what are we going to do about it? In the March 2003 issue of Good Housekeeping (Driver's Ed gets an F), safety experts identified key steps to take to improve driver education. 1) Certify teachers, and then certify them again, and 2) Spread out the learning process. Instructors need to keep up on new safety techniques, and cramming doesn't work any better for driver education than it does for English Lit.

To those who question the effectiveness of driver education, I ask: If driver education isn't working, do we accept the current statistics, or do we overhaul the system so that newly licensed teens ARE prepared to become motorists in the highway transportation system.

I see the potential for good things to come out of this 2-day forum. Michigan driver education professionals and traffic safety advocates want to help make them happen. Thank you.

(notes from page 2)

Editorial Advisory Council member Richard D. Ellis the inserting of tables or photos will never again result in sentences continuing on the other side of the inserted object. When an object is inserted into the text it will be placed in a way that results in the continuation of the sentence below and to the left of the inserted object. Thanks Dick for providing that feedback!

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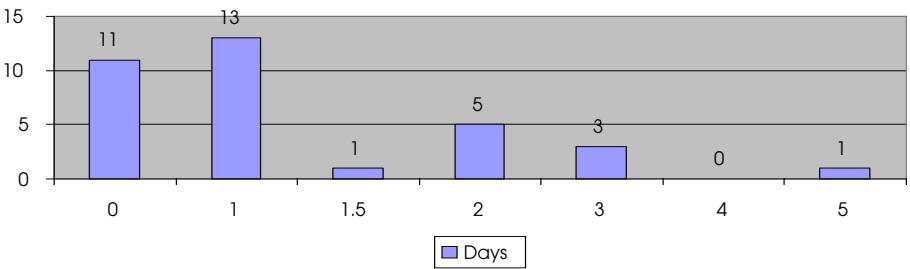
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Table 9 on page 21)

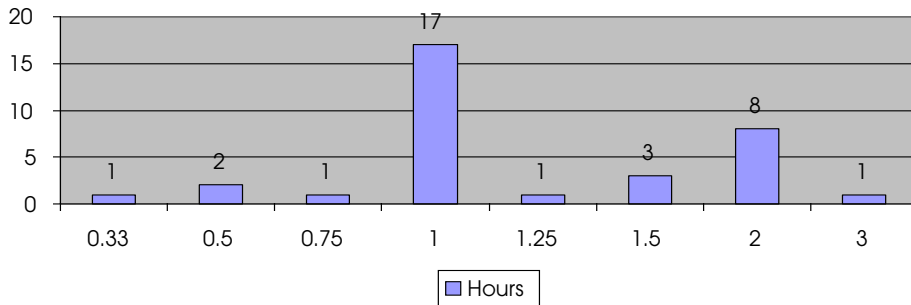
When asked "What would be the maximum number of hours (to page 21) you would schedule laboratory instruction for on any Given day?" All respondents provided an answer. The mean maximum number of hours of scheduled laboratory instruction on any one day is 1.29 with a standard deviation of .58. The mode and median for the maximum number of scheduled laboratory hours in one day is 1 with a

Table 9
Days between Classroom Sessions



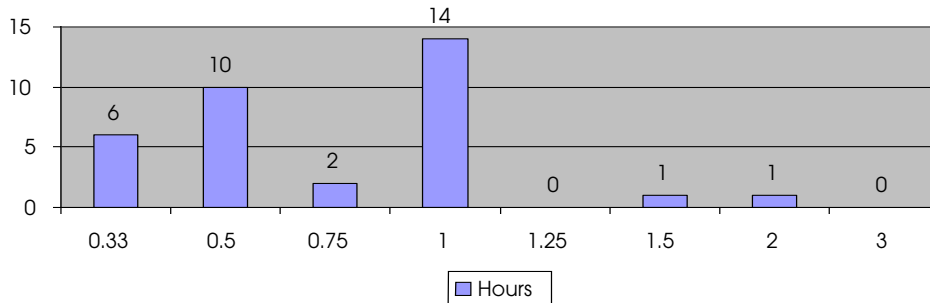
range of responses from .33 to 3 hours. (See Table 10)

Table 10
Max BTW One Day



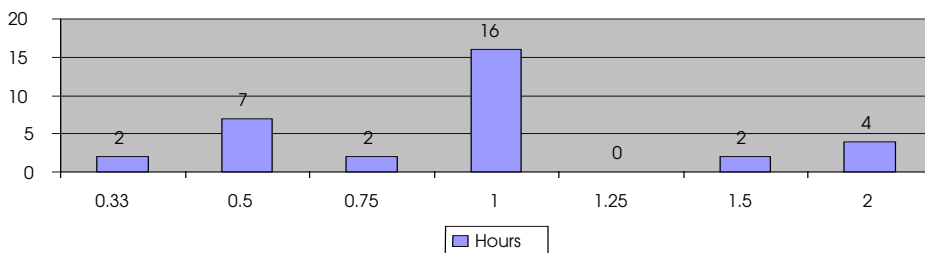
When asked "What would be the minimum number of hours you would schedule laboratory instruction for on any Given day?" All respondents provided an answer. The mean minimum number of hours of scheduled laboratory instruction on any one day is .75 hours with a standard deviation of .38. The mode for the minimum number of scheduled laboratory hours in one day is 1 hour with a range of responses from .5 to 2 hours. (See Table 11)

Table 11
Minimum BTW On One Day



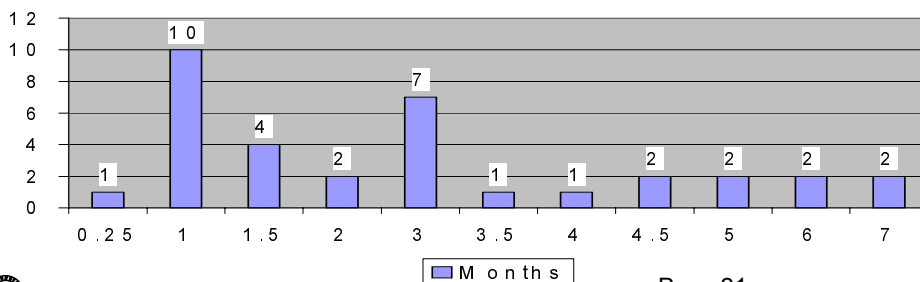
When asked "What would be the ideal number of hours you would schedule laboratory instruction for on any Given day?" 33 of 34 respondents provided an answer. The mean ideal number of hours scheduled laboratory instruction on any one day is 1 hour with a standard deviation of .48. The mode and median for the ideal number of scheduled laboratory hours in one day is 1 with a range of responses from .33 to 2 hours. (See Table 12)

Table 12
Ideal BTW In One Day



All 34 respondents provided answers to this question: Over how many months should laboratory instruction be scheduled? The mean response is 2.76 months with a standard deviation of 1.91 months. The most frequent response is one month and the median response is 2.5 months. Responses ranged from one week to 7 months. (See Table 13)

Table 13
Months of BTW



Graduated driver licensing systems have lengthened the time needed to become eligible for and unrestricted drivers license. The findings from this survey of practitioners indicates that two phase and extended length driver education programs lack broad support among survey participants. If these findings are representative of the opinions of driver educators much work must be done to persuade driver educators that distributing instruction over the lengthened licensing process has potential to improve DE outcome.



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