

STATE OF VERMONT

TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



December 6 - 9, 2011

**National Highway Traffic Safety Administration
Technical Assistance Team**

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The Team believes this report will contribute to the State's efforts to enhance the effectiveness of its Driver Education program in preventing injuries, saving lives, and reducing economic costs of young novice driver motor vehicle crashes on Vermont's roadways.

The Team realizes the assessment is a review of all driver education activities and commends all who are involved in the day-to-day efforts to improve driver education in Vermont.

INTRODUCTION

In 2009, 74 persons were killed in motor vehicle crashes in the State of Vermont. Of these, ten were killed in crashes involving young drivers 15 to 20 years of age, representing approximately 14% of all traffic-related deaths. Seven were the young drivers themselves.

In the same year, young drivers accounted for 58.8% of fatalities in crashes involving young drivers in Vermont, passengers represented 25.0% of fatalities, and other road users accounted for 16.2% of fatalities.

According to the Fatality Analysis Reporting System (FARS), from 2005 to 2009, Vermont averaged five 15 to 17 year-old drivers involved in fatal crashes, a rate of 18.99 per 100,000 of that population, compared to a national rate of 15.12. There was one fatal crash for 15 to 17 year-old drivers in 2010 (TABLE 4).

As of November, Vermont has issued 9,339 Learner's Permits to teenage drivers (reflecting a decrease of approximately 5% since 2008), and 7,421 Jr. Operator's Licenses (reflecting a decrease of approximately 10% since 2008). The number of students who completed driver education has decreased by approximately 13% since 2008.

TABLE 1

YEAR	2008	2009	2010	2011
Permits (ages 15,16,17)	9,833	9,502	9,503	9,339
Jr. Operator's License (ages 16,17)	8,294	7,809	7,434	7,421
Students Completing Driver Education (Public)	5,715	5,479	5,040	4,934
Students Completing Driver Education (Private)	1,489	1,385	1,378	1,341

TABLE 2

**15-17 YEAR OLD DRIVERS INVOLVED IN FATAL TRAFFIC CRASHES
15-17 YEAR OLD POPULATION, AND 15-17 YEAR OLD DRIVER INVOLVEMENT RATES PER 100,000 POPULATION
FATALITY ANALYSIS REPORTING SYSTEM (FARS)**

State	2005			2006			2007			2008			2009		
	Drivers Involved	Population	Rate*	Drivers Involved	Population	Rate*	Drivers Involved	Population	Rate*	Drivers Involved	Population	Rate*	Drivers Involved	Population	Rate*
Connecticut	13	149,417	8.70	13	151,452	8.58	13	151,242	8.60	14	148,806	9.41	6	147,010	4.08
Maine	7	56,534	12.38	19	55,951	33.96	10	55,339	18.07	8	53,539	14.94	4	51,744	7.73
Massachusetts	27	265,350	10.18	28	267,499	10.47	24	266,535	9.00	15	261,643	5.73	6	256,496	2.34
New Hampshire	5	57,566	8.69	6	57,996	10.35	12	57,536	20.86	4	56,116	7.13	7	54,290	12.89
New York	63	821,160	7.67	56	830,082	6.75	59	827,907	7.13	35	808,308	4.33	40	790,635	5.06
Rhode Island	6	44,036	13.63	5	44,331	11.28	6	44,115	13.60	3	42,901	6.99	1	41,924	2.39
Vermont	5	27,460	18.21	6	27,237	22.03	4	26,602	15.04	6	25,651	23.39	4	24,674	16.21
National	2,315	12,796,128	18.09	2,259	12,987,125	17.39	2,103	13,045,539	16.12	1,666	12,860,204	12.95	1,387	12,665,361	10.95

Population - U.S. Census Bureau

*Involvement rate per 100,000 population

This report was generated by NCSA's Information Services Team, DRID; CMS# 2010.01226; DRIVERS_1517_2009.SAS; TTL; 12/30/2010 1:46 PM

TABLE 3**15-17 YEAR OLD DRIVERS INVOLVED IN FATAL TRAFFIC CRASHES**

*Rate

State	5 Year Average		
	Drivers Involved	Population	Rate*
Connecticut	12	149,585	7.89
Maine	10	54,621	17.58
Massachusetts	20	263,505	7.59
New Hampshire	7	56,701	11.99
New York	51	815,618	6.20
Rhode Island	4	43,461	9.66
Vermont	5	26,325	18.99
National	1,949	12,870,871	15.12

TABLE 4

VERMONT

Motor Vehicle Highway Crashes			
Crash Data: Under 18 year old Operators			
Year	Crash Type:		
	Fatal	Injury	PDO
2006	6	352	1029
2007	4	259	939
2008	7	231	860
2009	4	195	748
2010	1	184	719
Data source: Vtrans VCSG dbase.			
Analyst: Mspicer			
F:/BIN-Various requests/DMV-Queries for DMV Assmt 2011			
Under 18 year old Operators-2006 to 2010 Crash Type.xlsx			

***Note PDO = Property Damage Only**

ASSESSMENT BACKGROUND

The Governor's Highway Safety Program (GHSP) is the State's leading voice for highway safety. The staff of the GHSP manages the state highway safety program by reviewing and monitoring grant programs, coordinating special programs such as the Child Passenger Safety or the Drug Recognition Expert (DRE) police officer programs, and by providing guidance and oversight to state and local agencies. The GHSP also works closely within a network of state and local agencies, non-profit organizations and private-sector partners to deliver quality traffic safety projects, services, and information across the state.

The Vermont Department of Motor Vehicles (DMV), with funding from the GHSP, sponsored the Vermont driver education state technical assessment. The DMV is located within the Agency of Transportation. Individuals who want to teach driver education in Vermont's private driver training schools must complete courses approved by the DMV.

Individuals who want to teach driver education in Vermont's public and approved independent schools must have a teaching license, with a driver education endorsement, issued by the Vermont Department of Education (DOE). The DOE is responsible for training and qualifying driver education instructors. Vermont driver education instructors and school administrators throughout the state benefit from DOE providing ongoing professional development and technical assistance and for approving driver education programs in all of the state's high schools. Starting in 2010, the DOE no longer employs a driver education consultant and the Vermont Higher Education Collaborative (VTHEC) is now the administrator for driver education pre-service, continuing education and re-licensure instructor coursework.

The purpose of the assessment is to assist in the review of the driver education program in this State, identify the program's strengths and accomplishments, identify problem areas and offer suggestions for improvement. The assessment can be used as a tool for planning purposes and for making decisions about how to best use available resources. This assessment tool follows the format of the *Novice Teen Driver Education and Training Administrative Standards*. The Advisory that precedes each section of this report is taken from this document. The assessment process provides an organized approach for measuring program status.

The initial Driver Education Program Assessment was conducted in the state of Maryland. Maryland developed the assessment tools and processes with the assistance of NHTSA and independently conducted an assessment in August of 2010. Following the success of the Maryland driver education assessment, NHTSA assumed the role of coordinator and facilitator of future assessments. Vermont is the third state to undertake a driver education assessment.

NHTSA utilized the newly developed *Novice Teen Driver Education and Training Administration Standards* as the assessment framework. These standards were

developed by representatives from the driver education professional community, with assistance from NHTSA. The five major topic areas in the standards are:

- ☐ Program Administration
- ☐ Education/Training
- ☐ Instructor Qualifications
- ☐ Parent Involvement
- ☐ Coordination with Driver Licensing

The topic areas identified in the standards became the foundation for this assessment as well as key factors in identifying the panel of experts for the technical assistance team. NHTSA developed a list of national experts in the five areas above and used that list to determine the assessment team. Team members were also provided with a comprehensive “briefing book” by the DMV.

Assessment Process

NHTSA Headquarters and Regional Office staff facilitated the Driver Education Program Assessment which was conducted at the Capital Plaza in Montpelier, Vermont from December 5-9, 2011. Operating under a grant from GHSP, the DMV took the lead for the state in coordinating the assessment. Working with the DMV, NHTSA recommended a team of six individuals with demonstrated expertise in the topic areas of the national administrative standards. Efforts were made to select a team that reflected the needs and interests expressed by the DMV during the pre-assessment site visit. The assessment consisted of interviews with state and community level driver education program managers, trainers, public and private instructors, law enforcement personnel, students, parents, DMV staff, legislators, GHSP staff and DOE staff. The conclusions drawn by the assessment team are based upon the facts and information provided by the various experts who made presentations to the team as well as the briefing materials.

Following the completion of the presentations, the team convened to review and analyze the information presented and developed recommendations. The report is a consensus report by the team. The recommendations are based on the unique characteristics of the state and what the team members believed the state and its political subdivisions and partners can do to improve the effectiveness and comprehensiveness of their programs.

The assessment team noted that many exemplary programs are conducted throughout Vermont in the area of driver education and traffic safety in general. It is not the intent of this report to thoroughly document all of these successes, nor credit the large number of individuals at all levels who are dedicated to driver education. By its very nature, the report tends to focus on the areas that need improvement based on the *Novice Teen Driver Education and Training Administrative Standards*. It is an attempt to provide assistance to all levels for improvement, which is consistent with the overall goals of these types of assessments.

On the final day of the assessment, the team briefed the Vermont driver education community on the results of the assessment and discussed major points and recommendations. This report is an assessment team report; it is not a NHTSA document. Vermont may use the assessment report as the basis for planning driver education program improvements, assessing legislative priorities, providing for additional training, and evaluating funding priorities. On behalf of the assessment team, NHTSA provides the final report to the DMV.

Vermont Demographics

Driver Training Locations by County

Figure 1 and Table 5



COUNTY	High School	Private
Addison County	3	2
Bennington County	3	3
Caledonia County	4	1
Chittenden County	8	7
Essex County	2	0
Franklin County	5	2
Grand Isle County	0	1
Lamoille County	3	2
Orange County	5	0
Orleans County	3	2
Rutland County	7	5
Washington County	7	4
Windham County	5	2
Windsor County	9	1
Total	64	32

Geography

Vermont is located in the New England region in the eastern United States and comprises 9,614 square miles (24,900 km²), making it the 45th-largest state. Land comprises 9,250 square miles (24,000 km²) and water comprises 365 square miles (950 km²), making it the 43rd-largest in land area and the 47th in water area. Vermont is the smallest landlocked U.S. state.

The west bank of the Connecticut River marks the eastern (New Hampshire) border of the state (the river is part of New Hampshire). Lake Champlain, the major lake in Vermont, is the sixth-largest body of fresh water in the United States and separates Vermont from New York in the northwest portion of the state. From north to south, Vermont is 159 miles (256 km) long. Its greatest width, from east to west, is 89 miles (143 km) at the Canadian border; the narrowest width is 37 miles (60 km) at the

Massachusetts line. The width averages 60.5 miles (97.4 km). The state's geographic center is Washington, three miles (5 km) east of Roxbury. There are fifteen US federal border crossings between Vermont and Canada.

Population

According to the U.S. Census Bureau, as of 2005, Vermont has an estimated population of 623,050, which is an increase of 1,817, or 0.3 percent, from the prior year and an increase of 14,223, or 2.3 percent, since 2000. This includes a natural increase since the last census of 7,148 people (33,606 births minus 26,458 deaths) and an increase due to net migration of 7,889 people into the state. Immigration from outside the United States resulted in a net increase of 4,359 people, and migration within the country produced a net increase of 3,530 people. As of 2009, 47.8% of Vermont's population was born outside the state, with first and second-generation Vermonters representing a majority of the population.

Vermont is the least populous state in New England. In 2006 it had the second lowest birthrate in the nation, 42/1000 women. The median age of the work force was 42.3, the highest in the nation.

Economy

In 2007, Vermont was ranked by *Forbes* magazine as 32nd among states in which to do business. It was 30th the previous year. In May 2010, Vermont's 6.2 percent unemployment rate was the fourth lowest in the nation. This rate reflects the second sharpest decline among the 50 states since the prior May.

According to the 2010 U.S. Bureau of Economic Analysis report, Vermont's gross state product (GSP) was \$26 billion. This places the state 50th among the 50 states. It stood 34th in per capita GSP.

Some components of GSP were:

- Government – \$3,083 million (13.4%)
- Real Estate, Rental and Leasing – \$2,667 million (11.6%)
- Durable goods manufacturing – \$2,210 million (9.6%)
- Health Care and Social Assistance – \$2,170 million (9.4%)
- Retail trade – \$1,934 million (8.4%)
- Finance and Insurance – \$1,369 million (5.9%)
- Construction – \$1,258 million (5.5%)
- Professional and technical services – \$1,276 million (5.5%)

Tourism is an important industry to the state. Home to some of the largest ski areas in New England, skiers and snowboarders visit the state's ski resorts in wintertime. Summer visitors tour resort towns like Stowe, Manchester, Quechee, Wilmington and Woodstock. Resorts, hotels, restaurants, and shops, designed to attract tourists, employ people year-round. Summer camps contribute to Vermont's tourist economy.

According to the 2000 Census, almost 15 percent of all housing units in Vermont were vacant and classified "for seasonal, recreational, or occasional use". This was the second highest percentage nationwide, after Maine. In some Vermont cities, vacation homes owned by wealthy residents of New England and New York City constitute the bulk of all housing stock. According to one estimate, as of 2009, 84 percent of all houses in Ludlow, Vermont, were owned by out-of-state residents. Other notable vacation-home resorts include Manchester and Stowe.

Transportation

Vermont's main mode of travel is by automobile. Approximately 5.7 percent of Vermont households did not own a car in 2008. In 2010 Vermont owned 2,840 miles (4,570 km) of highway. This was the third smallest quantity among the 50 states. The highways cost \$28,669 per 1 mile (1.6 km) to maintain, the 17th highest in the states. Major routes north-south include Interstate 89, Interstate 91, Interstate 93; major routes east-west include U.S. Route 2, U.S. Route 4, and U.S. Route 302.

Individual communities and counties have public transit, but their breadth of coverage is frequently limited.

PRIORITY RECOMMENDATIONS

1.1.1

- Establish an advisory board of stakeholders that has input on the implementation, monitoring, evaluation and enforcement of the Vermont Driver Education program standards that has membership from the principle associations and regional school representation as requested by the Vermont State Legislature.

1.1.3

- Increase the Department of Education staffing level to carry out centralized administration and support of the statewide high school driver education program.
- Increase the Department of Motor Vehicles staffing level to administer its mandate for private driver training schools and third party testers.
- Provide a full time funded State administrator to coordinate, oversee and support Vermont's driver education program.
- Establish a dedicated revenue source to fund the Department of Education, Department of Motor Vehicles and State administrator positions for the Driver Education program.

1.1.4

- Establish a monitoring and oversight program with dedicated staffing.

2.1.1 and 2.1.2

- Develop or adopt Curriculum Content Standards, a Process for Curriculum Review and Standards for Curriculum Submission for driver education and training programs seeking approval for use in Vermont.

2.1.5

- Require that all approved course providers conduct a valid, evidence-based post-course evaluation that measures the effectiveness of the program be completed by students and parents, and that the information collected from these evaluations be analyzed and utilized for the purpose of improving positive program learning outcomes.

2.1.6

- Increase behind-the-wheel instruction from six hours to 10 hours.

4.1.1

- Require parents of novice teen drivers to participate in an orientation session that addresses topics including parents' responsibility and opportunity to impact teen crash risk, Vermont's Graduated Driver Licensing System, conducting effective supervised practice driving, modeling safe driving behavior, and adopting a written parent-teen driving agreement.

4.1.2

- Require each parent to complete an end of course briefing with the driving

training instructor to discuss the progress and proficiency of the teen driver.

5.1.1

- Create a formal system for communication and collaboration between Department of Education and Department of Motor Vehicles and create a position that will provide a central point of coordination between the two departments.

5.1.2

- Automate the process for the issuance of the driver education completion certificates that eliminates the multiple signatures required under the current manual process.

1.0 Program Administration

All entities delivering driver education and training should be treated fairly and equitably, meet the same quality standards, and have equitable access to State driver education and training resources.

Most States may have a multitude of public and private novice teen driver education and training programs. Each State may have different administrative and provisional structures. Alternative delivery (e.g., online, parent-taught, and correspondence) programs can be either public or private, may not have a physical location, and are subject to varying requirements set forth by the State.

1.1 Management, Leadership, and Administration

Advisory

Each State should:

1.1.1 have a single agency, or coordinated agencies, informed by an advisory board of stakeholders and charged with overseeing all novice teen driver education and training programs. That agency should have authority and responsibility for the implementation, monitoring, evaluation, and enforcement of these standards. This agency should also be charged with developing and executing communication strategies to inform parents and the public about driver education and training issues. In addition, the agency should inform providers in a timely fashion about changes to laws, regulations, and procedures.

1.1.2 carefully choose a State agency that is best suited and ideally not a direct provider of driver education to administer a statewide education and training program that can provide needed and appropriate regulatory environment, oversight, monitoring, evaluation, review and approval processes, professional development, and all other administrative actions that make available a quality driver education and training program to all age-eligible residents.

1.1.3 have a full-time, funded State administrator for driver education and training. This individual should meet or exceed the qualifications and training required by the State for a novice teen driver education and training instructor and/or school owner or possesses equivalent experience or qualifications. This administrator should be an employee of the agency that has oversight of driver education and training.

1.1.4 have standardized monitoring, evaluation/auditing, and oversight procedures to ensure that every driver education and training program uses a curriculum with written goals and objectives.

1.1.5 have a program renewal process to ensure that curriculum material and procedures are current.

- 1.1.6 adopt an instructor certification renewal process.
- 1.1.7 approve driver education and training programs that conform to applicable State and national standards.
- 1.1.8 deny or revoke approval of driver education and training programs that do not conform to applicable State and national standards.
- 1.1.9 ensure that programs reflect multicultural education principles and are free of bias.
- 1.1.10 administer applications for licensing of driver education and training instructors, including owner/operators of public and private providers.
- 1.1.11 develop and execute monitoring, evaluation, and auditing procedures to ensure standards are met by public and private providers.
- 1.1.12 adopt goals, objectives, and outcomes for learning.
- 1.1.13 develop criteria to assess and approve programs, curricula, and provider effectiveness. Financial and/or administrative sanctions for non-compliance with the State application and approval processes and/or standards should be provided to all applicants and provide remediation opportunities to driver education and training programs when sanctions are issued.
- 1.1.14 establish and maintain a conflict resolution system for disputes between the State agency and local driver education and training programs.
- 1.1.15 require, provide, or ensure the availability of ongoing professional development for instructors to include updates in best education and training methods and material.
- 1.1.16 require all public and private driver education and training providers to report program data to the designated State agency so that periodic evaluations of the State's driver education and training programs can be completed and made available to the public.
- 1.1.17 ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations.
- 1.1.18 ensure that all novice teen driver education and training programs, instructors, and associated staff possess necessary operating licenses and credentials required by the State.
- 1.1.19 ensure that each driver education and training provider has an identified person to administer day-to-day operations, including responsibility for the maintenance of student records and filing of reports with the State in accordance with State regulations.

1.1.20 ensure that all materials, equipment, and vehicles are safe and in proper condition to conduct quality, effective driver education and training.

1.1.21 refer to a general standard for online education such as those established by the North American Council for Online Learning in the absence of national standards specific to the delivery of online driver education or online teacher preparation.

1.1.22 ensure that the instruction of novice teen drivers is completed using concurrent and integrated classroom and in-car instruction where the bulk of the classroom instruction occurs close in time to the in-car instruction to ensure the maximum transfer of skills.

Status

1.1.1

The responsibility for Vermont's Driver Education program is shared by the Department of Education (DOE) and the Department of Motor Vehicles (DMV). Coordination between these two entities is implied in law and in administrative rule. However, the impression by many program partners, including the Legislature, is that this coordination is currently ad-hoc and is not improving the implementation, monitoring, evaluation, and enforcement of the state standards and guidelines. Each Department has maintained oversight of the programs conducted in its own area (high school or private/commercial). Until recent staffing changes the DOE and DMV worked cooperatively, with DMV recognizing DOE as the lead agency due to the preponderance of programs residing in the public sector.

Many providers offer teen driving and licensing information to parents and guardians through materials and non-mandatory Parent Sessions. The front line instructors are often the main source of information to parents and the public about driver education and training issues. Bulletins are issued by DOE and DMV regarding changes to regulations and procedures. Updates are presented at statewide workshops.

There was a multi-disciplinary committee that met to develop the Vermont Strategic Highway Safety Plan. However, there were no recommendations by this committee to initiate an advisory committee for the driver education community. Young drivers are a focus area in the plan. There is no advisory board of stakeholders even though the consideration of this has been requested by the Vermont State Legislature.

Recommendations

1.1.1

- **Establish an advisory board of stakeholders that has input on the implementation, monitoring, evaluation and enforcement of the Vermont Driver Education program standards that has membership from the**

principle associations and regional school representation as requested by the Vermont State Legislature.

- Strengthen the administrative communication and collaboration between the Department of Education and the Department of Motor Vehicles.

Status

1.1.2

The Department of Education and the Department of Motor Vehicles are not a direct provider of teen novice driver education, therefore avoids the potential of conflicts of interest with their oversight roles.

Status

1.1.3

The DOE has statutory responsibility to administer driver education in the state's high schools. As part of agency-wide staffing reductions, the professional Driver Education Consultant position was eliminated. There is an expectation on the part of high school driver education programs that DOE provide centralized programmatic and administrative support and guidance. DOE staffing levels are inadequate to perform these functions. Senior management concerns include the lack of permanent financing for a dedicated, full-time driver education coordinator as well as a desire to heighten local control of the program.

The DMV has regulatory authority over private driver training schools and third party testers. The current staffing level within the DMV is inadequate, even with its heavy reliance on the DOE to meet its mandate.

There is no dedicated, full-time, funded, State coordinator for driver education in either Department. The current DOE and DMV staff does not meet nor exceed the qualifications and training required by the State for a novice teen driver education and training instructor and/or school owner nor possess the equivalent experience or qualifications.

Recommendations

1.1.3

- **Increase the Department of Education staffing level to carry out centralized administration and support of the statewide high school driver education program.**
- **Increase the Department of Motor Vehicles staffing level to administer its mandate for private driver training schools and third party testers.**
- **Provide a full time funded State administrator to coordinate, oversee and support Vermont's driver education program.**

- Require the State administrator to meet or exceed the minimum qualifications and training required by the State for a novice teen driver education and training instructor or possess equivalent experience or qualifications.
- **Establish a dedicated revenue source to fund the Department of Education, Department of Motor Vehicles and State administrator positions for the Driver Education program.**

Status

1.1.4

Minimal monitoring or oversight is conducted for the Driver Education program. There is no dedicated staffing at DOE or DMV with responsibility for providing regular auditing, evaluation, or oversight of public or private driver education programs.

Multiple organizations and individuals in Vermont possess the necessary skills to establish monitoring standards as well as to conduct those reviews.

Recommendation

1.1.4

- **Establish a monitoring and oversight program with dedicated staffing.**

Status

1.1.5

Curriculum guides have been developed and provided to public sector driver education teachers/instructors and schools by the DOE. The guides and materials are not mandatory for the individual programs to use. These curricula include clearly established goals and objectives. Curricula in Vermont's high schools are determined by each local school district or the individual instructor. It appears that the last update was approximately two years ago.

DMV requires individuals who are newly licensed through the DMV as private driver training instructors to complete Vermont's driver education teacher prep courses or their equivalent. Those who attend Vermont's driver education teacher prep courses must use the curriculum that was provided in their training.

Neither state agency has a formal curricula review cycle.

Recommendation

1.1.5

- Establish a formal review cycle to assure school curricula and operating procedures are current.

Status

1.1.6 and 1.1.15

The DOE requires Level I licensed teachers to renew their license every three years. Level II licensed teachers renew their license every seven years. Instructors licensed through the DMV are required to renew their driver training instructor license every two years.

The DOE requires professional development as part of the renewal process. A minimum of one-third of that time must be specific to driver education. The DMV has no required continuing education for private instructors as part of the renewal process.

Neither public nor private instructors are evaluated with any routine or consistency. Ongoing professional development opportunities for instructors are widely available.

Recommendation

1.1.6 and 1.1.15

- Establish a requirement of continuing education for instructors licensed through the Department of Motor Vehicles.

Status

1.1.7

The DOE and the DMV have established minimum requirements for Driver Education programs. Driver education programs are not reviewed by either agency to ensure the minimum standards are being met.

Recommendation

1.1.7

- Implement a quality assurance system to ensure that minimum standards are being met.

Status

1.1.8; 1.1.11; 1.1.18; and 1.1.20

Driver Education programs in public schools are created and established locally, yet they must be approved by the DOE in order to receive any financial reimbursement. Special exceptions are granted to accommodate local needs. Sanctions may be placed on individual instructors.

All DMV licensed schools are required to be in compliance with DMV rules and regulations for private schools. Schools that do not comply are subject to sanctions.

Monitoring and evaluation of course providers and instructors are insufficient in both agencies.

DMV Instructor licenses are renewed every two years. DMV reviews each instructor's motor vehicle record and conducts a background check to ensure compliance with driver training instructor and driving school requirements.

There is an expectation that the local school administrators and driver educators will ensure all classroom materials and equipment are in proper condition to conduct quality, effective driver education and training. There is no verification by either state agency that these requirements and expectations are being met. All vehicles must pass a yearly safety inspection conducted by a licensed Vermont inspection station. There is no verification that the driver education specific equipment is present and in proper working condition.

Recommendations

1.1.1.8; 1.1.1.11; 1.1.1.18; and 1.1.1.20

- Verify that all classroom materials and equipment are in proper condition to conduct quality, effective driver education and training.
- Verify that all driver education-specific vehicle equipment is present and in proper working condition.
- Strengthen oversight of driving schools by performing yearly audits.

Status

1.1.1.9; 1.1.1.12; and 1.1.1.13

Driver education in the high schools is held to the same statewide educational standards as all other public education courses. There is nothing in place to assure this is the case in private schools.

The Vermont Driver Risk Prevention Curriculum Guide includes goals, objectives and outcomes for learning even though this is not a required statewide curriculum.

The DOE has nothing in place to assess and approve programs, curricula, and provider effectiveness with the exception of the generic annual program approval. High School programs must be approved in order to receive funding provided by the state. The DMV has no criteria to assess and approve programs, curricula and provider effectiveness.

Status

1.1.1.10

The licensing of Vermont's High School driver education teachers is done by the DOE. The license carries the same requirements as any other subject matter license. Instructors and owners of private driving schools apply to and are licensed by the DMV.

Status

1.1.14

No formal system appears to be in place for conflict resolution at the state level. The State Board of Education can grant waivers of State Board of Education Rules.

A driver training school or instructor, licensed through the DMV, whose approval has been suspended, revoked, or canceled, is entitled to a hearing in order for their case to be adjudicated per state hearing regulations.

Status

1.1.16 and 1.1.17

There are no reporting requirements for public and private driver education providers relating to system and school evaluation purposes.

There is no overall course data and outcomes collection system to gather aggregate data and provide guidance for any adjustments that need to be made to the curriculum and/or the instructional process.

Recommendation

1.1.16 and 1.1.17

- Require providers to report program data, following State and Federal confidentiality guidelines, for system and school evaluation purposes.
- Implement an overall course data and outcomes collection system to collect aggregate data and provide guidance for any adjustments that need to be made to the curriculum and/or the instructional process.

Status

1.1.19

The local high school administrators and driver education instructors are recognized as the point person for their public driver education program. Private driver training school owners are recognized as the point person for their driver education program. However, without State oversight or required reporting it is unclear if there is a student record retention schedule, maintenance of those records, and filing of reports outside of the public reimbursement process.

Status

1.1.21

Neither DMV nor DOE addresses the issue of on-line, home study or alternative options for completing the mandatory 30 hours of classroom time. Although a teacher

preparation course was delivered through computer-mediated instruction this past year, Vermont has no established standards for computer-mediated program delivery.

Status

1.1.22

Currently, there is no clear requirement for instruction to be concurrent and integrated in the publicly delivered program. Concurrent and integrated instruction is inferred in the current laws and rules. Some programs go to extra lengths to make sure this program is delivered concurrently. However, the completion of some programs' behind the wheel training was delayed due to class schedules or student scheduling conflicts.

Private driver education instructors are required to assure training is concurrent and integrated.

2.0 Education/Training

Advisory

2.1 Each State should:

2.1.1 have driver education and training that meets or exceeds current nationally accepted content standards and benchmarks.

2.1.2 approve curricula that are based on nationally recognized standards such as ADTSEA and DSAA – Attachments E and F. Each State retains authority in determining what curricula meet its State standards. Other resources include AAA¹ and NIDB.²

2.1.3 regulate the use of simulation and driving ranges.

2.1.4 require an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to graduate from the driver education and training program.

2.1.5 require a course provider to conduct valid post-course evaluations of driver education and training programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program (a resource for help in conducting these evaluations is the AAA Foundation for Traffic Safety³).

2.1.6 require core driver educational hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination. To enable States to select the appropriate guidelines for contact hours to meet the desired outcomes, the following instructional time should be:

First stage education:

Minimum of 45 hours of classroom/theory;

Minimum of 10 hours of behind the wheel instruction;

10 hours in-car observation;

Second stage education;

Minimum of 10 hours; and

The in-car instruction can be enhanced with simulation or driving range instruction.

2.1.7 require distributive learning.

¹ Lonero, L., Clinton, K., Brock, J., Wilde, G., Laurie, I., & Black, D. (1995). Novice Driver Model Curriculum Guidelines. Washington, DC: AAA Foundation for Traffic Safety. . <http://www.aaafoundation.org/resources/index.cfm?button=lonaro>

² Mottola, F. R. (n.d.). Standards for a Risk Management Program. Chesire, CT: National Institute for Driver Behavior. <http://www.nidb.org/>

³ Clinton, K., & Lonero, L. (2006, October). Evaluating Driver Education Programs: Comprehensive Guidelines Washington, DC: AAA Foundation for Traffic Safety. <http://www.aaafoundation.org/pdf/EvaluatingDriverEducationProgramsGuidelines.pdf>

Status

2.1.1 and 2.1.2

The written authority for the driver education program offered within Vermont high schools comes from Education statute: *16 VSA §1045 and State Board of Education Rules*.

The written authority for private driver training schools comes from Motor Vehicle statutes, *23 VSA §701, §702 and DMV Rule 11: Operation of Commercial Driver Training Schools and Instructors Giving Driver Training Instructions for Hire*.

Vermont has not adopted or developed driver education curriculum content standards, such as those offered by the American Driver and Traffic Safety Education Association (ADTSEA) and the Driving School Association of the Americas (DSAA). Vermont also does not have a standardized, state-level process for curricula review, revision and approval or a mechanism for ongoing feedback on all approved curricula.

There are various locally approved curricula currently in use. The most prevalent curriculum in use is *Vermont's Driver Risk Prevention Curriculum Guide*, an adaptation of *The Western Oregon University Oregon Driver Risk Prevention Curriculum*, itself, an adaptation of the National Institute for Driver Behavior (NIDB) *Driver Risk Prevention Curriculum*. The feedback on the curriculum content and the teacher training was very positive. The curriculum appears to promote effective teaching and learning of critical driver education content.

Vermont has not conducted an analysis of similarities and differences between *Vermont's Driver Risk Prevention Curriculum Guide* content and the ADTSEA or DSAA standards.

The most commonly cited obstacles to expanding from 30 to 45 hours of classroom instruction and from six to ten hours of in-vehicle instruction are cost, scheduling and existing legislation. There is a high level of interest to consider alternative delivery methods and/or creating a hybrid program to augment the current “30 and 6” program.

There is no nighttime driving restriction for holders of the Junior Operator License.

Recommendations

2.1.1 and 2.1.2

- **Develop or adopt Curriculum Content Standards, a Process for Curriculum Review and Standards for Curriculum Submission for driver education and training programs seeking approval for use in Vermont.**
- Conduct a curriculum review comparing the curriculum content of existing curricula currently approved for use in Vermont with the ADTSEA and/or DSAA

standards.

- Adopt or develop criteria for augmenting the current curricula with additional educational delivery systems such as simulation, computer-mediated or self-directed study components.
- Establish a curriculum revision process to review all approved curricula on a periodic basis.
- Establish criteria for curriculum enhancements and an efficient process for the review and approval of such requests.
- Establish a mechanism for ongoing feedback on all approved curricula.
- Enhance the nighttime driving risk conversation within the curriculum content.

Status

2.1.3

Vermont has published regulations regarding driving ranges. There appears to be no regulations for the use of driving simulators.

Recommendations

2.1.3

- Adopt or develop criteria for augmenting the current curricula with additional educational delivery systems such as simulation, computer-mediated or self-directed study components.

Status

2.1.4

Vermont does not require an approved end-of-course knowledge and skill assessment examination based on stated goals and objectives to graduate from the driver education and training program.

Some local programs provide an end-of-course assessment to inform teachers and others with regard to the driving-related concepts and skills students have learned, how well they have learned these concepts and skills, and whether or not adjustments need to be made to the curriculum and or the instructional process.

At the state level there is no process to collect, analyze, or summarize evidence from multiple sources of data related to graduates of driver education and training programs.

The *Vermont Driver Risk Prevention Curriculum Guide* does provide guidance on student assessments which informs teachers and others with regard to the driving-related concepts and skills students have learned, how well they have learned these concepts and skills, and whether or not adjustments need to be made to the curriculum and or the instructional process.

Recommendations

2.1.4

- Adopt or create a standardized summative assessment tool for classroom and in-car driver education that is aligned with the Vermont state standards.
- Require that all approved curricula include end-of-course knowledge and skill assessments based on the stated intended learning outcomes and conducted by the approved course provider to determine if successful completion of the course has been achieved.

Status

2.1.5

While some schools conduct post-course evaluations of their programs for the purpose of improving the effectiveness of their program, Vermont does not require a post-course evaluation.

Recommendation

2.1.5

- **Require that all approved course providers conduct a valid, evidence-based post-course evaluation that measures the effectiveness of the program be completed by students and parents, and that the information collected from these evaluations be analyzed and utilized for the purpose of improving positive program learning outcomes.**

Status

2.1.6 and 2.1.7

Vermont requires a minimum of 30 hours of classroom instruction and six hours of in-car instruction. Vermont also provides for six hours of in-car observation which is mandatory for DMV programs and encouraged for DOE programs. There is no second-stage educational requirement.

Due to the predominately rural nature of Vermont, the current, one hour, behind-the-wheel limitation causes a hardship on some providers to ensure that students receive exposure to the widest possible variety of driving environments.

The Vermont Department of Education has promulgated rules related to maximum classroom and behind-the-wheel hours per day as shown in §2351 of the State Board of Education Manual of Rules and Practices.

§2350 Driver and Traffic Safety Education Programs

§2350 A driver education program shall include an approved driver education course during regular school hours as a part of the offerings of the regular school-day program.

§2351 To be approved by the Department of Education, a driver education course must consist of at least 30 clock hours of class instruction and at least 6 hours of behind-the-wheel instruction by a certified driver education instructor. No more than 2 hours of classroom instruction, and 1 hour of behind-the-wheel instruction shall be provided to a student in one day.

The Vermont Department of Education has promulgated rules that require distributive learning.

Recommendations

2.1.6

- Increase classroom hours from 30 hours to 45 hours.
- **Increase behind-the-wheel instruction from six hours to 10 hours.**
- Increase in-car observation from six hours to 10 hours.
- Require second stage education of at least 10 hours.
- Require mandatory observation time regardless of where students receive their driver education and training course.
- Allow for a single behind-the-wheel session of 1 1/2 hours in a 24 hour period, where necessary, to ensure that students receive exposure to the widest possible variety of driving environments.

3.0 Instructor Qualifications

Advisory

3.1 Each State should:

3.1.1 require the following prerequisites for instructors receiving certification and recertification:

- a) possession of a valid driver's license, as recognized by the State.
- b) have an acceptable driving record as determined by the State.
- c) pass a Federal and State criminal background check.
- d) meet health or physical requirements as determined by the State.
- e) achieve a minimum academic education requirement as determined by the State.
- f) meet a minimum age requirement as determined by the State.

3.1.2 require instructors to complete approved standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs. This preparation should include a course of study that is no less than 120 hours of preparatory time. (See Attachment B, Instructor Qualifications Statement)

3.1.3 require instructors to receive training in accepted best practices in course delivery and evaluations using various delivery modalities.

3.1.4 require that an instructor pass a State-approved practical and/or written exam (e.g., Praxis II, National Teacher Certification Program [available at www.ADTSEA.org]).

3.1.5 require annual continuing education and professional development hours for instructors.

3.1.6 require an annual driving record review for instructors.

Status

3.1.1

There are two State agencies in Vermont that issue driver education instructor licenses. The Vermont Department of Education (DOE) - Standards Board for Professional Educators issues the educator's license for public school driver education instructors. The Vermont Department of Motor Vehicles (DMV) issues the licenses for private school driver education instructors.

The DOE - Standards Board for Professional Educators requires the following prerequisites for educators receiving initial Educator license certification (Reference: Vermont Department of Education – Vermont Standards Board for Professional Educators – Rule 5440-30):

- Possess a valid Vermont Motor Vehicles Operator's license, or a valid operator's license from an adjacent state, provided the person is a legal resident of that state, with at least five years of driving experience while holding a driver's license.
- Have and maintain a model driving safety record defined as:
 - 1) no more than one moving motor vehicle traffic violation conviction within the preceding one year period
 - 2) no more than three moving motor vehicle traffic violation convictions within the preceding three years
 - 3) no driver's license suspension or revocation within the preceding three years for the above (1 and 2) convictions
 - 4) no driver's license suspension or revocation within the preceding five years for motor vehicle convictions other than those above (1 and 2)
 - 5) no motor vehicle criminal violation convictions within the preceding seven years. These would include, but not be limited to, operating a motor vehicle under the influence of intoxicating liquor or other substance or negligent operation of a motor vehicle.
- Provide a letter stating approval to proceed with licensure from the VT Department of Education Driver Education Consultant. This approval will certify the model driving record and shall state whether the individual is being recommended for the full endorsement or the endorsement limited to in-vehicle instruction only.

The DOE requires that driver educators possess a valid driver's license, have an acceptable driving record, pass a Federal and State criminal background check, achieve a minimum academic education requirement, and meet the age requirements as determined by the State. The DOE minimum age requirement is based on the requirement to have at least five years of driving experience while holding a driver's license. The DOE does not require driver educators to meet health or physical requirements.

The DMV requires the following prerequisites for instructors receiving initial instructor license (Reference: 23 VSA §705 Qualifications for instructor's license, 15 VSA §795, 32 VSA §3113, and DMV Administrative Rule 11 (I)):

- The applicant is in good standing with the tax department.
- The applicant is in good standing in respect to child support.
- The applicant has no felony conviction or incarceration for a felony within the last 10 years.
- The applicant has no DUI violation or conviction in the last three years.
- The applicant has no subsequent 10 point conviction.
- The applicant will be training under the license of a licensed private driver training school.
- The applicant is physically able to operate a motor vehicle and to train others in such operation.

- The applicant has five years of experience as a licensed operator and is at least 21 years of age.

The DMV requires that instructors possess a valid driver's license, have an acceptable driving record, pass a Federal and State criminal background check, meet health or physical requirements, achieve a minimum academic education requirement, and meet the age requirements.

Recommendations

3.1.1

- Require that Department of Education instructors meet health or physical requirements as determined by the State.

Status

3.1.2

Vermont requires individuals desiring to obtain a driver educator license to complete approved standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs. The DOE requires, for an educator license with the driver education endorsement for classroom and in-vehicle, that the instructor complete the basic teacher preparation coursework for all teachers in any discipline and 18 credit hours. This training consists of six separate 45 clock hour courses. This preparatory time for the classroom and in-vehicle instructor is 270 clock hours that exceeds the recommended 120 hours of preparatory time. The courses include the following:

1. In-vehicle instructional techniques (45 hours)
2. The zone control system of driving, general traffic safety, and emergency driving techniques (45 hours)
3. Traffic safety education, including methods and materials for teaching driver and traffic safety education, administration of a driver and traffic safety education program, vehicular law, and insurance and financial responsibility. The courses that cover this content are Driver Education I (45 hours) and Driver Education II (45 hours).
4. Alcohol and drugs (45 hours)
 - a. the impact of alcohol and other drugs on the operation of a motor vehicle
 - b. recognition of impairment by alcohol and other drugs (For in vehicle license only, b. meets the standard.)
5. An area of the behavioral sciences such as educational psychology, adolescent psychology, or human development (45 hours)

In addition, the DOE requires that the instructor has the following performance standards:
Specifically, the educator:

1. Provides students with positive attitudes toward safe driving with special emphasis on having students understand the serious responsibilities associated with safely operating a motor vehicle
2. Provides students with the necessary skills to drive safely
3. Plans, organizes, implements, and evaluates a driver and traffic safety education program, including procuring vehicles, performing the necessary recordkeeping, and carrying out other administrative duties associated with driver education
4. Models for students, at all times, a high level of self-driving performance
5. Maintains effective public relations with the community, including remaining aware of community needs and making the community aware of the need for driver education

The courses mentioned above are currently being provided by the Vermont Higher Education Collaborative in conjunction with Castleton State College. The costs to the instructors have more than doubled for these courses, compared to when offered through the DOE Driver Education Consultant.

The DOE requires that a teacher with the basic preparation coursework desiring to teach in-vehicle only to complete the six credit hours consisting of the in-vehicle instructional techniques and the zone control system of driving, general traffic safety, and emergency driving techniques (90 hours) and a drug and alcohol workshop (between eight and 15 hours). This preparatory time for the in-vehicle only instructor may be between 98 and 135 hours depending on the length of the drug and alcohol workshop (Reference Vermont Department of Education – Vermont Standards Board for Professional Educators – Rule 5440-30).

The Vermont DMV requires an individual desiring to be licensed through DMV to complete the same courses as the DOE. In many cases, course attendees are from both agencies. The DMV only issues licenses permitting driving instructors to teach **both** classroom and in-vehicle. The DMV requires the following:

- a. The applicant holds a current Vermont Board of Education Teaching Certificate endorsed for driver education; or
- b. The applicant has done the following:
 1. Successfully completed all required driver education instructor preparation coursework;
 2. Successfully completed an educational psychology course;
 3. Successfully completed a recognized course on the effects of drug and alcohol use;
 4. Provided written verification of 60 hours of teaching experience;

5. Passed a 50 question test, administered by the Driver Training Coordinator, based on standard driver training materials; and
6. Passed a complete DMV licensing exam.

This preparatory time is 270 hours that exceeds the recommended 120 hours of preparatory time. The DMV does have procedures that would permit individuals to complete driver instructor preparation coursework through alternate entities such as Keene State College in New Hampshire or the American Driver and Traffic Safety Education Association – Teacher Credentialing /Certification Program (Reference: 23 VSA §705,706; Administrative Rule, Operation of Commercial Driver Training Schools and Instructors Giving Driver Training Instructions for Hire (I)).

Recommendations

3.1.2

- Require that a Department of Education in-vehicle only teacher complete basic preparation coursework that is no less than 120 hours of preparatory time.

Status

3.1.3

The DOE accepts completion of an educational psychology course to meet the requirement that instructors receive training in accepted best practices in course delivery and evaluations using various delivery modalities. In addition, the DOE requires that driver education teachers complete additional professional development courses in these areas for relicensing every three years for a Level I license and seven years for a Level II license.

The DMV accepts completion of an educational psychology course to meet the requirement that instructors receive training in accepted best practices in course delivery and evaluations using various delivery modalities.

Status

3.1.4

The DOE does not require that an instructor pass a State-approved practical and/or written exam specific to driver education. The DOE does require that any teacher pass the Praxis I (general teaching principles) and driver education instructor course exams.

The DMV requires that an instructor pass a State-approved written exam based on driver education instructional materials.

Status

3.1.5

The DOE does not require annual continuing education and professional development hours for instructors. The DOE requires a teacher to complete three continuing education credits for renewal of his/her Level I license or nine continuing education credits for renewal of his/her Level II license. An instructor may obtain the continuing education and professional development hours by attending conferences and workshops related to

driver education or teaching techniques. Fifteen conference or workshop hours equal one credit hour.

The DMV does not require annual continuing education professional development hours for instructors. The DMV expressed concern that it may be difficult for the licensed instructors to accomplish continuing education requirements.

There are more opportunities than are currently recognized for continuing education and professional development.

Recommendations

3.1.5

- Require annual continuing education and professional development hours for the Department of Motor Vehicles instructors.
- Maintain the requirement of continuing education and professional development hours for the Department of Education instructors.

Status

3.1.6

Although the DOE does not require an annual driving record review for instructors, it uses a service that informs it when an instructor has a serious violation on his/her driving record.

Although the DMV does not require an annual driving record review for instructors, it requires that licensed driving instructors have their driving records reviewed every two years, as part of the renewal process.

Recommendations

3.1.6

- Require an annual driving record review for Department of Education and Department of Motor Vehicles instructors.

4.0 Parent Involvement

Advisory

4.1 Each State should:

4.1.1 require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen's driver education and training course. This session should outline the parent's responsibility and opportunity to reduce his or her teen's crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of GDL and parental involvement:

- a) Manage the novice driver's learning-to-drive experience to determine the readiness of the teen to begin the process, and supervise the teen's driving so that the parent can better determine the teen's readiness to advance to the next licensing stage and assume broader driving privileges;
- b) Supervise an extended learner permit period of at least six months that provides at least weekly opportunities for the novice driver to accumulate a minimum of 50 hours of supervised practice driving in a wide variety of increasingly challenging circumstances. Hours of supervised practice driving required in GDL should not be reduced by a novice driver's participation in other driver education and training programs, nor should any other activity be considered a substitute;
- c) Supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers and during nighttime hours until the State's GDL requirements have been met and the parent determines the teen's readiness to drive unsupervised in these high risk conditions; and
- d) Negotiate and adopt a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to earn and for the parent to grant progressively broader driving privileges.

4.1.2 require a parent to complete a debriefing with the driver training instructor to inform the parent of the progress and proficiency of the teen driver. This final session should include a reminder that it is the parent who must ultimately determine the teen's readiness to obtain a license with full driving privileges and of the parent's responsibility and important role in helping the teen to become a safe driver.

Status

4.1.1

Vermont does not currently require driving schools to offer a “Parent Session,” nor does it currently require parents to attend such a session. However, there is no provision preventing driver training programs from offering a Parent Session, and many driver training programs do voluntarily offer such sessions, sometimes mandating parent attendance.

Such Parent Sessions, when offered, generally address the parent-related topics in the *Novice Teen Driver Education and Training Administrative Standards*, including parents’ responsibility and opportunities to positively impact teen crash risk, Vermont’s Graduated Driver Licensing System, conducting effective required hours of supervised practice driving, modeling safe driving behavior, and adopting a written parent-teen driving agreement. Further, attendance at such voluntary Parent Sessions appears to be quite high, although an individual school or instructor may have to offer several Parent Sessions to reach all the parents of teens enrolled in a particular driver education class.

Some driver training programs’ support of parent involvement is accomplished in other ways, such as by requiring that some portion of the parent-supervised practice driving to occur simultaneously with the driver education class, providing ongoing communication to parents via phone or email about student progress, and sending home an informational packet to parents. Further, it is estimated that approximately one-half of Vermont’s high schools do feature some version of a parent involvement program.

To support the implementation and delivery of Parent Sessions, Vermont provides a full suite of resources for instructors, including the *Parent Involvement Resource Guide*, the *VDTSEA Parent/Guardian-Teen Vehicle Use and Operation Agreement*, and a 75-slide *PowerPoint* presentation. The voluntary parent sessions currently hosted by driver training programs in Vermont could serve as an efficient and proven basis for a state-wide outline for all such programs.

Overall, parent involvement in driver education appears to be highly valued and strongly supported by instructors, students and legislators. There was universal support for the concept and value of Parent Sessions, but not everyone agreed that parent attendance should be mandatory.

Beyond the concept of Parent Sessions, Vermont does make available several resources to support parent education of and involvement in the state’s driver education and licensing processes. First, the Department of Motor Vehicles hosts a comprehensive website, complete with information about the licensing process, a list of Standard Driving Schools, and Frequently Asked Questions.

Second, Vermont offers a free, downloadable 11-page booklet titled “*Vermont’s Graduated Driver License Law and Teen Driving Safety Tips: A Parent’s Guide.*” Using an easy-to-read format, this guide provides an overview of Vermont’s entire licensing

process, covering topics such as GDL and the three stages of the licensing program, restrictions on driving, consequences of violations, how to find a driver education program, tips to help teens drive safely, and additional resources.

Third, the State offers the *Driving Practice Log Sheet*. Vermont requires that parents conduct 40 hours of supervised practice driving, 10 of which must be at night, and this document helps families track and record this driving. When signed and submitted by the parent, it serves as the official proof that the required hours of practice driving were completed.

In sum, despite not requiring parents to attend a Parent Session, the State seems well prepared to support parent involvement, by providing support to instructors in delivering Parent Sessions, and by making resources directly available to parents.

Recommendations

4.1.1

- **Require parents of novice teen drivers to participate in an orientation session that addresses topics including parents' responsibility and opportunity to impact teen crash risk, Vermont's Graduated Driver Licensing System, conducting effective supervised practice driving, modeling safe driving behavior, and adopting a written parent-teen driving agreement.**
- Explore methods to increase access to the Parent Sessions to address geographic, scheduling, logistic and other concerns regarding mandating parents' in-person attendance at a driver training program-hosted Parent Session.

Status

4.1.2

Vermont does not currently require driver training programs or instructors to provide a end of course briefing on classroom or the on-the-road performance to parents. Some driving schools' instructors do voluntarily debrief directly with parents, and others voluntarily send home a summary of a student's performance, including what driving skills should continue to be developed in subsequent supervised practice driving.

Recommendation

4.1.2

- **Require each parent to complete an end of course briefing with the driving training instructor to discuss the progress and proficiency of the teen driver.**
- Require that end of course briefings include input regarding what skills and abilities the parent and teen should practice during future supervised driving and remind parents of the necessity and value of their ongoing involvement as their teen continues to learn to drive.

5.0 Coordination with Driver Licensing

Advisory

5.1 Each State should:

5.1.1 have a formal system for communication and collaboration between the State driver education and training agency and the State driver licensing authority. This system should allow sharing of information between driver education and training program/course administrators and the State's driver licensing authority.

5.1.2 have a GDL system that includes, incorporates, or integrates driver education and training. Completion of driver education and training should not reduce the time requirements in the GDL process.

5.1.3 provide information and education on novice teen driving requirements and restrictions to judges, courts, and law enforcement officials charged with adjudicating or enforcing GDL laws.

5.1.4 ensure that sanctions for noncompliance with GDL requirements by novice teen drivers are developed and enforced uniformly.

5.1.5 require a parent to submit State-specified documentation that certifies completion of required supervised hours in a manner that reduces the possibility of fraudulent entries.

5.1.6 ensure that State licensing tests are empirically based and reflect performance competencies of the standards-based driver education and training program outlined in the previous sections of this document.

5.1.7 develop and implement a valid and reliable driver's knowledge and skills test that assesses factors associated with the novice teen driver's ability to reduce driving risks.

Status

5.1.1

Driver Education in Vermont is supervised and supported by personnel in the Vermont Department of Education (DOE) and the Department of Motor Vehicles (DMV). Both departments are jointly charged with approval of driver education and training courses.

Since 80% of driver education is provided through Vermont high schools and the DOE has both the educational expertise and the legislative mandate to provide driver education, DOE is recognized as the primary resource for delivering driver education.

The administration of the high school driver education program is the responsibility of the DOE.

The administration of private driver education programs and third-party testers is the responsibility of the DMV.

In the past, the DOE had a full-time Driver Education Consultant on its staff. There were also one or two administrative assistants. Since 2004, the Driver Education Consultant position has either been vacant or staffed by a temporary part-time employee. Since 2010, the position has been vacant and another program technician, with other DOE duties, has assumed some of the work of the Driver Education Consultant position.

Within the DMV an individual holding the position of Transportation Program Specialist serves as the driver training coordinator and oversees the private driver training schools. The person holding this position also has other duties and responsibilities within DMV.

Staffing for driver education in both the DOE and DMV has been negatively affected in recent years by the economy.

Currently, there appears to be no formal system for communication and collaboration between the State's driver education and training agencies and the State driver licensing authority. DOE and DMV do communicate by e-mail, phone and personal contact in an ad hoc manner. However, there is no central point of coordination between the two departments.

DMV provides relevant updates to contacts at the DOE who distribute these updates through an e-mail system to public high schools.

Vermont third-party licensing examiners are provided with updates as required. They are also provided with refresher training as time permits.

Data related to teen driving traffic convictions and driving errors in crashes is not actively disseminated for driver education program enhancement and improvements.

Recommendations

5.1.1

- **Create a formal system for communication and collaboration between Department of Education and Department of Motor Vehicles and create a position that will provide a central point of coordination between the two departments.**
- Distribute teen crash and conviction data for driver education program enhancement and improvement to the driver education and traffic safety community.

Status

5.1.2

The Vermont DMV Provisional license program requires new drivers 15–17 years of age to progress through three licensing levels, Learners Permit, Junior Operator's License, and Full licensure.

Driver education completion certificates (yellow and green cards), issued to teens who successfully complete driver education, are submitted by applicants applying for Junior Operator Licenses to the DMV. There are numerous teens waiting until age 18 to obtain a license therefore, avoiding driver education and GDL. While the reduction in crashes for the drivers 18 and 19 is significant, it is not as significant as the reduction in crashes for the 16 and 17 year old drivers.

The manual process for issuance and maintenance of the driver education completion certificates require multiple signatures before being eligible to submit to DMV.

The Vermont DMV issues a Junior Operator License to persons 16–17 years of age.

Individuals who obtained a Learner's Permit on or after July 1, 2000, are subject to the provisions of Vermont's Graduated Driver License (GDL) laws.

Successful completion of an approved driver education course is only required for individuals age 16 and 17 seeking driver licenses.

Completion of an approved driver education and training course does not reduce the time requirements in the GDL process.

Individuals 15 years of age or older, may operate a motor vehicle if they hold a valid Learner's Permit and are accompanied by one of the following people (riding in the vehicle beside the driver):

- o A licensed and unimpaired parent or guardian
- o A licensed or certified and unimpaired driver education instructor
- o A licensed and unimpaired individual who is at least 25 years of age.

To apply for a Learner's Permit, an individual must have maintained a clean driving record in the previous two years.

Individuals must possess a Learner's Permit for at least one year prior to obtaining a Junior Operator License.

Prior to obtaining a Junior Operator License an individual must complete an additional forty hours of practice behind the wheel with at least ten hours being nighttime driving while accompanied by one of the individuals indicated above who is riding beside the driver. Proof of this additional practice must be submitted to DMV at the time of

application for a Junior Operator License on a form provided by DMV and certified by one of the individuals indicated above. Form, TA-VN-210 (Driving Practice Log Sheet) has been created for this purpose. <http://www.adobe.com/products/acrobat/readstep.html>

An individual must have maintained a "clean" driving record without any Learner Permit recalls, suspensions or revocations for a six-month period prior to obtaining a Junior Operator License.

While holding a Junior Operator License, the individual may not operate a vehicle in the course of their employment for one year following the issuance of the Junior Operator License or until they reach the age of 18 (whichever comes first).

While holding a Junior Operator License, an individual may not carry passengers for hire.

During the first three months of operation under a Junior Operator License, the individual is restricted to driving alone, or with one of the individuals indicated above. If one of those individuals is in the vehicle with them there is no restriction on the number of passengers they can transport in the vehicle. However, the driver is not allowed to transport more passengers than there are safety belts.

During the second three months of operation under a Junior Operator License, the individual may begin transporting immediate family members (parents and/or siblings) in the front seat.

After holding a Junior Operator License for six months there are no passenger restrictions.

There are no nighttime driving restrictions for Junior Operator License holders.

An individual must be 18 years of age to obtain an Operator License, and must have not had any recalls, suspensions or revocations during the previous six-month period.

Driver education schools are not required to offer a parent session at the beginning of a course.

Parents, guardians, or mentors are not required to attend a parent session when the permit holder begins the driver education course.

Parents, guardians, or mentors are not required to attend a debriefing when the permit holder completes the driver education course.

Recommendations

5.1.2

- **Automate the process for the issuance of the driver education completion certificates that eliminates the multiple signatures required under the current manual process.**

Status

5.1.3

The GDL requirements are primarily communicated to students and parents through the driver manual and driver education course providers.

The DMV distributes law enforcement bulletins to address changing legislation on novice teen driving requirements and restrictions. These bulletins are distributed to the offices of all State's Attorneys, Sheriffs and law enforcement. Judges and courts are not included in this distribution list.

Enforcement of GDL restrictions by law enforcement and the courts is perceived as inconsistent.

A publication entitled "*A Parent's Guide to GDL*" is available on-line and has also been provided to some law enforcement officers.

Recommendations

5.1.3

- Continue the Department of Motor Vehicles publication of the law enforcement bulletins addressing changing legislation on novice teen driving requirements and restrictions.
- Distribute the law enforcement bulletins to all State's Attorneys, Sheriffs, law enforcement officers, judges and courts.
- Develop additional Department of Motor Vehicles and Department of Education outreach and education materials for use by judges, courts, and law enforcement agencies that address the Graduated Driver License provisions, restrictions, and mandated sanctions.
- Develop a law enforcement pocket guide describing how to interpret the license issue date and driver's age, Graduated Driver License driving requirements and restriction information for use during roadside stops.

Status

5.1.4

Sanctions for violations of GDL are written into Vermont Statute and require the recall of permits or licenses of young offenders. Period of the recall is based on the offense and by statute ranges from 30 to 90 days.

A Learner's Permit or Junior Operator License is considered to be a provisional license which is recallable. Any of the following actions will result in the recall of an individual's Learner's Permit or Junior Operator License:

- o Recommendation from a Diversion/Reparative Board - 30 day recall
- o Texting violation - 30 day recall
- o Carrying passengers for hire - 90 day recall
- o Driving for employer/employment - 90 day recall
- o Passenger age violation - 90 day recall
- o Passenger restrictions - 90 day recall
- o Points accumulation (for a single 3 point speeding violation or a 6 point total) - 90 day recall

Enforcement of GDL restrictions by law enforcement and the courts is perceived as inconsistent.

Although some parents believe the current GDL restrictions may be too restrictive and should be relaxed in relation to transporting siblings, some legislators believe the restriction is appropriate.

Recommendations

5.1.4

- Develop additional Department of Motor Vehicles and Department of Education outreach and education materials for use by judges, courts, and law enforcement agencies so that the Graduated Driver License provisions, restrictions, and mandated sanctions are enforced uniformly.
- Develop a law enforcement pocket guide describing how to interpret the license issue date and driver's age, Graduated Driver License driving requirements and restriction information to assist with consistent enforcement.
- Develop additional Graduated Drivers License outreach materials informing parents on the reasons for the driving restrictions and why sanctions must be enforced when their teen driver violates the restrictions of the Junior Operator's License.

Status

5.1.5

Vermont DMV requires teens to have a minimum of 40 hours of parent-supervised practice driving with at least 10 hours being nighttime driving (in addition to driver education) prior to license testing.

Vermont DMV requires the teen driver to log their driving hours and submit the log sheet to DMV at the time of application for a Junior Operator License on a form provided by DMV and certified by one of the individuals indicated in section 5.1.2. Form, TA-VN-210 (Driving Practice Log Sheet) has been created for this purpose.

Each time an entry is made on the log sheet, the initials of the licensed driver accompanying the teen are required on the log sheet entry.

By signing the log sheet, the parent or guardian self certifies by their signature that their teen has driven the required number of hours.

It was reported that driving time data was entered much later than the actual driving time.

Other than a single notice that “Statements and warrants herein are certified under penalty of 23 VSA §202 and §203” there are no other warnings to parents or guardians regarding falsification of driver log entries or sanctions for doing so. This seems to miss the opportunity to communicate to parents that providing false information could result in both criminal and civil penalties.

Recommendations

5.1.5

- Require driving logs be notarized before being submitted to the Department of Motor Vehicles.
- Provide additional education to the parent, guardian, or mentor, regarding the consequences of falsifying driver log entries.
- Emphasize, in the Parent Session, the importance of truthfulness for the parental submission of state specified documentation certifying completion of supervised practice driving.

Status

5.1.6

Vermont DMV road test examinations require drivers demonstrate knowledge of the rules of the road and basic vehicle control which is covered in driver education.

Applicants are expected to demonstrate they have attitudes and habits required of safe and courteous drivers.

Vermont DOE, DMV and the Vermont Driver & Traffic Safety Education Association (VDTSEA) have worked together on changes to the Vermont Driver Manual. This collaborative effort resulted in more consistency between training and testing materials, is the basis for the first on-line, interactive tutorial for a jurisdiction's driver manual, and has helped to bring driver training and driver testing closer. Teens using the tutorial can learn about safe driving, learn the rules of the road and prepare for both the written and road tests at the Vermont DMV.

Vermont DMV requires a knowledge test that measures an applicant's knowledge of road signs, traffic laws, and other information a driver needs to know. All information required to pass the knowledge test is found in the Vermont Driver Manual.

Status

5.1.7

Prior to obtaining a Learner's Permit, applicants are required to pass a written knowledge test. Applicants seeking a Vermont driver's license who do not currently hold a Vermont learner permit are also required to pass a written knowledge test containing 20 questions based on the Vermont Drivers Manual.

Driver educators administer written knowledge and driving skills tests that address the novice teen driver's ability to reduce driving risks. The nature and extent of these tests vary and are determined by local driver educators and/or local school policy.

The Vermont DMV road test is designed to require the license applicant to demonstrate knowledge of the rules of the road and vehicle control as well as demonstrating the attitudes and habits required of safe drivers.

There is collaboration between the Vermont DOE ,DMV and VDTSEA to identify and resolve discrepancies between Driver Education training and DMV driver license testing.

Recommendation

5.1.7

- Continue the collaboration to identify and resolve discrepancies between Driver Education training and Department of Motor Vehicles driver license testing.

APPENDIX 1 – Team Credentials

TROY E. COSTALES

Administrator, Transportation Safety Division
Oregon Governor's Highway Safety Representative
Oregon Department of Transportation
235 Union Street, NE
Salem, Oregon 97301

503-986-4192 Work
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troy.e.costales@state.or.us

Troy has served as the Transportation Safety Division Administrator and Governor's Highway Safety Representative since September of 1997 with formal delegation letters from former Governor Kulongoski and Oregon's current Governor Kitzhaber. He has over 24 years of experience in Transportation Safety, including 14 as the Administrator of the Division. In this current position, Troy serves as a member of the executive management team for the Oregon Department of Transportation.

Over the past 14 years, he has served multiple terms as a member of the board for the Governor's Highway Safety Association (GHSA) and is currently the Chair; served as a member of the American Association of State Highway and Transportation Officials (AASHTO) – Standing Committee on Highway Safety; served as a team member for the revisions to the NHTSA Impaired Driving program management course; is currently serving as a member of the Transportation Safety Management Committee and the NCHRP Panel 17-18 for the Transportation Research Board (TRB); currently serving as the task group Chairman for the AASHTO Strategic Highway Safety Plan initiative; and currently serving as a member of the International Association of Chiefs of Police – Drug Evaluation and Classification Program - Technical Advisory Panel.

Under Mr. Costales' leadership, Oregon has seen a dramatic decline in traffic fatalities and injuries, to the lowest level since 1944. The number of individuals injured in traffic crashes has also declined by more than 30% since the peak of 39,000 in 1996 to 26,000 last year. In addition, Oregon started a strong graduated driver license program that includes an incentive for driver education. Over the past three years the number of 16 year-old drivers behind the wheel when someone is killed or injured, has declined by over 50%. Oregon continues to post one of the highest safety belt use rates in the nation at 97+%. With the decline in the overall fatality toll, the number of alcohol-involved fatalities has also decreased by double digit percentages in this past decade.

KEVIN R. LEWIS

Director, Driver Programs
American Association of Motor Vehicle Administrators
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Kevin was born in Pittsburgh, Pennsylvania, on January 5, 1955, served in the United States Navy in the military intelligence arena from 1973 to 1979 and graduated from the University of Maryland with a degree in Business Administration in 1985. Kevin has over 36 years of Information Systems, Computer hardware/Software Integration and Driver Licensing experience.

Kevin has worked for a wide variety of employers, including NASA, where he worked on the first three Space Shuttle launches and the Defense Advanced Research Projects Agency (DARPA) where he was responsible for managing the Agency's Data Processing Center as well as providing computer hardware support for over 1,500 workstations. Kevin joined AAMVAnet in August 1997 as the Driver Systems Implementation Manager and became manager of the Operations Department in June 1998. In March of 2000, he assumed the position of CDL Safety Director in AAMVA's Programs department. He currently serves as Director of Driver Programs in AAMVA's Programs and Member Support department.

Kevin has been married for 28 years and resides in Mitchellville, Maryland.

NINA JO SAINT, MS

Program Manager
Education Service Center, Region XIII
5701 Springdale Road
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Nina Saint is Program Manager and Driver Education Curriculum Specialist for the driver Training Division at Education Service Center, Region XIII that manages the functions of the Texas Education Agency for oversight of public and licensed (private) schools. She has over 33 years of experience in education and over 29 years of experience in the field of driver education. Nina is responsible for establishing the curriculum standards for public, licensed, and parent-taught driver education programs. Her background is in public and private school driver education instruction including classroom, behind-the-wheel, simulation, and multi-car range instruction.

Nina serves as the Executive Director for the Driver Education and Training Administrators (DETA), Central board member for the American Driver and Traffic Safety Education Association (ADTSEA), Chair of the Supervision and Administration Division of ADTSEA, ex officio board member for the Texas Driver and Traffic Safety Education Association (TDTSEA), Ad Hoc board member of the Texas Coalition for Motorcycle Safety, Secretary for the Texas National Association for Multicultural Education, and a member of the Operator and Education Committee for the Transportation Research Board, and the Chair of the Association of National Stakeholders in Traffic Safety Education.

In 2008, Nina received the Texas Driver and Traffic Safety Education Associations Gene Wilkins Honor Award and in 2010, Nina was the only state administrator to receive the prestigious Driving School Association of the Americas', H. B. Vinson Award.

JANICE DAWSON SIMMONS

Administrative Consultant
Technical Assistant Team
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Annapolis, Maryland 21403

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Janice Simmons is an administrative consultant for National Highway Traffic Safety Administration (NHTSA) facilitated, Technical Assistance Teams (TAT), throughout the nation. She has been a participant since 1991, beginning with *The Emergency Medical Services Program Assessment for the State of New York*. In addition to Driver Education Assessments, she has assisted with programs that include Motorcycle Safety, Impaired Driving, Occupant Protection, Pedestrian Safety, and Emergency Medical Services.

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John served as a team member on the National Driver Education Standards Project. He is President of the Training & Research Institute for Advanced Driver Development (TRIADD) Inc. and the Immediate Past President of the Driving School Association of the Americas. John has been actively involved in road safety since 1970 and his expertise in road safety has been widely sought by organizations throughout North America and abroad, providing training and consulting services to governments, agencies and corporations in Canada, United States of America, Australia, Hong Kong, Japan, United Kingdom and Germany.

John has an impressive list of credentials which encompass virtually all vehicle classifications and instructor qualifications. Highlights include: Province of Ontario Chief Instructor, Chief Instructor in the Canada Safety Council Motorcycle Training Program, Ontario recognized signing authority, Province of Ontario Teacher Preparation Course, Department of National Defense Training Systems Standards Specialist Certificate, and Senior Driver Competency Assessment credential (DCA) with the Road Safety Educators' Association Inc.

Additionally, John has served as president of the Driving School Association of Ontario and in various capacities with the American Driver and Traffic Safety Education Association, the North American Coalition for Road Safety Education, the Road Safety Educators' Association, the Canada Safety Council and Crime Stoppers. He is a regular attendee and speaker at both national and international road safety conferences and has received numerous awards of recognition.

John believes that massive changes are about to reshape the future of Road Safety Education, and his current activities place him in the forefront of these developments. He is heavily involved in the application of new technologies in driver development and assessment and currently serves on numerous provincial, national and international committees.

WILLIAM E. VAN TASSEL, Ph.D.

Position: Manager, Driver Training Operations. AAA National Office.
Responsible for developing, implementing and evaluating AAA's driver education/training programs. June 2004 – current.

Education: Ph.D. in Safety Education from Texas A&M University
Masters in Research Psychology from University of Central Oklahoma

Professional: Chair of Stakeholder Panel, *Large-Scale Evaluation of Driver Education Project*, funded by Center for Disease Control (CDC), NHTSA and the AAA Foundation for Traffic Safety.

Member, *Novice Teen Driver Education and Training Administrative Standards* Core Development Team.

Member of the Committee on Operator Education and Regulation of the Transportation Research Board (TRB).

Has been qualified as an Expert Witness, providing testimony in driving-related legal trials.

Has worked with the US Army at its Safety Center on prevention of Privately Owned Vehicle crashes.

Quoted in *The New York Times* and *USAToday* on driver safety and training issues.

Research Associate. Center for Alcohol and Drug Education Studies at Texas A&M University. Responsible for conducting and oversight of alcohol and drug related research. Fall 1999 to Fall 2001.

Contributing Author. *Responsible Driving*. AAA/Glencoe. 2006 Edition.

Research Interests:

Measurement of Alcohol in the Body
Distracted Driving
Effects of Drowsiness on Driving Ability
Advanced driving skill courses

APPENDIX 2 – Assessment Agenda

**Vermont Department of Motor Vehicles
NHTSA Driver Education Technical Assessment
Capital Plaza in Montpelier
December 5 – 9, 2011**

Monday – December 5, 2011	6 pm – 8pm
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Introductions, Overview and Dinner

Rob Ide, Commissioner of Motor Vehicles - Welcome and Opening Remarks
Jim Wright, NHTSA - Introduction of Assessment Team and Overview of Assessment Process
Kathy Codling - Housekeeping

Attendees

Vermont Department of Motor Vehicles (VT DMV)

Robert Ide, Commissioner of Motor Vehicles
Howard Deal, Deputy Commissioner of Motor Vehicles
Glen Button, Director of Enforcement

Also representing the Department of Motor Vehicles:

Marty Dexter, Paul Graves,
Kathy Codling and Denise Kingsbury

National Highway Traffic Safety Administration

Jim Wright - Highway Safety Specialist, NHTSA
Angie Byrne - Regional Program Manager, Region 1, NHTSA

Driver Education Technical Assessment Team

Troy E Costales - Transportation Safety Division, Oregon DOT
Kevin Lewis - American Association of Motor Vehicle Administrators
Nina Jo Saint - Education Service Center, Region XIII
John Svensson - First Past President, Driver Training Schools of the Americas
William E Van Tassell, Ph.D - Driver Training Programs, AAA
Janice Simmons - Administrative Consultant

Tuesday – December 6, 2011

8:00 am Vermont's Strategic Highway Safety Plan

Session 1 Kevin Marshia - SHSP Core Group Chairman, Agency of Transportation

8:30 am Education and Training

Session 2 Joe Barch - Driver Educator, Mount Mansfield Union High School

Emily Mooney - Driver Educator, Oxbow Union High School
Kevin Masse - Driver Educator, Mount Abraham Union High School

9:30 am	Break
9:45 am	Administration 1 - Department of Education
Session 3	Armando Vilaseca - Commissioner, Department of Education Mark Oettinger - General Counsel, Department of Education Tammy Pregent - Education Research and Information Specialist, Department of Education
10:45 am	Break
11:00 am	Administration 2 - Role of School Administrators
Session 4	Jeff Francis - Executive Director, Vermont Superintendents Association Ken Page - Director, Vermont Principals' Association Andy Kepes - Principal, Mount Abraham High School
11:40 am	Administration 3 - Department of Motor Vehicles
Session 5	Marty Dexter - Driver Training Coordinator, Department of Motor Vehicles
12:00 noon	Team Lunch and Debrief
1:00 pm	Legislators
Session 6	Sara Kittel - Senator, Senate Committee on Education Peg Flory - Senator, Senate Committee on Transportation Peter Peltz - Representative, House Committee on Education David Potter - Representative, House Committee on Transportation
2:00 pm	Coordination with Driver Licensing
Session 7	Jim Connor - Licensing Examiner, Department of Motor Vehicles Janet Lussier - NEK Driving School Marty Dexter - Driver Training Coordinator, Department of Motor Vehicles Tammy Pregent - Education Research and Information Specialist, Department of Education

2:45 pm	Break
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3:00 pm Instructor Qualifications

Session 8 Jenise Nicholson - Program Manager, Educator Licensing,
Department of Education
Lindsay Townsend - Driver Education Coordinator,
Vermont Higher Education Collaborative
Marty Dexter - Driver Training Coordinator, Department of Motor
Vehicles

3:45 pm	Break
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4:00 pm Vermont Driver & Traffic Safety Education Association

Session 9 Mark Hamilton - VDTSEA first past president
Lindsay Townsend - VDTSEA Executive Director
Barb Brody - VDTSEA past president
Stan Blicharz - VDTSEA past president

5:00 pm	Team Debrief
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Wednesday – December 7, 2011

8:00 am Parent Involvement

Session 10 Dawn Estes - Gold Star Driving School
John Viau - AMS Driving School, and Bellows Free Academy, Fairfax
George Rooney - South Burlington High School

8:45 am	Break
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9:00 am Law Enforcement and Judiciary

Session 11 Judge Howard Kalfus - Hearing Officer, Vermont Judicial Bureau
Cpl. Mark Moody - Montpelier Police Department, School Resource
Officer

9:30 am Governor's Highway Safety Program

Session 12 Ted Minall, Chief - Governor's Highway Safety Program

Lt. John Flannigan - Supervisor Traffic Safety Unit,
Vermont State Police

10:00 am Parent Panel

Session 13 Lisa Cross
 Sue and/or Alex Aldrich
 Lydia Simpson
 Penny Davis
 Brynn Pelkey

10:30 am Break

10:45 am Teen Panel

Session 14 Eric Cross
 Flynn and/or George Aldrich
 Josh and/or Ashley Simpson
 Ryan Davis
 Taisha Pelkey

11:15 am Driver Educator Panel

Session 15 Keith Mullins - Superior Driving School and Harwood High School
 Melissa Manson - Cow Tales Driver Education
 Timothy Garrow - Precision Driver Training School

12:15 pm Team Lunch and Debrief

2:00 pm Team Assessment of Information and Preparation of Final Report
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Thursday – December 8, 2011

Team Assessment of Information and Preparation of Final Report, continued



Friday – December 9, 2011

9:00 am REPORT OUT

**Pavilion Auditorium
109 State Street
Montpelier, Vermont 05602**

Open to all interested parties