

**Members**

Rep. Kevin Mahan Chairperson  
Rep. Douglas Gutwein  
Rep. Tom Knollman  
Rep. Charles Moseley  
Rep. Mary Ann Sullivan  
Rep. Gail Riecken  
Sen. Travis Holdman, Vice-Chairperson  
Sen. Michael Delph  
Sen. James Tomes  
Sen. James Arnold  
Sen. Timothy Skinner  
Sen. Greg Taylor



# INTERIM STUDY COMMITTEE ON DRIVER EDUCATION

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Authority: P.L. 101-2009

## MEETING MINUTES<sup>1</sup>

Meeting Date: September 8, 2011  
Meeting Time: 1:30 P.M.  
Meeting Place: State House, 200 W. Washington St., Room 130  
Meeting City: Indianapolis, Indiana  
Meeting Number: 2

**Members Present:** Rep. Kevin Mahan Chairperson; Rep. Douglas Gutwein; Rep. Tom Knollman; Rep. Charles Moseley; Rep. Mary Ann Sullivan; Rep. Gail Riecken; Sen. Travis Holdman, Vice-Chairperson; Sen. Michael Delph; Sen. James Tomes; Sen. James Arnold.

**Members Absent:** Sen. Timothy Skinner; Sen. Greg Taylor.

Chairperson Mahan called the meeting to order at 1:33 p.m. The members of the Committee introduced themselves. After discussion, the third meeting of the Committee was set for October 25, 2011 at 1:30 p.m. at the State House.

1. Report from the Bureau of Motor Vehicles Concerning Accident Reports Containing Ages and Genders of Those Involved.

Chairperson Mahan announced that Sarah Meyer of the Bureau of Motor Vehicles (BMV) was unable to attend the meeting, although Ms. Meyer has told the Chairperson that the BMV does not have access to accident report records containing statistical data of ages

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<sup>1</sup> These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative> Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

and gender. Mark Goodrich of the BMV was in attendance; he was instructed to have the BMV obtain pertinent accident reports and secure the age and gender information from the Indiana State Police (ISP), and then to transmit the information to the Committee as soon as possible. Senator Holdman remarked that this underscores the importance of SB 127 (2011); no state department seems to be able to provide complete information on motor vehicle accidents. There needs to be one central point for the accumulation of data.

## 2. Report from the Indiana Criminal Justice Institute Concerning Effects of the Graduated Driver's License on Accident Rates and Fatality Rates.

Ryan Klitzsch of the Indiana Criminal Justice Institute (ICJI) furnished the Committee with Exhibits A and B containing traffic safety facts. It appears that Indiana's graduated driver's license law has reduced accidents for teen drivers. The majority of the impact has occurred in the provisions that increase the minimum age for receiving a learner's permit or a probationary license. As a share of all drivers in accidents, those under age 18 decreased from six to just over four percent. Cell phone restrictions may also have had a positive effect on the reduction of accidents. ICJI will give a grant to Purdue University's Center for Roadway Safety to conduct analyses of the trends and safety factors of both young drivers' involvement in accidents and accident outcome severity, with plans for a final report to be due by February 1, 2012. Discussions are being worked out with the BMV to retrieve the necessary driver history data for the analyses.

Senator Holdman questioned if the statistics shown in Figure 4, Exhibit A, were able to track accidents in which the passenger was a sibling of the driver; he stated that the exemptions in the graduated driver's license law for siblings able to accompany a teen driver were intended to be a convenience to parents. Senator Holdman believes that tracking sibling information would be difficult, as simply looking at last names on an accident report in order to find a relationship may not necessarily be correct.

Representative Moseley commented that the numbers that the Exhibits show appear to be good news, and asked if it would be possible to secure statistics on how local crashes and deaths have been reduced so that information could be taken back to the districts.

Responding to Representative Moseley's further questioning, Robert Spolyar, representing State Farm Insurance, said that if Indiana is a safer state on the road, insurance rates may not go down, but the rates might be higher if not for the decreased accidents. Rates will go down only if all other factors setting insurance rates stay the same. Mr. Spolyar stated that he would attempt to get an estimate to the Committee of what insurance rates would have been if the graduated driver's license law had not been passed.

## 3. Report from IVY Tech Concerning IVY Tech Classes for Driver Education Instructors.

Dave Garrison of IVY Tech gave the Committee Exhibits C and D, concerning IVY Tech's intent to provide driver education training instruction. The college will offer a Theory course beginning Spring, 2012, and then will offer a Methods course and then a practicum. At the outset, the courses will be offered in a central location, with plans to extend the courses to video for use in other parts of the state. Theory and Methods can be taken the same semester, and then the practicum will be taken at a later semester. Responding to Senator Arnold, Mr. Garrison stated that the student has to have not less than 51 college credits in order to add these 9 credits to make up the 60 required for the driver education instructor certification. Mr. Garrison told Senator Holdman that the approximate charge for the 3 classes is \$1,100.

Senators Holdman and Tomes both voiced concern that because IVY Tech also offers college classes in driver education, they hope that IVY Tech will not compete with private schools and high schools that offer the same driver education instruction. Mr. Garrison

responded that as a community college, when IVY Tech offers driver education to high school students, the high school has approached IVY Tech to offer the training. Two school systems near the Huntington and Evansville areas are now furnished driver education training by IVY Tech.

#### 4. New Business.

Chairperson Mahan asked the Committee to consider potential legislation that would allow an application for an operator's license by an individual aged 16 years and one month if the individual had taken driver's education, had fulfilled the statutory waiting period after having taken driver's education, and was a good student.

#### 5. Public Input.

Tom Zachary, Drive Zone Driver Education, stated that the graduated driver's license law was promoted by the Indiana Driver Education Association and by the Indiana Graduated Driver's Licensing Coalition. However, his opinion is that the 90 day difference between the date that an individual may apply for a probationary operator's license when driver's education has been completed versus no driver's education is far too small. Forty-eight states make the wait between six months to two years; Indiana ties for the shortest time with South Dakota.

Mr. Zachary believes that all beginning drivers should have access to driver education, that Indiana is turning to parent-taught driver education, and that statistics show that parent-taught new drivers have three to four times more accidents than those drivers who have taken formal driver education. Mr. Zachary is pleased that Indiana has raised the age of licensing first-time drivers, but feels that there is no incentive to take driver education with only a 90 day advantage in the date of application. He wants to see families in Indiana encouraged to explore driver education options for their children, and replying to Representative Riecken, he invited the Committee to observe his schools in Greenwood or Avon for the manner of instruction. Responding to Representative Gutwein, Mr. Zachary indicated that an individual in Oregon who has taken driver's education can receive an operator's license 730 days earlier than an individual who has not. Senator Delph asked if Mr. Zachary believes that drivers from other countries who come to Indiana should have to take driver's education before securing an operator's license; Mr. Zachary stated that seems like a good idea. Senator Holdman questioned if statistics on accident rates were available regarding individuals who do not hold U. S. licenses, and suggested that driver's education schools might be able to offer the 50 hours of supervised driving to individuals who had not attended the formal classes.

Senator Holdman inquired as to what Indiana could do to incentivize formal driver's education. Chairperson Mahan suggested that if driver's education is taken at age 15 and the individual maintains good grades in school, perhaps an incentive would be to obtain an operator's license at age 16 and one month. In that instance, the incentive would be an 8 month gap, not a 3 month gap.

Robert Spolyar, State Farm Insurance, believes that waiting an extra 90 days to obtain an operator's license is an eternity to a teenager, and that the statutory gap for a first operator's license is not inappropriate.

Karen Burkhardt, American Driving Academy, Kokomo, stated that her school works with foreign drivers to teach them the American rules of the road and style of driving. Senator Delph asked for crash statistics for individuals for those who hold a foreign license or no license at all, to be provided at the October meeting. Chairperson Mahan asked for crash

statistics for individuals who hold only a learner's permit.

Kyle Meek, Indiana All Star Driving School, offers driver education services to 16 high schools. He believes that the offering of driver education by IVY Tech, along with offering driver education training classes, is a conflict and an unfair business practice by a state institution. Mr. Meek stated that several high schools in Evansville utilize IVY Tech for driver's education instruction, as shown on IVY Tech's website, and he believes that the classes have expanded into Princeton. Dave Garrison, IVY Tech, responding to Senator Delph, stated that he was unaware of the numbers; he knew that the driver education training was provided in IVY Tech's Ft. Wayne and Evansville regions. Senator Delph instructed Mr. Garrison to find out if IVY Tech intended to compete with private driver education providers in offering driver education instruction, and if so, is IVY Tech willing to give up the instructor certification training as a course of instruction. Mr. Garrison was further instructed to then report back to the Committee.

There being no further business before the Committee, the meeting was adjourned by Chairperson Mahan at 3:02 p.m.

# INDIANA 2010 TRAFFIC SAFETY FACTS

## EFFECTS OF GRADUATED DRIVER LICENSING ON CRASH OUTCOMES IN INDIANA

FEBRUARY 2011 • ISSUE 11-C09

The risks associated with teen drivers because of inexperience and immaturity is well documented (Compton & Ellison-Potter, 2008). Teenagers are at a greater risk for crashes during the nighttime, with passengers present, and because of a general willingness to take greater risks than older drivers. Graduated Driver Licensing (GDL) standards are designed to limit exposure to high-risk situations and to provide young drivers with the experience necessary to assess risks and respond appropriately. Research on the impacts of GDL implementation is extensive and nearly unanimous in its findings. Crash rates for teenagers have been shown to drop sharply after GDL implementation, typically on the order of 10 to 20 percent below pre-GDL rates (Foss & Evenson, 1999; Foss, Feaganes, & Rodgman, 2001; Chen, Baker, & Guohua, 2006). Restrictions on nighttime driving and passengers have been shown to be particularly effective in reducing crash rates (McKnight & Peck, 2002). GDL standards vary by state, but, in general, research has shown that more restrictive GDL requirements result in greater reductions in crash outcomes.

On July 1, 2010, Indiana implemented the second phase in its Graduated Driver Licensing (GDL) system. As of January 2011, there now exist six

months of data on the first cohort of teenagers (ages 15 to 17) to enter the GDL system in Indiana. This issue brief uses police-reported crash data to analyze preliminary results on crash reduction for this group as a result of GDL implementation. The first section summarizes Indiana GDL standards and how they compare to other states. The second section discusses particular outcomes associated with the Indiana GDL system and a timeline for when to expect results. The third section analyzes police-reported crash data in Indiana for impacts on crash rates among teen drivers. The final section summarizes findings.

### UNDERSTANDING INDIANA'S GDL SYSTEM

Indiana's GDL addresses teen driving risks by increasing the minimum age at which teens can get a permit and probationary license, extending the minimum holding period for progressing through learner and probationary stages, and placing greater restrictions on nighttime driving and in vehicles with passengers (Table 1). Effective July 1, 2009, drivers issued a probationary license on or after that date are prohibited from using any

**Table 1: Indiana graduated driver licensing system**

	Existing law	GDL law		Net GDL impact
		Applies to probationary license issued: Before 7/1/2009	After 6/30/2009	
<b>Stage 1: Learner Permit</b>				
Minimum age				
With Driver Ed	16 years		15 years, 180 days	+ 180 days
Without Driver Ed	16 years			--
Minimum holding period	60 days		180 days	+ 120 days
<b>Stage 2: Probationary license</b>				
Minimum age				
With Driver Ed	16 years, 30 days		16 years, 180 days	+ 150 days
Without Driver Ed	16 years, 180 days		16 years, 270 days	+ 90 days
Minimum holding period	60 days		180 days	+ 120 days
Supervised driving	None required		50 hours (10 nighttime)	+ 50 hours
Cell phone use while driving	No restrictions		Prohibited	Total prohibition
Nighttime driving restrictions	Su-Th 11pm-5am Sa-Su 1am-5am		First 180 days: 10pm-5am After first 180 days: Su-Th 11pm-5am, Sa-Su 1am-5am	More restrictive for first six months
Passengers (see note below for exceptions)	First 90 days: No passengers unless a licensed adult		First 180 days: Prohibited unless licensed adult After first 180 days: None	+ 90 days
<b>Stage 3: Unrestricted license</b>				
Minimum age	16 years			--

Sources: IC 9-24-3, IC 9-24-11, IC 31-37-3

Note: Exceptions for passenger restrictions include transporting children, siblings, spouses and for work, school, or religious functions.



Exhibit A 9/8/2011  
Interim Study Committee  
on Driver Education

# INDIANA 2010 TRAFFIC SAFETY FACTS

telecommunications device while driving, cannot drive between 10pm and 5am for the first 180 days of holding the license, and can only have licensed adults age 25 and over as passengers in the car (also for the first 180 days). Exceptions are granted on the nighttime and passenger restrictions if the driving is for the purposes of work, school, or religion.

The more comprehensive second phase of Indiana's GDL program took effect July 1, 2010. As of this date, the minimum age at which drivers can receive learner permits (Stage 1) and probationary permits (Stage 2) are increased. Drivers can receive a license (either Stage 1 permit or Stage 2 probationary) early if they enroll in and complete a certified driver education course, though the mandatory minimum holding period for licenses in Stages 1 and 2 is increased.

The Insurance Institute for Highway Safety (IIHS) created a GDL ranking system based on criteria implemented by states (IIHS, 2011). IIHS awards points for inclusion of more restrictive elements into a state GDL program. Ratings of *Good*, *Fair*, *Marginal*, and *Poor* are assigned based on the points received by the state. Indiana's GDL system is rated as *Good*, along with 37 other states. When comparing crash rates across these rankings, it is clear that those states with more restrictive GDL laws have better (i.e., reduced) crash outcomes (Figure 1).

Both in Indiana and nationwide, there has been a decrease in fatal crash rates among teen drivers. According to data from the Fatality Analysis Reporting System (FARS), the rate per 100,000 population of teen drivers involved in fatal crashes decreased 7 percent annually on average and 50 percent in total since 2000. Indiana's rate of teen drivers involved in fatal crashes is slightly higher than the national rate, but the Indiana rate could drop sharply if the anticipated GDL impacts are realized in coming years.

## IMPACT OF THE GDL SYSTEM ON INDIANA CRASH OUTCOMES

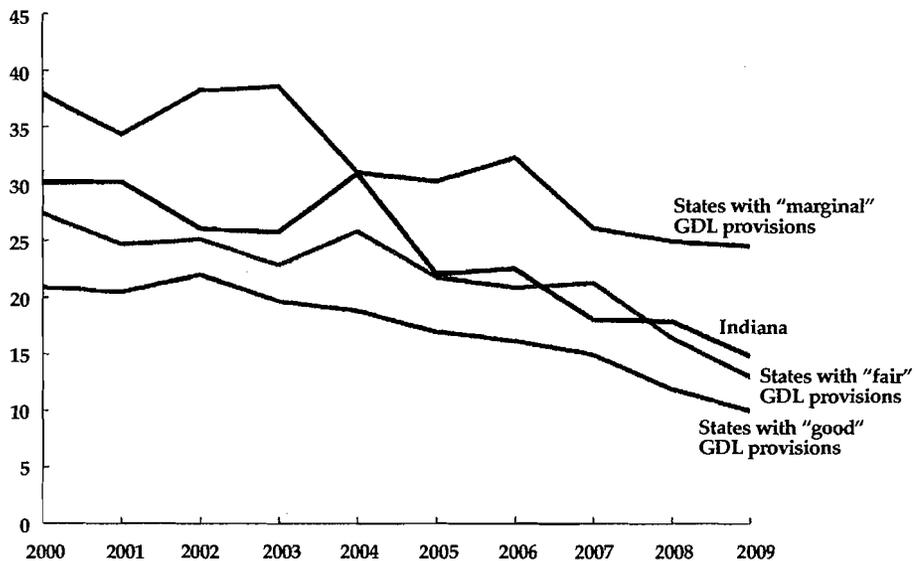
There are three primary ways in which GDL provisions are thought to reduce teen crashes, and hence three areas for assessing the impact of GDL provisions in Indiana:

(1) *Reductions in crashes involving drivers formerly qualified to receive a license but now disqualified because of minimum age provisions.* As of July 1, 2010, teens aged 15 years to 15 years, 179 days and teens aged 16 years, 30 days to 16 years, 179 days are no longer permitted to apply for a license. So,

we should expect a sharp reduction in crashes involving these age cohorts, as they are no longer legally allowed to drive.<sup>1</sup>

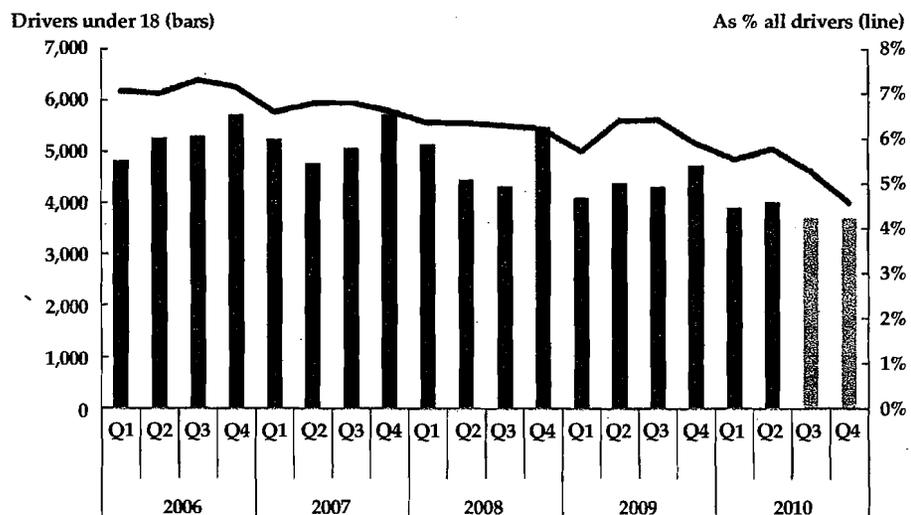
(2) *Reductions in crashes occurring during nighttime hours and those involving teen drivers with young passengers present.* Since the provisions are effective to all teen drivers that were issued a probationary license after June 30, 2009, we want to examine the incidence of crashes among teens in the first 180 days of receiving their license. As a proxy, we look at crashes involving drivers aged 16 years to 16 years, 6 months.

Figure 1: Teen drivers involved in fatal crashes, per 100,000 population, 2000-2009



Sources: Fatality Analysis Reporting System; US Census Bureau; Insurance Institute for Highway Safety.

Figure 2: Drivers under age 18 involved in Indiana crashes, 2006-2010



Source: Indiana State Police Automated Reporting Information Exchange System, as of January 10, 2011

**Table 2: Teen drivers involved in Indiana crashes by driver age, 2008-2010**

Age	2008				2009				2010				Percent change	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	2010 Q2-Q3	2010 Q2-Q4
15 years, 1-5 months	21	31	36	23	12	39	33	23	18	34	27	12	-20.6%	-64.7%
15 years, 6-11 months	29	43	47	35	46	53	67	38	26	43	35	26	-18.6%	-39.5%
16 years, 1-5 months	476	427	469	483	382	459	480	503	365	432	339	74	-21.5%	-82.9%
16 years, 6-11 months	901	889	805	974	695	822	797	833	724	815	682	671	-16.3%	-17.7%
17 years	1,891	1,692	1,694	1,992	1,534	1,679	1,626	1,682	1,513	1,531	1,463	1,682	-4.4%	9.9%
Under 18 Total	3,318	3,082	3,051	3,507	2,669	3,052	3,003	3,079	2,646	2,855	2,546	2,465	-10.8%	-13.7%

Source: Indiana State Police Automated Reporting Information Exchange System, as of January 10, 2011.

**Table 3: Crashes with at-fault teen drivers (ages 15 to 17), by crash severity, 2008-2010**

Crash severity	2008				2009				2010			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Fatal	13	12	5	11	4	12	11	3	5	7	8	5
Incapacitating	40	53	56	50	35	52	52	48	31	42	51	39
Non-incapacitating	524	625	692	626	469	674	723	578	489	596	577	462
Property damage	2,724	2,377	2,288	2,803	2,151	2,301	2,205	2,438	2,115	2,200	1,905	1,956
Total	3,301	3,067	3,041	3,490	2,659	3,039	2,991	3,067	2,640	2,845	2,541	2,462
% Fatal	0.4%	0.4%	0.2%	0.3%	0.2%	0.4%	0.4%	0.1%	0.2%	0.2%	0.3%	0.2%
% Fatal + Incap	1.6%	2.1%	2.0%	1.7%	1.5%	2.1%	2.1%	1.7%	1.4%	1.7%	2.3%	1.8%

Source: Indiana State Police Automated Reporting Information Exchange System, as of January 10, 2011.

(3) *Reductions in crashes caused by driver inexperience and risk-taking behaviors.* This component requires that the first cohort of drivers into the new system have adequate time to build driving experience. As of January 2011, this cohort of teens has had their licenses for a maximum of six months. This group still falls largely under restricted driving conditions as outlined in Table 1. A sufficient time series of crash data (post-GDL implementation) will not be available for analysis for six to twelve months.

Since there is not a sufficient dataset to analyze area (3), this brief focuses on areas (1) and (2). Subsequent publications on the topic, including *Traffic Safety Fact Sheets* and the *Indiana Crash Facts*, will address the differential effects on driving behavior.

Since 2006, the incidence and share of drivers under age 18 in crashes has decreased (Figure 2). As a share of all drivers in crashes, teen drivers decreased from just less than 6 percent in the second quarter of 2010 to 4.5 percent in quarter four. When segregated by ages corresponding to

GDL provisions, it is clear that the most prominent decrease occurred among drivers age 16-to-16.5 years (Table 2). This group is comprised of those who were formerly eligible for a probationary license (given that the teen took a driver education course) but under Indiana GDL statute are no longer eligible. From the second quarter of 2010 to the end of 2010 (i.e., the first six months of full GDL provisions), the incidence of drivers age 15-to-15.5 and 16-to-16.5 decreased 65 percent and 83 percent, respectively.

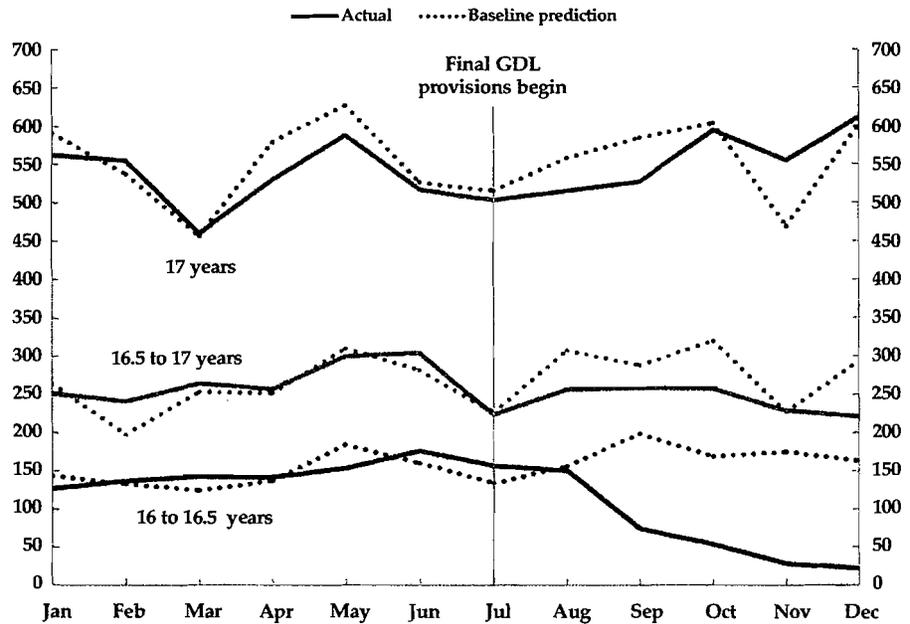
Crashes where a teen driver was at fault decreased in 2010, and especially after GDL implementation on July 1, 2010 (Table 3).<sup>2</sup> As a share of total crashes, fatal and serious injury crashes remained relatively constant, suggesting that the initial cohort of driver subject to GDL provisions have not yet gained full driving experience that GDL is meant to provide. An analysis six to twelve months from now should show some measureable difference in crash severity.

It appears that the biggest impact from GDL implementation occurred in August 2010, as the first cohort of newly licensed 16-year olds began

Stage 2 (Figure 3). Compared to expected trends for 2010, 16-to-16.5 year old drivers decreased from a monthly average of 146 (January through June) down to a low of 22 drivers in crashes in December. The incidence of 16-to-16.5 year old drivers in crashes decreased by about 70 per month below pre-GDL levels and by a total of nearly 400 through December 2010. Drivers in the 16.5-to-17 year old age group generally followed historical trends, but the count of drivers in crashes after GDL implementation was dampened slightly. This fact is likely due to the smaller number of older teens receiving a probationary license.

Indiana crash data do not show considerable differences for nighttime and passenger restrictions, though cell phone use rates did drop measurably. The incidence of drivers in crashes while teenage passengers were in the vehicle remained relatively constant since 2006, as did the percentage of all teen drivers who had teen passengers with them (Figure 4). In the last quarter of 2010, however, the share of all teen drivers in crashes who had teen passengers with them increased from three percent in 2009 quarter four to over six percent in 2010 quarter four, though the reason for this spike is unclear. The share of 16-year old driver crashes that occurred during nighttime-restricted hours remained at historical trends through 2010 (Figure 5). Since these provisions took effect a full year before the actual licensing standards, there may have been a lack of awareness among teen drivers. Unless law enforcement was strong enough to bring about changes in driving behavior, there may not have been enough motivation for teen drivers to alter driving times and to drive without young passengers. As shown in Table 4, the share of all teen drivers using a cell phone during the crash dropped 0.15 percentage points from 0.71 percent pre-law to 0.56 percent post-law. This change is noteworthy also because the reporting of cell phone use in crash reports has likely increased due to officer awareness of the issue.

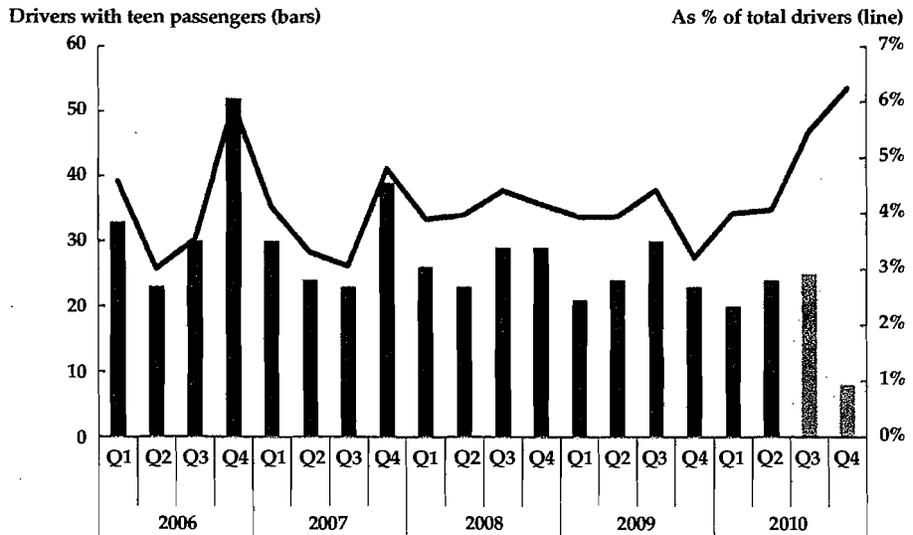
Figure 3: Teen drivers involved in Indiana crashes by age and month, 2010



Source: Indiana State Police Automated Reporting Information Exchange System, as of January 10, 2011.

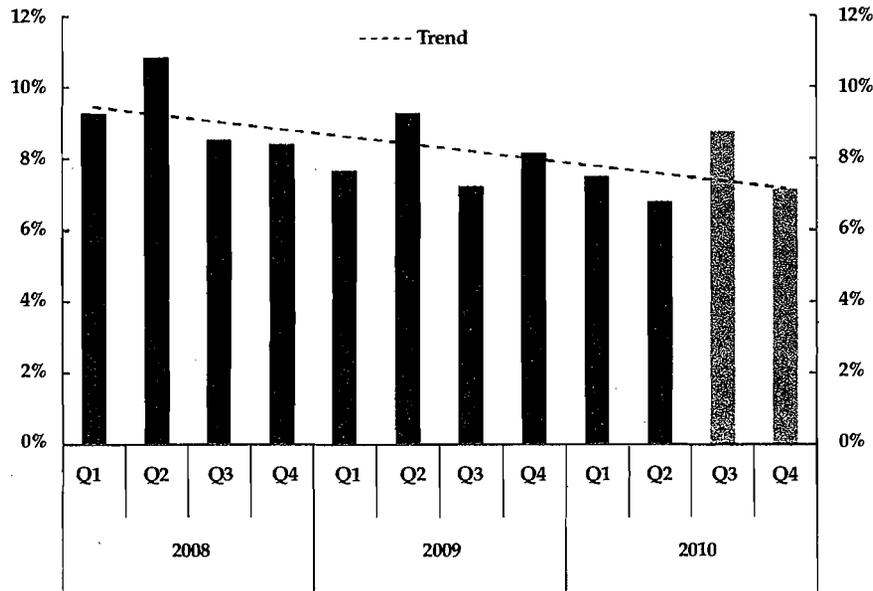
Note: Baseline prediction is the extrapolated value from historical trends in driver involvement. 2009 values were multiplied by the average annual growth rates to come up with a predicted (baseline) estimate for 2010.

Figure 4: Teen drivers (ages 15 to 17) with teen passengers (ages 14 to 18) in Indiana crashes, 2006-2010



Source: Indiana State Police Automated Reporting Information Exchange System, as of January 10, 2011.

**Figure 5: Share of 16-year old drivers involved in crashes that occurred between 10pm and 5am, 2008-2010**



Source: Indiana State Police Automated Reporting Information Exchange System, as of January 10, 2011.

**Table 4: Teen drivers (ages 15 to 17) using cell phones in crashes, 2006-2010**

	15 years	16 years	17 years	Under 18 years
<b>Drivers using a cell phone in crash</b>				
Pre-Law	3	200	293	496
Post-Law	2	52	84	138
<b>Drivers not using cell phone</b>				
Pre-Law	1,661	28,705	39,030	69,396
Post-Law	584	9,505	14,285	24,374
<b>Percent using a cell phone in crash</b>				
Pre-Law	0.18%	0.69%	0.75%	0.71%
Post-Law	0.34%	0.54%	0.58%	0.56%
Change	0.16	-0.15	-0.16	-0.15

Source: Indiana State Police Automated Reporting Information Exchange System, as of January 10, 2011.

Note: Pre-law refers to collisions occurring before July 1, 2009. Post-law refers to collisions after June 30, 2009.

**SUMMARY**

The Indiana graduated driver licensing system thus far appears to have had positive effects in reducing the number of teen drivers involved in crashes. As a share of all drivers in crashes, those under age 18 decreased from six to just over four percent. The majority of the impact has occurred in the provision that increases the minimum age for receiving a learner permit or probationary license. As of July 1, 2010, there are now a block of teens (ages 15 to 15.5 and 16 to 16.5) that must now wait longer to receive a license. Among this group, the incidence of drivers in crashes decreased by an average of about 100 per month from July to December 2010. From the second quarter to the fourth quarter of 2010, there was an 82 percent and 65 percent drop in the number of 16-year old and 15-year old drivers involved in crashes, respectively. Nighttime and passenger restrictions do not show measureable impacts in reducing crashes, and there has been a noticeable rise in the percentage of teen drivers with passengers in crashes.

The primary motivation for enacting GDL, to improve driver awareness, experience, and reasoning skills, has yet to be assessed with Indiana crash data. Follow-up research should include an analysis of the differential crash risks and driving behaviors most attributable to teen drivers. The GDL system should reduce bad driving behavior that ultimately leads to a lower likelihood of severe crashes among young drivers.

**Endnotes:**

<sup>1</sup>There are of course cases of teens in Stage 1 (learner permit) that are between the ages of 16 and 16.5. For simplicity of analysis, these cases are ignored and the general age categories are used.

<sup>2</sup>At fault applies when the investigating officer reports a contributing factor for a driver equal to the primary factor for the collision.

## REFERENCES

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This publication was prepared on behalf of the Indiana Criminal Justice Institute (ICJI) by the Indiana University Center for Criminal Justice Research (CCJR). Please direct any questions concerning data in this document to ICJI at 317-232-1233.

This publication is one of a series of fact sheets that, along with the annual Indiana Crash Fact Book, form the analytical foundation of traffic safety program planning and design in the state of Indiana. Funding for these publications is provided by the ICJI and the National Highway Traffic Safety Administration.

An electronic copy of this document can be accessed via the CCJR website ([www.ccjr.iupui.edu](http://www.ccjr.iupui.edu)), the ICJI website ([www.in.gov/cji/](http://www.in.gov/cji/)), or you may contact the Center for Criminal Justice Research at 317-261-3000.

## Traffic Safety Project

A collision produces three levels of data: collision, unit (vehicles), and individual. For this reason, readers should pay particular attention to the wording of statements about the data to avoid misinterpretations.

Designing and implementing effective traffic safety policies requires data-driven analysis of traffic collisions. To help in the policy-making process, the Indiana University Center for Criminal Justice Research is collaborating with the Indiana Criminal Justice Institute to analyze 2010 vehicle crash data from the Automated Reporting Information Exchange System (ARIES), maintained by the Indiana State Police. This marks the fifth year of this partnership. Research findings will be summarized in a series of fact sheets on various aspects of traffic collisions, including alcohol-related crashes, light and large trucks, dangerous driving, children, motorcycles, occupant protection, and drivers. An additional publication will provide information on county and municipality data and the final publication will be the annual Indiana Crash Fact Book. These publications serve as the analytical foundation of traffic safety program planning and design in Indiana.

Indiana collision data are obtained from Indiana Crash Reports, as completed by law enforcement officers. As of December 31, 2010, approximately 99 percent of all collisions are entered electronically through ARIES. Trends in collisions incidence as reported in these publications could incorporate the effects of changes to data elements on the Crash Report, agency-specific enforcement policy changes, re-engineered roadways, driver safety education programs, and other unspecified effects. If you have questions regarding trends or unexpected results, please contact the Indiana Criminal Justice Institute, Traffic Safety Division for more information.

## The Indiana Criminal Justice Institute

Guided by a Board of Trustees representing all components of Indiana's criminal and juvenile justice systems, the Indiana Criminal Justice Institute serves as the state's planning agency for criminal justice, juvenile justice, traffic safety, and victim services. ICJI develops long-range strategies for the effective administration of Indiana's criminal and juvenile justice systems and administers federal and state funds to carry out these strategies.

## The Governor's Council on Impaired & Dangerous Driving

The Governor's Council on Impaired & Dangerous Driving, a division of the Indiana Criminal Justice Institute, serves as the public opinion catalyst and the implementing body for statewide action to reduce death and injury on Indiana roadways. The Council provides grant funding, training, coordination, and ongoing support to state and local traffic safety advocates.

## Indiana University Public Policy Institute

The Indiana University (IU) Public Policy Institute is a collaborative, multidisciplinary research institute within the Indiana University School of Public and Environmental Affairs (SPEA), Indianapolis. The Institute serves as an umbrella organization for research centers affiliated with SPEA, including the Center for Urban Policy and the Environment and the Center for Criminal Justice Research. The Institute also supports the Office of International Community Development and the Indiana Advisory Commission on Intergovernmental Relations (IACIR).

## The Center for Criminal Justice Research

The Center for Criminal Justice Research, one of two applied research centers currently affiliated with the Indiana University Public Policy Institute, works with public safety agencies and social services organizations to provide impartial applied research on criminal justice and public safety issues. CCJR provides analysis, evaluation, and assistance to criminal justice agencies; and community information and education on public safety questions. CCJR research topics include traffic safety, crime prevention, criminal justice systems, drugs and alcohol, policing, violence and victimization, and youth.

## The National Highway Traffic Safety Administration (NHTSA)

NHTSA provides leadership to the motor vehicle and highway safety community through the development of innovative approaches to reducing motor vehicle crashes and injuries. The mission of NHTSA is to save lives, prevent injuries and reduce economic costs due to road traffic crashes, through education, research, safety standards and enforcement activity.

**Author:** Matt Nagle, Senior Policy Analyst



INDIANA UNIVERSITY PUBLIC POLICY INSTITUTE



**SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS**

INDIANA UNIVERSITY  
IUPUI

## Summary Effects of Indiana's Graduated Driver License Law

GDL restrictions and minimum age requirements in Indiana have produced net decreases in overall crashes and crashes related to cell phone use. Indiana's graduated driver licensing system thus far appears to have had positive effects in reducing the number of teen drivers involved in crashes. As a share of all drivers in crashes, those under age 18 decreased from six to just over four percent. The majority of the impact has occurred in the provision that increases the minimum age for receiving a learner permit or probationary license. As of July 1, 2010, there are now a block of teens (ages 15 to 15.5 and 16 to 16.5) that must now wait longer to receive a license. Among this group, the incidence of drivers in crashes decreased by an average of about 100 per month from July to December 2010. From the second quarter to the fourth quarter of 2010, there was an 82 percent and 65 percent drop in the number of 16-year old and 15-year old drivers involved in crashes, respectively.

### Effects of GDL Laws on Crash Rates

- Research on the impacts of GDL implementation is extensive and nearly unanimous in its findings. Crash rates for teenagers have been shown to drop sharply after GDL implementation, typically on the order of 10 to 20 percent below pre-GDL rates.
- A few reasons for the reduction of teen crashes in Indiana, due to the GDL law, is because of the increase in the age at which a teen can first receive a license, as well as restrictions on passengers and nighttime driving.

### Next Steps

- Restrictions on nighttime driving and passengers have been shown to be particularly effective in reducing crash rates. GDL standards vary by state, but, in general, research has shown that more restrictive GDL requirements result in greater reductions in crash outcomes.
- In the coming year, the Center for Criminal Justice Research, at IUPUI, will be given a grant by the Traffic Safety division to begin to look at the cohort of drivers who experienced the new GDL provisions. The research will look at what occurs once the restricted driving privileges have largely gone away and what long term effects it has on their involvement in collisions as they get older.
- The Traffic Safety division will be giving a grant to Purdue University's Center for Roadway Safety to conduct an analysis of the trends and safety factors of both young drivers involvement in crashes and crash outcome severity. The analysis will focus on the impact of those young drivers who received formal driver's education and those who did not. Discussions are being worked out with the BMV to retrieve the necessary driver history data to conduct this. Plans are to have a draft completed by December 15, 2011 and a final report completed by February 1, 2012.

Exhibit B  
Interim Study Committee  
on Driver Education

# COLLEGEWIDE COURSE OUTLINE OF RECORD

## EDUC 2XX, Driver Education

**COURSE TITLE: Driver Education Instructor Theory**

**COURSE NUMBER: EDUC 2XX**

**PREREQUISITES: Age 21 or over, valid driver license with no major convictions, medical clearance, cleared US criminal history**

**SCHOOL: Education**

**PROGRAM: Education**

**CREDIT HOURS: 3**

**CONTACT HOURS: Theory: 45; Driver Assessment: 3**

**EFFECTIVE DATE OF THIS REVISION: January, 2012**

**CATALOG DESCRIPTION:** A three hour credit course that provides instruction on how to prepare new drivers. State regulated driver and traffic safety education classes provide the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students acquire essential knowledge and disposition experiences to perform reduced risk driving in varying traffic environments.

**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course the student will be expected to:

1. Demonstrate knowledge and application of traffic rules and regulations that are associated with being a responsible driver and a good citizen.
2. Safely perform basic driving tasks and skills during a screening test.
3. Apply knowledge of various driving conditions – weather and emergency – to driving, and show how to react to these situations.
4. Understand and apply knowledge concerning distractions from driving like alcohol and other drugs, fatigue, cell phone usage, and emotional issues.
5. Make proper decisions concerning interactions with other traffic, emergencies, routine driving situations, and adverse weather conditions.
6. Show knowledge of basic learning theory and its application to traffic safety.

### STANDARDS FOR TEACHERS OF DRIVER AND TRAFFIC SAFETY

**STANDARD #1: The instructor candidate of Driver and Traffic Safety understands the knowledge and skills necessary to perform the driver task and be able to teach these skills to beginning drivers.**

#### PERFORMANCE:

The instructor candidate of Driver and Traffic Safety:

- applies concepts of sensory perception to the driving task.
- performs basic and preventive maintenance.
- makes vehicle checks and road condition checks before teaching behind the wheel phase.
- demonstrates ability to assess beginning driver's skills.

Exhibit C 9/8/2011  
Interim Study Committee  
on Driver Education

## **KNOWLEDGE:**

The instructor candidate of Driver and Traffic Safety:

- understands and can explain how alcohol and other drugs, fatigue, driver distractions and lack of anger management have a negative effect on operating motor vehicles.
- knows strategies for partnering to ensure beginning drivers and mentors work as a team while practicing risk reductions driving strategies.
- explains basic maintenance and preventative maintenance of a vehicle.

## **DISPOSITION:**

The instructor candidate of Driver and Traffic Safety:

- appreciates and advocates the value of making the correct choice to eliminate alcohol and other drugs, driver distractions, avoid fatigue and anger while using a motor vehicle.
- values professional skills and behavior, and recognizes the risk and potential consequences that result in reduced risk choices within the Highway Transportation System.
- appreciates and advocates the legal and moral obligations relative to using the Highway Transportation System.

## **SUGGESTED TEXTS/DEVELOPED MATERIALS: (current editions as recommended by ADTSEA)**

Drive Right Teacher's Edition published by Pearson

Today's Handbook Plus published by NTSA International

How to Drive, published by the American Automobile Association

Responsible Driving published by Glencoe/McGraw-Hill

Indiana Driver Manual (Available on the internet under BMV)

**REGIONS OFFERING PROGRAM:** Internet with interactive component, intern hours at local site with qualified mentor

**MINIMUM FACULTY CREDENTIALS:** Master's Degree with a minimum of three (3) years instructional experience in an accredited public/private/commercial school. The individual is credentialed by the BMV as a driving instructor.

## **ACADEMIC HONESTY STATEMENT:**

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

**COPYRIGHT STATEMENT:**

Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

**ADA STATEMENT:**

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

## **COLLEGEWIDE COURSE OUTLINE OF RECORD EDUC 2XX, Driver Education**

**COURSE TITLE: Driver Education Instructor Methods**

**COURSE NUMBER: EDUC 2XX**

**PREREQUISITES: Age 21 or Older, valid driver license with no major convictions, medical clearance, cleared US criminal history, concurrent enrollment in Driver Ed. Instructor Theory**

**SCHOOL: Education**

**PROGRAM: Education**

**CREDIT HOURS: 3**

**CONTACT HOURS: Theory: 32; Peer Practicum: 16**

**EFFECTIVE DATE OF THIS REVISION: January, 2012**

**CATALOG DESCRIPTION:** A three credit hour course that provides instruction on the methods for teaching new drivers. State regulated driver and traffic safety education classes provide the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students acquire essential knowledge and disposition experiences to perform reduced risk driving in varying traffic environments.

**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course the student will be expected to:

1. Develop and deliver appropriate classroom lesson plans.
2. Evaluate one's own teaching performance.
3. Demonstrate the ability to evaluate student performance.
4. Identifies students with learning differences and provides necessary classroom and driving interventions
5. Evaluate updated supplemental curricular materials for classroom use.
6. Integrate current trends into the curriculum.
7. Demonstrate appropriate teaching and learning methodologies in coordinated classroom and laboratory presentations.

### **STANDARDS FOR TEACHERS OF DRIVER AND TRAFFIC SAFETY**

**STANDARD #2: The instructor candidate of Driver and Traffic Safety will have the knowledge and skills necessary to provide quality classroom instruction by providing a nurturing learning environment and appropriate student assessment.**

#### **PERFORMANCE:**

The instructor candidate of Driver and Traffic Safety:

- demonstrates application of risk management principles in simple driving situations using both off street and on street driving lessons

*Exhibit D  
Interim Study Committee  
on Driver Education*

- demonstrate basic driving skills instruction, using an off street driving environment to prepare the beginning driver for on street driving practice (e.g., starting, stopping, backing, steering, parking).
- conducts on street driving lessons that will develop safe driving practices, using preselected routes that meet stated instructional objectives.
- assesses the beginning driver during both off street and on street driving activities.
- demonstrates lawful driving habits.

#### KNOWLEDGE:

The instructor candidate of Driver and Traffic Safety:

- knows and understands how to access information/resources on alternative technologies and procedures for safe driving to ensure that curricular materials are updated (e.g., professional journals, professional organizations.)
- understands how to assess students with disabilities for correct adaptations/interventions for operation of a motor vehicle.
- understands how to use modifiers that enable a student with disabilities to operate a motor vehicle.
- knows how to update curricular materials.
- understands various strategies for assessing student performances.
- understands teaching and learning methodologies.

#### DISPOSITION:

The instructor candidate of Driver and Traffic Safety:

- supports current National Highway Traffic Safety Administration goals and instructional outcomes to include driver choice to eliminate alcohol or other drug use while using a motor vehicle, usage of occupant protection as a crash countermeasure, and recognition of fatigue factors that contribute to crashes.
- Values the need for appropriate student assessment.

#### **SUGGESTED TEXTS/DEVELOPED MATERIALS: (current editions as recommended by ADTSEA)**

Drive Right Teacher's Edition published by Pearson

Today's Handbook Plus published by NTSA International

How to Drive, published by the American Automobile Association

Responsible Driving published by Glencoe/McGraw-Hill

Indiana Driver Manual (Available on the internet under BMV)

**REGIONS OFFERING PROGRAM:** Internet with interactive component, intern hours at local site with qualified mentor

**MINIMUM FACULTY CREDENTIALS:** Master's Degree with a minimum of three (3) years instructional experience in an accredited public/private/commercial school. The individual is credentialed by the BMV as a driving instructor.

#### **ACADEMIC HONESTY STATEMENT:**

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

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