# Evaluation of Driver Education in South Dakota

# Study SD2009-03
# Final Report

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| 16. Abstract<br>Currently, South Dakota ranks 47th in per capita deaths associated with young driver crashes, of all states in the nation. This research was done to evaluate the current status and effectiveness of driver education and licensing programs generally and, where possible, in South Dakota specifically.<br><br>The research evaluated best practices from American states in the areas of driver education and licensing. The research also analyzed original survey data, South Dakota driver history data and national crash statistics to further assess the effectiveness of these programs in the State.<br><br>Findings show support for a relationship between driver education, graduated driver licensing and young driver safety. Specifically, a significant and negative correlation was observed between young driver per capita crash rates and state regulation of driver education and licensing programs, where crash rates increased as state requirements decreased. Means tests conducted for the research corroborate these findings, offering further evidence of a significant difference in the driving histories of young drivers who had a record of completing driver education course work and those without such records.<br><br>The research identified national driver education best practices. Recommendations include statewide implementation of standardized driver education course curriculum, establishment of measures to monitor student, instructor and course performance, as well as implementation of a rigorous performance evaluation program designed to facilitate the scientific administration of all young driver safety programs in the State. | | | | |
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# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# TABLE OF ACRONYMS

| Acronym | Definition |
| --- | --- |
| ADTSEA | American Driver and Traffic Safety Education Association |
| BIA | Bureau of Indian Affairs |
| BIT | Bureau of Information and Telecommunication |
| DETF | Driver Education Task Force |
| FARS | Fatal Accident Reporting System |
| GDL | Graduated Driver Licensing |
| NHTSA | National Highway Transportation Safety Administration |
| NIDB | National Institute of Driver Behavior |
| NSC | National Safety Council |
| SDDOE | South Dakota Department of Education |
| SDDOH | South Dakota Department of Health |
| SDDPS | South Dakota Department of Public Safety |
| SDDOT | South Dakota Department of Transportation |
| SDDEA | South Dakota Driver Education Association |
| SDDLP | South Dakota Driver Licensing Program |
| SDSC | South Dakota Safety Council |
| VMT | Vehicle Miles Traveled |

# 1.0   EXECUTIVE SUMMARY

This final report addresses the following objectives established in this report titled; "SD2009-03, EVALUATION OF DRIVER EDUCATION IN SOUTH DAKOTA." The research objectives for this project included:

- Describe driver education programs in South Dakota and compare them to best practices in the United States.

- Recommend a driver education curriculum, and instructor certification requirement updates in consideration of best available practices and specific South Dakota needs.

- Identify resources needed to establish and maintain the recommended driver education curriculum and determine the costs and benefits.

- Develop a methodology and define baseline measures for ongoing effectiveness of driver education programs in South Dakota.

To address these objectives, the research completed each of the following tasks:

- Meet with Technical Panel
- Identify Performance Measures
- Review and Summarize Existing Research
- Conduct Web-based Survey
- Document and Compare Teacher Certification Requirements
- Compare South Dakota with National Best Practices
- Analyze South Dakota Crash Records
- Meet with Technical Panel
- Develop Implementation Plan
- Establish Baseline Measures
- Prepare Final Report
- Make Executive Presentation

Specific findings from the research were presented in four sections, tracking each of the research objectives identified for this project. In most instances, it was necessary to break down the main findings sections into subsections to provide maximum detail and readability to the report. In what follows in this executive summary, we present concise summaries to share what was learned in each of our research areas. Summaries of our recommendations are also provided in this summary to make clear the path the researchers believe should be followed to advance South Dakota driver education and licensing practices and improve statewide performance in the young driver safety area.

## 1.1   Driver Education and Licensing Program Effectiveness

Although the existing research literature does not support the conclusion that driver education activities are an effective means to improve driver safety, we identified a number of areas where the relationship between state driver education and licensing practices were significantly correlated with state crash rates. In particular, we found that the more restrictive a state's licensing procedures were (e.g., higher age required for licensing, more restrictions for intermediate licenses, and stages for graduated licenses) the better their crash rate ranking was. The same was true for driver education practices, where more explicit requirements for driver education programs were correlated with lower crash rates. Further, our research on South Dakota driver histories shows evidence of a positive relationship between driver safety and the successful completion of driver education in the state. More rigorous evaluation is needed to determine whether these initial observations are reliable. To this end,

future research should utilize random assignment of students, map program objectives and components, and engage in planned performance measurement and standardized data collection. Still, the research done here indicated that both driver education and licensing practices can make a difference in the driving record of young drivers in South Dakota.

## 1.2    National Best Practices in Driver Education and Licensing Programs

The current research indicates there has been considerable improvement in the young driver safety area throughout the nation. In particular, advances have been made in driver education curriculum development and the integration of that curriculum into the licensing process in states throughout the US, and (more specifically) in those states that are demographically similar to South Dakota. Additional, considerable advances have been observed in the area of program evaluation beyond those achieved in driver education and licensing approaches.

At the center of potential reforms is the effort to standardize driver education experiences, including the adoption of a statewide curriculum and testing/evaluation instruments. It was also shown that time discounts, where young drivers are offered incentives to take driver education to reduce wait time for licensing and/or early removal of licensing restrictions, are not effective means to improve driver safety. The research literature has shown that delaying young driver access to permits, intermediate and full licenses are negatively correlated with young driver crash rates. Here, a negative correlation means that as age requirements for licensing increase, crash rates decrease.

## 1.3    Analysis of South Dakota Driver Education Programming

The current research demonstrated that South Dakota is doing poorly in terms of per capita young driver crash rates. In this area, South Dakota has the third worst state record for young driver fatalities and fatalities resulting from young driver crashes. Moreover, it was determined that South Dakota has the fewest intermediate licensing provisions and least regulation and oversight of state driver education programs in the nation.

In surveys of driver education instructors and administrators, there was broad support for increasing state oversight and standardization of driver education programs. Both instructors and administrators feel greater access to instructor and student training are needed to improve program outcomes and that greater standardization is similarly needed in the State.

The sample young driver survey conducted for this research showed that although a large majority of young drivers took driver education seriously, most felt that personal and parental instructions were stronger influences on driving behavior than either in-car or classroom activities overseen by driver education instructors.

## 1.4    South Dakota Driver Education Program History 1950s-1980s

Although it was observed that the state of South Dakota currently has little formal engagement in the planning and oversight of driver education programs, the State does have a rich history of engagement in this area. Previous decades experienced state publication of driver education curriculum, standard evaluation methods, and yearly skills trainings for driver education instructors and students.

## 1.5    Recommendations

### 1.5.1    Standardize driver education experience of all young drivers in South Dakota

Our research showed that states requiring driver education have lower crash rates than states that do not require driver education for young drivers. Therefore, we start by recommending that collaborating agencies, in concert with legislative and executive leaders in South Dakota, seek legislation requiring driver education for all young drivers under the age of 18. Further, we recommend that the South Dakota Department of Transportation (SDDOT), the South Dakota Department of Education (SDDOE) and the South Dakota Safety Council (SDSC) administrators work together to adopt a

standardized, nationally recognized curriculum and end-of-course student, instructor, and course evaluations. We believe various interests in the state can be met by adopting the American Driver and Traffic Safety Education Association (ADTSEA) curriculum. In our opinion this would be the best choice because the ADTSEA curriculum can be adapted by driver education instructors who teach outside of the public education system to comply with National Safety Council driver education course requirements. Further, we recommend that the state invite ADTSEA trainers to come to South Dakota to assist with implementation training and technical assistance for driver education instructors and that these training sessions be counted for continuing education credit for certification, as needed.

### 1.5.2 Increase certification requirements for driver education instructors in South Dakota

We recommend that administrators from collaborating agencies/organizations work together to increase the certification requirements for driver education instructors. We believe that three credits of continuing education should be earned for every five years of certification. This will increase the likelihood that driver education instructors in the state of South Dakota have contemporary knowledge and training in the selected curriculum, including curriculum changes that have been advanced by the American Driver and Traffic Safety Education Association (ADTSEA) or other standardized curriculum selected.

### 1.5.3 Increase minimum age requirements for permitting, intermediate licensing and full South Dakota driver licenses

We recommend that SDDOT seek legislation, in concert with legislative and executive leaders in South Dakota, to increase the minimum age at which a young driver can acquire a permit, intermediate and full license. Our research shows that appropriate ages for these driving privileges should be 15 years for a permit, 15 years and 6 months for an intermediate license and 17 for a full license.

### 1.5.4 Increase restrictions for intermediate and full South Dakota driver licenses

We recommend that SDDOT seek legislation, in concert with legislative and executive leaders in South Dakota, to increase the number of restrictions under South Dakota's intermediate licensing, or GDL system. The additional restrictions on the intermediate license include prohibiting intermediate license holders from driving with more than one teen passenger who is not a family member. We also recommend that South Dakota's intermediate license prohibit the use of cell phones and any texting or communication devices other than those needed for the safe operation of a motor vehicle. Lastly, we recommend that South Dakota's full license prohibit the use of any texting devices during the period of full licensure in the state. This does not include the use of cell phones during full licensing, but would restrict drivers from using the texting features of their cell phones while operating a motor vehicle in the state.

### 1.5.5 Create an interagency task force

We recommend that administrators from collaborating agencies/organizations work together in forming an interagency task force to support ongoing driver education and safety programs. This ongoing task force, referred to here as the Driver Education Task Force (DETF), is essential to the successful attainment of goals laid out in the next two recommendations. For example, it is expected that the DETF could play an important role in the creation of a private association for driver education instructors and for facilitating the data collection and dissemination needs to monitor the effectiveness of driver education programs.

### 1.5.6 Support development of the former South Dakota Driver Education Association

We recommend that the DETF provide financial and administrative support for the rebuilding of the South Dakota Driver Education Association (SDDEA). SDDEA was once quite active in providing coordination and information exchange benefits to programs that likely improved young driver safety

in the state. We feel strongly that ongoing collaborations between instructors and public agencies will improve information sharing and help develop and implement best practices over time.

### 1.5.7 Regularly evaluate driver education and licensing programs

We recommend that DETF support a long term data management platform for uploading, downloading, and analyzing data for ongoing performance evaluation. DETF should become the repository of data on whether individuals completed driver education, the type of driver education completed, the provider of driver education course work, detailed licensing data, driver history data, crash data, and accident severity data. More generally, DETF should facilitate access to the full range of information associated with young driver safety in the state.

This approach will facilitate effective program evaluation, which requires that data be consistently collected and analyzed in the same manner over time and throughout the state. This is essential to the scientific management of the programs we have recommended here. Without a rigorous approach to ongoing program evaluation, it will not be possible to properly administer driver education or licensing to produce substantial improvements in the state of South Dakota's young driver safety record.

# 2.0   PROBLEM DESCRIPTION

In 2008, 6.1 percent of all South Dakota licensed drivers were between the ages of 14 and 18. They represented 13.0 percent of all drivers involved in crashes and 12.2 percent of drivers involved in fatal crashes. Currently, South Dakota ranks 47th in per capita deaths associated with young driver crashes, representing the third worst performance of any state in the nation. It is incumbent upon the state to identify opportunities to reduce the number and severity of young driver crashes.

For some time, the state has been engaged in the study of the causes of motor vehicle crashes. A 2003 South Dakota Department of Transportation (SDDOT) research study, SD2003-15 *"Factors Contributing to South Dakota Crash and Fatality Rates"* identified "young drivers" as one of six areas that South Dakota should focus on to reduce traffic crashes and fatalities.

The focus on young drivers necessarily brought the current research to ask how driver education is provided in the state. A distinct problem in the South Dakota context is that the state has little means of analyzing the efficacy of current driver education courses. The state does not specify or monitor the driver education curricula offered by the various school districts or private providers. Similarly, the state currently does not evaluate the effectiveness of the driver education programs; therefore performance measures are not uniformly available for program evaluation.

Research was needed to evaluate the status and effectiveness of driver education programs in South Dakota to examine whether graduates of the programs have higher or lower crash and traffic citation rates compared with youth who do not take driver education. Moreover, performance measures must be identified in order for the state to engage in evidence-based administration of programs aimed at improving young driver safety.

# 3.0   RESEARCH OBJECTIVES

## 3.1   Describe and compare driver education programs

*Describe driver education programs in South Dakota and compare them to best practices in the United States.*

Our approach to meet this objective was first to understand what current provisions for driver education exist in South Dakota. We were interested to learn about formal requirements for taking driver education, resources delivered by state and local governments, and outcome measures of existing South Dakota driver education programs. We then expanded our research to include similar information gathering from all 50 states.

In addition to descriptive information on driver education programs, we also reviewed practitioner and academic research to learn more about the goals, approaches, and outcomes of driver education throughout the nation.

We were able to compare South Dakota's current approach to delivering driver education with the best practices observed in other state contexts. We were also able to better understand the relationship between driver education and driver licensing as influences on young driver crash statistics. After a careful review of the potential impact of driver education, we believe that best practices compel a careful review of the contribution licensing procedures can have on young driver crash statistics. Therefore, we expanded this objective to include graduated driver licensing (GDL) approaches.

## 3.2   Recommend curriculum and instructor certification requirements

*Recommend a driver education curriculum, and instructor certification requirement updates in consideration of best available practices and specific South Dakota needs.*

Noting best practices across the United States, we were able to identify several areas for probable improvement in young driver safety within South Dakota. These include driver education curriculum and instructor certification, in addition to GDL approaches such as enhanced driver limitations during a restricted license period. Additional recommendations were advanced in the areas of performance evaluation and inter-agency collaboration.

## 3.3   Identify needed resources

*Identify resources needed to establish and maintain the recommended driver education curriculum and determine the costs and benefits.*

To the extent possible, we identified costs in implementing a standardized statewide curriculum. We also estimated the cost of improving data collection regarding driver education providers, certification for instructors, course evaluations, student performance, and driver history outcome measures (crash and infraction records).

More difficult was the task of estimating the cost to families, industry, and individuals of altering driver licensing provisions. An accurate assessment of costs in these areas fell outside the scope of this research, but could be added to future research evaluating young driver safety program performance.

## 3.4   Develop assessment methodology and baseline measures

*Develop a methodology and define baseline measures for assessing the ongoing effectiveness of driver education programs in South Dakota.*

Our approach was to identify measures consistent with established metrics found in the research literature from educational psychology, highway safety, and private industry research (e.g., AAA and insurance industry). To support this effort we sought to develop a research protocol for gathering baseline program measures and for conducting long-term data gathering for continued evaluation efforts.

# 4.0   TASK DESCRIPTIONS

## 4.1   Meet with Technical Panel

*Meet with the project's technical panel to review the project scope and work plan and make any necessary modifications.*

The consultant met with the Technical Panel for SDDOT2009-03 in August 2009 to discuss the project scope and work plan for this study; clarify project questions; and acquire initial direction to begin work on the project.

Meetings were also held with the Technical Panel in October of 2009.

## 4.2   Identify Performance Measures

*Recommend performance measures and identify data sources that can be used to evaluate the effectiveness and potential changes to driver education and driver education teacher certification programs in South Dakota and meet with the technical panel to demonstrate the measures and obtain their approval.*

Conduct specific literature review focused on performance measurement in driver education and teacher certification. Consult with technical panel experts to identify additional measures not engaged in the literature review.

## 4.3   Review and Summarize Existing Research

*Review and summarize existing research concerning driver education programs and driver education teacher certification programs nationwide  and use the performance measures identified in task two to recommend the most cost programs and curriculum.*

The consultant reviewed all accessible practitioner and academic research literature concerning driver education and graduated licensing programs to assess their effectiveness. Graduated driver licensing procedures where included because of the common practice of associating licensing with completion of specific driver education curriculum requirements throughout the nation and, specifically, within South Dakota.

## 4.4   Conduct Web-based Survey

*In cooperation with the technical panel, the SDDOE, the SDPS, the South Dakota Safety Council, and the SDDOT, develop and implement a Web-based survey instrument that can be used to determine driver education curricula, costs, number of students taught, locations where it is taught, and other questions necessary to ascertain the status of driver education in South Dakota.*

The consultant developed three separate Web-based surveys for this project.

The first surveyed young drivers. The sample for this survey included all USD and SDSU students who held a residence hall contract with either institution. The goal was to target current young drivers to examine their experience with driver education and their overall driver history.

The second surveyed driver education instructors. The sample for this survey included all known driver education instructors in South Dakota. Instructor information for this survey was acquired from the South Dakota Department of Education (SDDOE), the South Dakota Safety Council (SDSC) and the Bureau of Indian Affairs (BIA) office in Aberdeen, South Dakota.

The third surveyed driver education program administrators. The sample for this survey included all South Dakota school district superintendents and all South Dakota high school principals. Information was also gathered on administrators from SDSC and BIA to identify a broader range of program administrators in the State.

### 4.5    Document and Compare Teacher Certification Requirements

*Use the approved performance measures and compare the teacher certification requirements for driver education instructors sanctioned by the State and the National Safety Council with the most effective national driver education teacher certification programs and recommend cost effective alternatives that can be implemented in South Dakota.*

A full assessment of state and national certification requirement was conducted, including the private sector represented by the National Safety Council. For comparative state analysis, we coded the type of instructor certification requirements on a five-point scale to include in correlations with state young driver crash and crash fatalities statistics acquired from the NHTSA. More detailed comparisons were made between South Dakota and the National Safety Council to provide additional insight into the range of options and optimal conditions for driver instructor teacher certification.

### 4.6    Compare South Dakota with National Best Practices

*Use the approved performance measures and compare current driver education requirements in South Dakota with national best practices and other cost effective alternatives and recommend program, legislative, and other changes that can be implemented in South Dakota. The recommendations need to be supported by estimated costs, benefits, resources, timeframes, and potential funding sources.*

Research findings and public policies were reviewed to identify best practices from comparable state contexts for potential application in South Dakota This task included the analysis of National Highway Transportation Safety Administration (NHTSA) and South Dakota Department of Public Safety (SDDPS) crash data to better understand the overall context of costs associated with state driver education and licensing practices., The consultant gathered data on state crash and fatality rates, driver education curriculum requirements, driver education teacher certification requirements, and licensing provisions in each of the 50 states. Correlation analysis was used to examine relationships between state education and licensing practices and NHTSA crash statistics. In addition, South Dakota counties were ranked for the instances of per capita crashes from SDDPS data, including ranks of overall crashes, overall fatalities, alcohol-related crashes, and fatalities resulting from alcohol-related crashes. These observations were added to our review of research studies to give a more complete understanding of the young driver safety context in the United States.

### 4.7    Meet with Technical Panel

*Meet with the technical panel and the SDPS Roadway Safety Committee to review and approve the recommendations.*

The consultant met with the Technical Panel for SDDOT2009-03 several times in 2010 to discuss preliminary findings and to solicit feedback from Technical Panel members in attendance.

Meetings were held with the Technical Panel in January, March and April of 2010 to make periodic updates and to solicit feedback from the Technical Panel on specific elements of the project.

### 4.8    Develop Implementation Plan

*Develop a plan to implement the recommendations that includes costs, resources, timeframes, and partners and meet with the technical panel to obtain its approval.*

Implementation plans are included as part of the research objectives and recommendations elements of this project. Considerable thought was put into effective strategies for implementation, each of which requires collaboration between South Dakota Department of Transportation, South Dakota Department of Education, South Dakota Department of Public Safety, the South Dakota Department of Health, and the South Dakota Safety Council.

Timeframes for implementation are difficult to identify for this project, as most recommendations require specific action from multiple agency commitments that will likely take over a year to develop and are based largely on political considerations beyond the scope of this project. We anticipate the

first year of this effort will focus on the development of an interagency task force and multi-year strategic plan for the task force. In future years, efforts are expected to deliver improved performance measurement capacity and policy reforms designed to reduce the number of young driver fatalities, accidents and infractions.

## 4.9   Establish Baseline Measures

*Establish and document baseline measures for assessing the ongoing effectiveness of driver education programs in South Dakota.*

A large portion of the literature review of practical and academic research provided an excellent set of baseline measures for this study. Additional measures to those currently collected in South Dakota were recommended for this task.

In cooperation with the SDPS, a query of crash records was developed that allowed monitoring and analysis of fatal and injury crashes involving 14 -18 year old drivers with and without driver education during the period 2006-08. The records included citations issued, young passengers, nighttime driving, safety restraints, alcohol violations, and other data necessary to measure the effectiveness of South Dakota's driver education and GDL programs.

The consultant worked with SDDPS Licensing Program to acquire appropriate data for evaluation. Data was analyzed using independent samples t-tests to examine group differences in driver history for those who had a record of completing driver education and those who did not.

## 4.10   Prepare Final Report

*Upon review and approval of the recommendations and implementation plan by the Technical Panel, prepare a final report and executive summary of the research methodology, findings, conclusions, and recommendations.*

After receiving detailed feedback and recommendations from the Technical Panel, the GRB crafted a final version of this project report.

## 4.11   Make Executive Presentation

*Make an executive presentation to the SDDOT Research Review Board at the conclusion of the project.*

The GRB team made an executive presentation to the SDDOT Research Review Board on April 13, 2010. More presentations, as requested, can be delivered by the GRB to facilitate action planning and policy changes called for in the recommendations section of this report.

# 5.0 FINDINGS AND CONCLUSIONS

## 5.1 Objective One: Describe and Compare Driver Education Programs

### 5.1.1 Driver Education and Licensing Program Effectiveness

There is certainly a mixed record of research on the question of whether driver education programming is effective at creating safer drivers. Early evaluations of driver education programs produced somewhat negative findings, suggesting that young driver education programs are not effective in improving fatality or crash incident rates. (Robertson, 1988; Mayhew et al., 1998; Vernick et al. 1999; Clinton & Lonero, 2006; Mayhew, 2007; Bingham, 2008). From the landmark Dekalb study (Stock, et.al., 1983) to more recent work by Christie (2001), several studies have concluded that no evidence exists to demonstrate that students who complete driver education have fewer crashes or violations than their counterparts who did not take a driver education course (NHSTA, 2009; Vernick, et. al., 1999). Evaluations of post-license driver education programs have largely found similar results (Ker, et. al., 2005; Michael, 2004). In this context, a review of 24 programs, involving more than 300,000 drivers, indicated no evidence that post-license education programs are effective in preventing injuries or crashes (Ker, et. al., 2005).

While reviews of driver education programs for young drivers have been somewhat negative (e.g., Mayhew & Simpson, 1996; Vernick et al., 1999), the existing research does not support the conclusion that all driver education activities are ineffective in improving driver safety. Individual studies have shown driver education to be effective (Christensen, 1994) and there are also numerous methodological concerns for the way many studies have been designed. Some of the challenges to effective research in this area are the lack of valid and reliable program evaluation data and selection bias in sampling procedures where population data is not available. In short, there remains a need for future research that utilizes accepted methods, including random assignment of students and confirmation that students who successfully complete driver education courses have attained program objectives.

Looking at the effectiveness question through a South Dakota lens, there is some indication that important differences exist between those who completed driver education and those who did not. Analysis of data for young drivers up to 24 years old from the South Dakota Driver Licensing Program (SDDLP) provided an important initial insight into the relationship between completing driver education coursework and driver behavior.

A qualifier is needed, however. Unfortunately, records for the successful completion of driver education coursework in South Dakota are limited to individuals who sought an exemption from the State's written driver license exam.[1] The data does not include a valid measure of individuals who completed driver education. In South Dakota, young drivers are offered an exemption if they complete driver education from an SDDOE certified instructor at a South Dakota high school and earn a score of 80 or better on the final course exam. The SDDLP data does not include a record for those who took driver education with a private provider or who did not seek the exemption after successfully completing a course from a state-certified instructor.[2] This limitation in the State's data is reflective of a more general problem we experienced in evaluating driver education and licensing programs in South Dakota. In this report, remedies for incomplete data collection and management are addressed in Section 6.7.

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[1] In South Dakota, young drivers are offered an exemption if they complete driver education from an SDDOE certified instructor at the SD High School, and earn a score of 80 or better on the final course exam.

[2] Additional analysis of the number and percentage of South Dakota young drivers taking driver education is presented in Section 5.1.3 of this report.

Still, the existing SDDLP data provides a good initial look at the effectiveness question. With this data, we were able to compare the driver histories for current young drivers in South Dakota. We were most interested in the group differences for those who took driver education and those who did not. Our expectation was that drivers with a record of completing a driver education course would have better driver histories than those who did not have a record. We should keep in mind that there are likely many individuals in the SDDLP data who are treated as not having completed a driver education course who actually did complete one. Again, this is because the only measure of course completion is the exam exemption data in the SDDLP records. In this context, any differences observed between groups are actually greater than they will appear from this analysis.

The SDDLP data acquired for this research contained driver history data on individuals 24 years old or younger in July 2010. In all, the SDDLP data contained information on 119,690 individual drivers. The variables from the SDDLP data used to analyze driver history included 'driver_history_codes,' 'infraction_accident_code' and 'accident_severity.' These variables captured information on whether a driver had one or more infractions on their driving record, the type of infraction or infractions they were cited for, whether the drivers had an accident(s) on their record and the severity of accidents recorded. Though the dataset contained a ranking of the severity of accidents, the severity of infractions was coded by the GRB research team from the number of points assigned to infractions by SDDPS and a review of all non-point generating infractions, such as speeding (SD History Code=SPD) and violation of a restricted license (SD History Code=VRL).

**Table 5-1: GRB Driver History Codes**

| Type of Infraction or Accident | Assigned Value |
| --- | --- |
| No Record of Infraction or Accident | 0 |
| Minor Infraction | 1 |
| Infraction | 2 |
| Serious Infraction | 3 |
| Minor Accident | 4 |
| Accident with Potential Physical Harm | 5 |
| Serious Accident with Incapacitating Harm and/or Death | 6 |

Source: SDDPS Licensing Program

With incident and severity measures, the GRB research team was able to create a summary measure of all driver histories from the SDDLP data. This was done by first creating a 7-point driver history scale to rank each incident or, by implication, the absence of an incident (see Table 5-1 above for a list of the assigned values). Once each incident in the dataset was coded, an individual's incident scores were summed to arrive at one value for each driver.

The lowest total incident score in the dataset was zero. Actually, this was also the most frequent score, which is reassuring in that 43.4 percent of young drivers in the dataset had no infraction or accident histories. The highest infraction score was 128. Thankfully, that score was an outlier and had little impact on the distribution. The next highest score was an 89. At that point, numbers begin their path down toward zero. Overall, the mean score was a 4.22, which shows that average case was reasonably low. Clearly, the average score was not the median value. It was far closer to the mode, which was zero. The histogram below shows that with a single tail, the distribution of cases has an expected curve without any flair ups toward the higher end of the distribution (see Figure 5-1). 95.1 percent of cases were within two standard deviations from the mean.

**Figure 5-1: Individual Driver History Distribution**
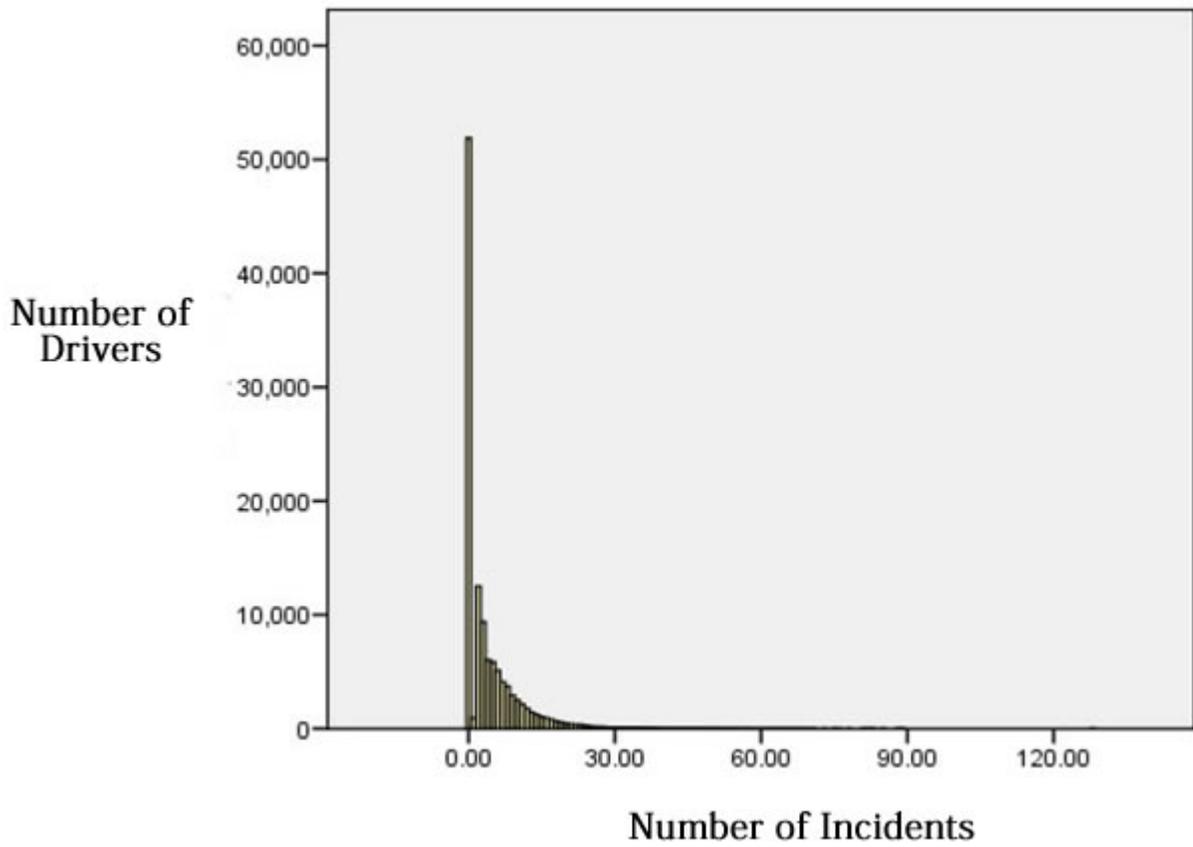


Source: SDDPS Licensing Program

Our analysis of group differences between those who had a record of completing driver education and those who did not clearly showed that those who were known to have completed driver education had safer driver behavior histories (see Table 5-2 below). The results from an independent samples means test demonstrate that drivers with records of completing a driver education course had lower overall scores than those without confirmed completion of a driver education course. Again, a lower average driver history score relates to fewer incidents and lower severity scores for infractions and accidents. Put differently, the lower an individual's score is the better the driver safety record is for that individual.

The greatest mean difference resulted where respondents had at least one accident, suggesting that driver education did impact driver safety. This was less the case for respondents with no accidents and at least one infraction. Although the mean difference was smaller for cases without accidents, it is important to note that individuals with a record of completing driver education had lower infraction values than those who did not have a record of completing driver education. Although the SDDLP data does not provide a complete measure of who has taken driver education in the state, this analysis suggests that in South Dakota, driver education is positively related to driver safety. While this may contradict some of the research findings about the effectiveness of driver education programming in the United States, we feel the record of research in this area needs to be supported with more rigorous studies than we have seen to-date.

**Table 5-2: Group Differences in Young Driver Infraction Histories**

| | | N | Mean Score | Mean Difference |
|---|---|---|---|---|
| All Drivers | No record of driver education | 80722 | 4.57 | 1.08** |
| | Completed driver education | 38968 | 3.49 | |
| Drivers with at Least One Accident | No record of driver education | 13237 | 11.36 | 2.35** |
| | Completed driver education | 5482 | 9.01 | |
| Drivers with No Accidents and at Least One Infraction | No record of driver education | 34619 | 6.31 | 0.32** |
| | Completed driver education | 14462 | 5.99 | |

Source: SDDPS Licensing Program

* statistically significant at .05 level (2-tailed) ** statistically significant at .01 level (2-tailed)

Although graduated driver licensing programs (GDL) were not a focus of this study, the record of research on licensing programs has been clearer. Repeated studies of GDL programs have found them to be effective in reducing crash rates, traffic violations, and fatalities. Pre and post evaluations of Iowa's GDL program, which included a control group, found that the program was effective in reducing crash rates for 14, 16, and 17-year-old drivers. A similar evaluation of New York GDL program found that 16-year-old drivers experienced a significant reduction in serious injuries and fatality rates, but there was no statistically significant difference for 17-year-olds (Zhu, Chu, and Li, 2009).

Since its current GDL program went into effect in 2002, Texas has seen the number of 16- to 19-year-old drivers involved in fatal crashes decline by 32.9 percent (Hedlund, et.al., 2006). This is more than double the decline experienced in other American states employing GDL systems. The nation as a whole has seen an average decline of 15.9 percent since 2002, which shows the clear potential for GDL programs to have a positive impact on driver safety. One of the reasons that GDL has been effective at reducing fatalities is the inclusion of protective restrictions against activities identified as putting young drivers at the most risk. Foss and Goodwin of the Highway Safety Research Center recommend that restrictions prohibiting multiple teen passengers and night driving during intermediate licensing stages effectively reduce crash rates (2003). Other intermediate provisions that have been adopted include driving with family members only, prohibited night driving and cell phone use.

One caution that has been raised about GDL systems is their use of time discounts for meeting certain program requirements. In some graduated licensing systems (including South Dakota's), states have allowed students a "time discount" for completing driver education with the assumption that what they are learning in the education program will provide the same value that extra time under the restrictions of the graduated program would (Mayhew, et.al., 1998). However, this assumption has been shown to be erroneous. The National Safety Council (NSC) does not endorse time discounts for completed initial training. According to the research, time discounts are to be discouraged for successful

completion of driver education courses. It is also recommended that driver education programs be designed so they are multi-phased and harmonize with the multi-stages of graduated licensing (Mayhew et.al., 1998). Only recently have we begun to see these findings implemented in state driver licensing systems. In 2006 the state of Michigan successfully integrated driver education and driver licensing and the research community is eager to learn what it produces in the way of measurable effects.

### 5.1.2    National Best Practices in Driver Education and Licensing Programs

There is a broad consensus in the research literature that program standardization, where instructors and administrators adopt consistent instruction and evaluation tools, is essential to properly administer driver education programs. No matter what specific content or methods are adopted in an individual state, driver education programs ought to 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 (NHTSA, 2009).

Standardization is also a prerequisite for identifying how students with different cognitive abilities and self-regulation processes interact with instructional approaches (Snow, 1989, 1994; Corno et al., 2002). Ongoing assessment of standardized data provides the opportunity to identify students and programs not achieving established learning objectives. The data proves indispensable in efforts to develop appropriate responses for poor performance as well.

As such, standardization exists as the first and perhaps most fundamental best practice when considering improvements to a state's driver education program. There are, of course, several other examples of how states have progressed in the young driver safety area, including both driver education and graduated licensing systems.

Idaho developed a "pre-driver education" course that addresses driver attitude and behavior issues. This course focuses on group discussions and exercises that emphasize the seriousness of car crashes and the habits that cause them (Street, 2007). Oregon worked with the National Institute of Driver Behavior (NIDB) and American Driver and Traffic Safety Education Association (ADTSEA) to develop a comprehensive risk prevention curriculum. Similar efforts have been undertaken in Montana as well.

As noted above, Texas initiated a thoughtful and effective GDL approach, and introduced Teens in the Driver Seat, a grassroots peer-to-peer program, in 2003. From 2002-2007, Texas experienced a reduction of 32.9 percent in 16- to 19-year-old driver fatalities.

Perhaps the most innovative, and integrated, approach we reviewed was Michigan's segmented approach to its driver education curriculum. This approach integrated driver education and GDL provisions with the second segment of the driver education curriculum implemented after a driving experience is gained. Because this is a relatively new program we do not know its effect on driver safety. Conceptually, we were impressed with its unique and thoughtful provision of a progressive learning approach. The progressive approach, where students make progress toward desired ends in specific and designed stages, is also employed by the National Safety Council (NSC). NSC does not endorse time discounts for completed initial training. In short, the Michigan and NSC approach rests on the belief that young drivers' first exposure to a driver education curriculum should not be their last.

To study national best practices more systematically than the above discussion of anecdotes allows, we gathered a range of data on state crash and fatality rates, driver education curriculum requirements, driver education teacher certification requirements, and licensing provisions in each of the 50 states and the District of Columbia. A series of tables with all state data is offered in Appendix A: State Licensing Provisions. Those tables share several important details of state driver education curriculum requirements, driver education teacher certification requirements, and a state's permitting and licensing requirements.

Several of these state-level factors were correlated with per capita young driver fatal crash rates provided by NHTSA for 2005-2007. The correlation analysis allowed us to examine the relationship between state regulatory measures and the outcome measure of young driver fatalities. Each of the correlations between related state provisions and young driver fatal crash rates were statistically significant and in the expected negative direction. In the following paragraph, we describe what it means for a correlation to be statistically significant and also how to interpret the values of a negative correlation.

To begin, the fact that the correlation between the variables 'minimum permit age' and 'per capita young driver fatal crash rate' was significant means that our observations were not likely the result of chance. The statistical significance of a correlation demonstrates that the findings resulted from a relationship between the variables under study and not some unforeseen factor. The fact that the correlation was negative simply states that the values for the two variables changed in different directions. Here, the values for 'minimum permit age' were going up while the values for 'per capita young driver crash rate' were going down. Put in context, this means that high minimum permit age requirements for young drivers are associated with lower young driver fatal crash rates. Similarly, a negative correlation between the 'number of licensing restrictions on young drivers' and 'per capita young driver fatal crash rate' means that as the number of licensing restrictions goes up we should expect the number of young driver fatal crash rates to go down. Of course, a correlation does not establish a causal relationship between the two variables under study, but it does inform our expectations and, moreover, how the two factors are related. It may be that direct changes in permitting age or licensing restrictions will cause changes in young driver fatal crash rates, but we cannot conclude this from correlation analysis alone.

Table 5-3 below shows that in several regulation areas for young driver safety (minimum permit and intermediate licensing ages, driver education requirements, number of restrictions on intermediate licenses held by young drivers) there are significant and negative correlations between these types of regulations and per capital young driver crash rates. The observed association of the regulations and crash rates challenge us to consider how policy reform might impact the safety of young drivers across the nation. Although the correlation between per capita young driver fatal crashes and the requirements for driver education in each state was the weakest (See Table 5-3), the significance and direction of each correlation suggests that more stringent requirements for driver education may indeed lead to improvements in young driver safety.

**Table 5-3: Correlations between State Requirements for Driver Education and Per Capita Young Driver Fatalities.**

| | Minimum Permit Age | Minimum Intermediate License Age | Minimum Full License Age | Number of Licensing Restrictions on Young Drivers | Type of Driver Education Required |
|---|---|---|---|---|---|
| Per Capita Young Driver Fatal Crashes | -.552** | -.539** | -.392** | -.472** | -.288* |
| Source: National Highway Traffic Safety Administration (2008) | | | | | |
| * statistically significant at .05 level (2-tailed) ** statistically significant at .01 level (2-tailed) | | | | | |

The moderate to high correlations observed in Table 5-3 show that a substantial amount of variation in young driver crash rank was related to variation in driver education and licensing measures. In other words, when per capita crash rates and types of regulations throughout the nation vary (e.g., from high to low per capita crash rates or from high to low minimum permit age), these factors vary in similar ways. The expected results from these observations are that a change in one would likely bring about a

change in the other, though correlation itself is not a measure of causation. We believe the uniform significance, substantial values, and negative direction of these correlations point to a clear relationship between state policies and young driver fatalities. One thing we know for sure is that where state regulations were more substantial, young driver related crash fatalities were lower.

To drill a bit deeper into these relationships, we established a sample of states to compare with South Dakota. The states were chosen for their population and regional demographics, and how the state performed in overall driver safety. In short, we wanted to include states that were like South Dakota in our sample, but we did not want to include poorly performing states as our overall goal in this area of the research was to consider best practices.

The goal was to examine what these states were doing to advance performance in the driver education and licensing areas to assess best practices. For a state to be included in the sample the following criteria had to be met: (1) The state was either a neighbor of South Dakota or has a population density similar to South Dakota,[3] (2) had a minimum licensing age of greater than or equal to 17 and (3) had a 2007 Fatal Accident Reporting System (FARS) fatality rate of no less than 80 percent of the national rate.[4] The logic behind this sampling procedure assumed that we were interested to compare best practices in states that (1) were demographically and regionally similar to South Dakota, (2) had conservative licensing provisions given our observations of the correlation between licensing provisions and young driver safety and (3) were strong performers in the base outcome measure of driver safety–fatality rates per vehicle mile traveled (VMT).

The states in the resulting sample were South Dakota, Iowa, Kansas, Maine, Minnesota, Montana, North Dakota, Nebraska, New Mexico and Wyoming. Of these states, only one (Minnesota) was at the top of the FARS fatality rate indicator. Minnesota ranked within the top 10 of the FARS 50 state ranking. Minnesota, Maine and Nebraska were all within the top 25 of the FARS national ranking, with the remaining states in the sample falling in the bottom ½ of the FARS fatality by VMT national rank. South Dakota was near the bottom of the scale in terms of state FARS fatality rank. Montana was the only state in the sample to do worse than South Dakota in terms of fatality rank.

South Dakota and Wyoming were the only sample states that did not require driver education training as part of the licensing provisions. These states also maintained the shortest permit holding times among the sample of comparable states. While both South Dakota and Wyoming offer incentives for taking driver education, in the form of an exemption for the state written driver test for young drivers who completed driver education, neither state required it. Moreover, South Dakota and Wyoming had the lowest NHSTA young driver fatality rank of all sample states indicating the two states have high young driver and more general fatality rates. While we do not have specific insights into the effect of requiring driver education, it is clear that the sample states with the poor young driver fatality ranks do not require driver education. Each of the other states in the sample either required it for all new drivers or for young drivers under 18 (Minnesota) or under 16 (Montana).

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[3] The United States Census Bureau defines population density as "people per square mile." South Dakota's has a population density of 10.7.

[4] Determined by driver fatalities per 100 million vehicle miles traveled (VMT),

**Table 5-4: Outcomes and Provisions for Sample States**

| State | All Drivers Fatality Rate Per 100 million VMT | Young Driver Crash Fatality Rank | Minimum Permit Age | Minimum Permit Holding Time | Is Driver Education Required? | State Administered Driver Education Curriculum |
|---|---|---|---|---|---|---|
| Minnesota | 0.89 | 12 | 15 | 6 months | Yes if under 18 | Yes |
| Maine | 1.22 | 27 | 15 | 6 months | Yes | Yes |
| Nebraska | 1.32 | 39 | 15 | None | Yes | Yes |
| Kansas | 1.38 | 28 | 14 | 6 months | Yes | Yes |
| North Dakota | 1.42 | 37 | 14 | 6 months | Yes | Unknown |
| Iowa | 1.43 | 30 | 14 | 6 months | Yes | Yes |
| New Mexico | 1.54 | 38 | 15 | 6 months | Yes | Unknown |
| Wyoming | 1.60 | 49 | 15 | 10 days | no | Unknown |
| South Dakota | 1.62 | 47 | 14 | 3 months (with DE) | No | No |
| Montana | 2.45 | 42 | 14yr 6m | 6 months | Yes if under 16 | Yes |

Source: National Highway Traffic Safety Administration (2008)

Similarly, the states with the lowest fatality rates per 100 million vehicle miles traveled and the best young driver fatal crash ranking adopted a state administered driver education course curriculum. In recent years, the American Driver and Traffic Safety Education Association (ADTSEA) driver education and in-car curriculum has been presented as a model for effective driver education courses and has been adopted in full or adapted in many states. Currently there are ADTSEA affiliate organizations using the curriculum in 26 states in the US and over a thousand members using its materials.[5] The reason for the wide-spread use of this curriculum can be found in the substance of its components and supporting materials. The current version of ADTSEA's curriculum packet includes 10 units of study involving about 45 hours of classroom instruction, lesson plans, written materials for each unit, discussion questions, and skill logs for tracking student progress, in-car guide and parent mentor home practice guide to help parents teach driving skills, four instructional DVDs, and series of examination forms. The comprehensive nature of this curriculum packet, its incorporation of material from some of the industry's best texts and the support ADTSEA offers to member organizations training instructors, make this curriculum an attractive option for the state. It is a well-developed and relatively low cost resource for state-wide or individual instructor use and can be supplemented with one of many commonly used textbooks. Examples of books that ADTSEA recommends for use with its curriculum include "Drive Right," tenth edition published by Prentice Hall, the ninth edition of "How to Drive" published by AAA and "Responsible Driving" 2006 edition published by Glenco/McGraw-Hill. It is recommended by ADTSEA that each classroom instructor receive and use a copy of the teacher's edition of one of the textbooks and that each student receive and use a copy of the textbook while in the driver education program. It is also recommended that each instructor and student driver have a copy of the South Dakota Driver Handbook for use in the program. As such, ADTSEA advises a combination of their curriculum, supplemental text books that have been mapped in the "resources" column of the curriculum and the state's driving guide.

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[5] Information accessed on the ADTSEA website at http://www.adtsea.org/adtsea/100033.aspx (last accessed on November 9, 2010).

In terms of driver education teacher certification requirements, it seemed that practices were similar among our sample states. Typically, instructors were required to have certification and to complete nine credit hours of driver education instruction coursework. It was unclear from the information available whether recertification was required, though we expect that this should fall under best practices even if few or any of our sample states required recertification. A good model for this comes from the National Safety Council (NSC), which requires driver education instructors to complete a "train the trainers" module for each of the specific classes they will instruct. In this context, driver education instructor preparation is narrowly tailored to the area they will teach to young drivers. This specific match between instructor training and course content readiness ought to be considered among the best practice for all driver education programs. Train the Trainer courses are offered over the course of two days and are taught by an experienced instructor in the subject matter delivered (e.g., defensive driving, Alive at 25, etc.). Further, certified instructors are required to teach in this specific content area two sessions per year in order to maintain their certification to teach in this area.

Little variation exists in the sample states' approach to teacher training and certification. Still, the top four sample states in terms of FARS fatality rank (i.e., Minnesota, Maine, Nebraska and Kansas) distinguished themselves from other sample states by requiring driver education, specific driver education curriculum, longer minimum permit holding time (six months) and, with the exception of Kansas, the highest minimum permit age (15 years for Minnesota, Maine and Nebraska). These differences were obvious in our analysis. Together, the adoption of these four elements constitutes a strong baseline for best practices in driver education and licensing.

To review, the basic elements of best practices include requiring driver education, requiring a standardized driver education curriculum, requiring a minimum of six-month permit holding time prior to accessing a restricted or full license, and an older age requirement for acquiring driving privileges. Each of these elements was supported by the empirical facts considered in our analysis. There are other best practices that we did not have the opportunity to validate empirically. These practices include the scientific management of program data, program planning, and evaluation. Unfortunately, we do not have the information necessary to see how these elements are related to overall system performance, though it seems reasonable to advance the argument that they should certainly be included in any list of best practices in both driver education and licensing administration. Add to these the systematic effort in Michigan to integrate driver education and licensing provisions along with the narrowly tailored instructor training and certification approach of the NSC, and a clear set of best practices emerges. These approaches are presented together in Table 5-5 below.

**Table 5-5: Observed Best Practices Nationwide**

|  |
| --- |
| 1. Require driver education |
| 2. Require standardized driver education curriculum |
| 3. Require standardized driver education course evaluation by students |
| 4. Require a minimum of six-month permit holding time prior to acquiring a restricted intermediate or unrestricted license |
| 5. Minimum age of 17 for acquiring unrestricted driving privileges |
| 6. Driver instructor training and certification narrowly tailored to course content instructor is responsible for |
| 7. Integrated driver education and licensing procedures |
| 8. Scientific management of program data |
| 9. Evidence-based program planning and implementation |
| 10. Rigorous program evaluation |

### 5.1.3    Analysis of South Dakota Driver Education Programming

Our analysis of South Dakota Driver Education Programming begins with an assessment of how many students in the state take driver education and at what cost. Because the state of South Dakota does not maintain data on who took driver education in the state, we had to conduct a survey of school districts. To address these questions, we sampled each school district in the state, including public, private and tribal schools. The sample constituted 20 percent of all districts in the state, and was supplemented by the additions of the two largest districts, Sioux Falls and Rapid City, to ensure the appropriate regional and school size diversity.

The number of students per grade varied in the sample districts from a high of 1603 in the Sioux Falls School District to a low of 8 students per grade in Aberdeen Christian School District. In terms of regional diversity, the districts ended up reflecting the several areas of South Dakota quite well. There were between 3 and 7 districts in each of 6 represented regions of the state (central, east central, north central, west central, north east, south east). In all, there were 30 districts surveyed in this effort, representing 4,053 students per grade in the sample districts, or just over 39 percent of total students in the state.[6]

All responses to the survey were based on the recollection of school district administrators, as there are no centralized records maintained at the school district or state level to confirm administrator responses. Still, we are inclined to accept the administrator's overall estimates that, on average, 70 percent of their combined students take driver education when they reach appropriate age for the course. This means that approximately 2,837 students in the sample districts take driver education each year and 1,216 do not. Furthermore, we learned that the average cost of driver education course within the districts sampled was $151.00. The cost of driver education course work varied in the sample from a high of $249.00 in Rapid City School District to a low cost of zero dollars in Hitchcock-Tulare School District.

It is important to calculate these expected costs because more needs to be done in the area of South Dakota driver education to reduce our per-capita young driver crash and fatality rates. Unfortunately, South Dakota ranks among the highest in the nation in per capita young driver crash fatalities. South Dakota ranks 47th out of 50 states in this area. This means that South Dakota has the third worst outcome, per capita, in the nation. Based on our correlation analysis in Section 5.1.2 above, we expect this ranking is related to the low age requirements for permits and intermediate licensing practices, as well as the lack of a coordinated plan for development, implementation and administration of driver education in the state. These are not the only explanatory factors at issue here. The fact that South Dakota drivers, and drivers in other rural states with low population density, have higher vehicle miles traveled per year and typically drive those miles at higher average speeds than states with higher population density, suggests a higher risk of young driver fatalities. Still, after careful consideration of driver education program in South Dakota, we know that the state maintains some of the least restrictive laws and regulations governing driver education and licensing in the nation. Moreover, we expect that this is a causal factor in the state's poor performance in the per capita young driver fatality rate. Consider the following observations offered in

Table 5-6 below.

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[6] Currently, South Dakota has approximately 122,200 students in public schools and another 12,000 in private schools. An estimate of the number of public school students was provided by the South Dakota Department of Education Office of Accreditation and Teacher Quality in May, 2010. An estimate of the number of private school students was provided found online at http://south-dakota.educationbug.org/private-schools/ (last accessed May 9, 2010). When we divide the total number of students expected to be in South Dakota K-12 programs (approximately 134,200) by the number of grades between K and 12th grade, we come up with approximately 10,325 students per grade. Our estimate is that the sample constitutes approximately 30 percent of total students (4,053 students represented by sample districts divided by 10,325 total number of state students).

**Table 5-6: South Dakota Driver Education and Licensing Concerns**

| |
|---|
| 1. South Dakota initial permit age is lowest in the US (with 4 other states) |
| 2. South Dakota has lowest intermediate license age in the nation (14yr 6m or 14yr 3m with DE) |
| 3. South Dakota does not require driver education for young drivers |
| 4. South Dakota has lowest full license age in the nation (with 11 other states). |
| 5. South Dakota has the least number of qualifications for GDL (with 6 other states) |
| 6. South Dakota allows "time discounts" for restricted licensing, which is specifically not recommended in the research literature. |
| 7. South Dakota has no regulation or oversight of driver education curriculum |
| 8. South Dakota has no specific requirements for driver education instructor preparation beyond number of credits required for certification. |
| 9. South Dakota has no continuing education requirement for driver education instructors |
| 10. South Dakota has no regulation or oversight of examination instruments for driver education or driver education instructor courses |
| 11. South Dakota has no program evaluation process for instructors or young drivers beyond initial training courses for instructors and licensing for drivers |

To offer more specific insights from immediate stakeholders in this area we conducted a series of surveys to learn more about the experience of instructors, program administrators, and young drivers in the state. The surveys were designed to elicit insights that would assist the state in considering opportunities for program modification and enhancement.

The results from each of the surveys are reported below.

### 5.1.3.1 Instructor Survey

As part of our analysis of South Dakota driver education, we conducted a survey of instructors from public school districts and private providers. The sample of instructors for this survey was drawn from data provided to us by the South Dakota Department of Education, the South Dakota Safety Council, and the Bureau of Indian Affairs. Out of the initial sample of 370 instructors developed from these sources, 86 instructors responded to the survey. This was a response rate of 23 percent.

A large majority of instructor respondents (72 percent) had taught driver education in the past year (see Figure 5.2 below). Moreover, respondents had an average of 11.73 years of instructing experience. Here, instructor experience was evenly distributed, with similar numbers of new, experienced, and seasoned teachers participating in the survey (see Figure 5.3 below).

Data indicates that only a small percentage (21 percent) of instructor respondents noted participation in any education or training beyond their initial certification. The fact that 79 percent of instructors took only initial training in this area is cause for concern. It was more likely among the 17 instructors who did participate in some continued education beyond certification that they were instructors in private organizations, not public high school instructors.

**Figure 5-2: Last Time Teaching**
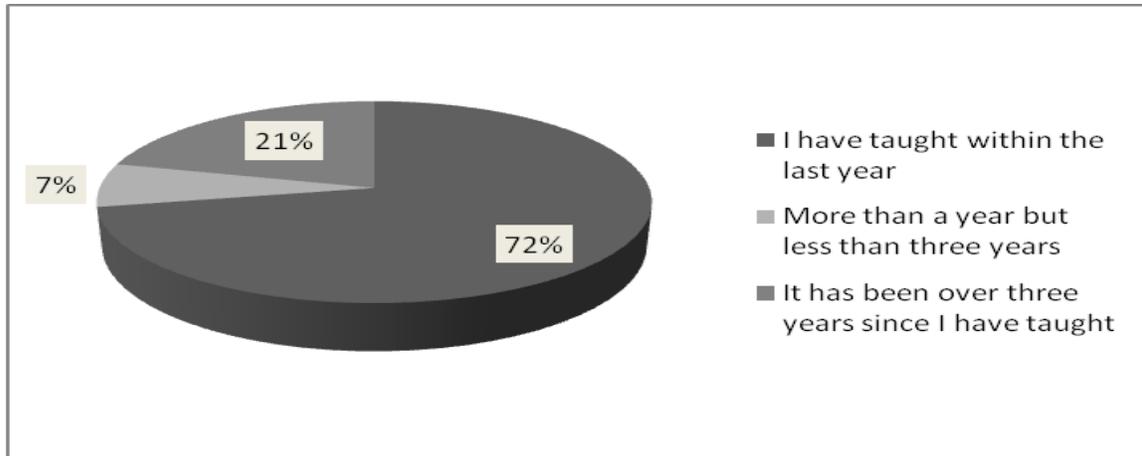


**Figure 5-3: Years of Teaching Driver Education**
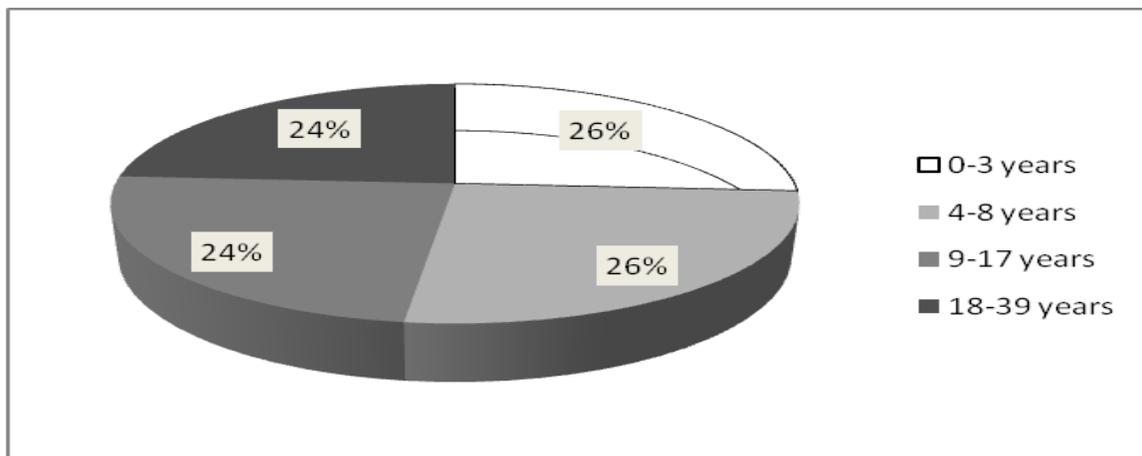


Source for Figures 5-2 and 5-3: GRB Instructor Survey, Government Research Bureau, 2009.

Table 5-7 below shows a cross tabulation between type of instructor (public or private) and whether the instructor participated in training beyond certification. Note that instructors who taught in private settings were approximately 10 percent more likely to have taken continuing education.

**Table 5-7: Did the instructor participate in training beyond certification?**

|  | Not an instructor in public high school | Instructor in public high school |
|---|---|---|
| Continuing Education | 6<br>28.6% | 11<br>18.3% |
| None | 15<br>71.4% | 49<br>81.7% |
| Source: GRB Instructor Survey, Government Research Bureau, 2009. | | |

The differences noted in the continuing education record between public high school instructors and private instructors may be a function of certification requirements. We learned that the SDDOE has no

continuing education or training requirements for teachers once they have acquired their initial driver education instructor certification. However, we understand that private providers, like the South Dakota Safety Council, do have continuing education requirements for instructors.

Overall, our survey of instructors showed strong support for improving driver education curriculum oversight and access to additional instructor training. The instructor survey also showed support for increased minimum age requirements and enhanced graduated driver licensing (GDL) provisions for young drivers. The following seven tables provide details on these points from the GRB instructor survey.

Table 5-8 includes breakdowns of instructor types, including those who teach in private settings alone, both public school and private settings, and public school settings alone. Finally, a combined category is offered to share the opinions of all respondents as a single group. A number of responses are offered in a nested table (Table 5-8 below). The titles for each nested table reflect the survey questions instructors responded to.

**Table 5-8: South Dakota Driver Education Instructor Open Ended Response Summary Points**

| Survey Question | | Private | Private & Public | Public | Combined |
|---|---|---|---|---|---|
| South Dakota should require uniform standards for all driver education programs. | Agree | 51% | 77% | 73% | 72% |
| | Neither Agree Nor Disagree | 25% | 11% | 17% | 17% |
| | Disagree | 25% | 11% | 10% | 11% |
| South Dakota should require a standardized classroom curriculum and testing for all driver education programs. | Agree | 50% | 89% | 69% | 69% |
| | Neither Agree Nor Disagree | 13% | 0% | 19% | 16% |
| | Disagree | 38% | 11% | 11% | 15% |
| South Dakota should require a standardized in-car curriculum for all driver education programs. | Agree | 76% | 77% | 68% | 69% |
| | Neither Agree Nor Disagree | 13% | 11% | 19% | 17% |
| | Disagree | 13% | 11% | 13% | 14 % |
| South Dakota should require some sort of continuing education in conjunction with re-certification of instructors. | Agree | 51% | 55% | 48% | 49% |
| | Neither Agree Nor Disagree | 25% | 22% | 31% | 30% |
| | Disagree | 25% | 22% | 21% | 21% |
| South Dakota should increase the minimum driving age. | Agree | 76% | 67% | 70% | 71% |
| | Neither Agree Nor Disagree | 0% | 22% | 10% | 10% |
| | Disagree | 26% | 11% | 20% | 19% |
| South Dakota should consider expanding restrictions on the current Graduated Driver Licensing (restricted license) system. | Agree | 76% | 67% | 69% | 71% |
| | Neither Agree Nor Disagree | 13% | 22% | 15% | 15% |
| | Disagree | 13% | 11% | 15% | 14% |
| Source: GRB Instructor Survey, Government Research Bureau, 2009. | | | | | |

Some highlights of Table 5-8 responses include an average of 66.3 percent support for increased regulation and standardization in South Dakota driver education. All but one question had a greater than 2/3 majority support for increased regulation of driver education and licensing provisions. Moreover, noted opposition to increased regulation and standardization was quite low among instructors. On average, approximately 15 percent of instructor respondents opposed "doing more."

There were, however, some note differences between the responses of public high school and private instructors. Comparing the categories of 'private' and 'public' uncovered differences in support for the adoption of uniform standards. Although both groups offered majority support for "uniform standards for all driver's education programs" and "standardized classroom curriculum and testing for all driver's education programs," public instructors expressed a much higher degree of support in both of these areas.

It was interesting to note that private instructors' support of increased standardization was lower than public school instructors. In an attempt to explain this seeming inconsistency we talked with the South Dakota Safety Council's (SDSC) principal representative for driver education.[7] In that discussion the concern was raised for whether additional state oversight would conflict with National Safety Council curricular requirements, creating conflict between SDSC and their national governing body. This may explain why some in the private instructor group supported increased state regulation less than those in the public school instructor group.

Another interesting observation from the instructor survey came from the open-ended question asked at the conclusion of the survey. That question asked respondents "in your opinion, what can be done to make the driver education program more effective in South Dakota." A 73 percent majority (N=65) of instructor respondents took the time to share their thoughts. Of these, 85.9 percent of their comments (N=56) pointed to the need for increased access to instructor training and curriculum regulation. This emphasis demonstrates a clear preference for doing something to improve upon the status quo in South Dakota driver education (see Table 5-99 below). Complete responses to this open-ended question, along with a complete run of frequencies for the instructor survey, can be found in Appendix E of this report.

**Table 5-9: Instructor Survey Open-End Responses**

| Categories of Responses | Number of Responses | Percent |
|---|---|---|
| Increase accessibility of training (drivers and instructors) | 12 | 18.4% |
| Improve curriculum and/or regulation of program | 44 | 67.5% |
| Increase focus on attitudinal factors | 2 | 3.0% |
| Mixture of above categories | 3 | 4.5% |
| None of the above | 4 | 6.6% |

Source: GRB Instructor Survey. Government Research Bureau, 2009.

The instructor survey showed that there is a rather large range of costs that students pay for driver education in South Dakota. The lowest charge for the program was zero and the highest was $350. The costs paid by students throughout the state were, however, normally distributed. In simple terms, this means that the range of costs we observed were consistent with what we would expect. Some districts/providers charge more, some less, but most are in the middle of the range. According to the instructors, 68 percent of students pay between $100 and $260 for driver education. The average cost of driver education for this sample was $181. The middle value of the range ($175) was quite close to

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[7] This position was communicated by Diane Hall, South Dakota Safety Council in a conversation with Rich Braunstein of the Government Research Bureau on May 4th, 2010.

the average or mean value. The histogram in Figure 5-4 shows just how normally the driver education cost to students was in the instructor sample.

**Figure 5-4 Cost of Driver Education to Individual Students**
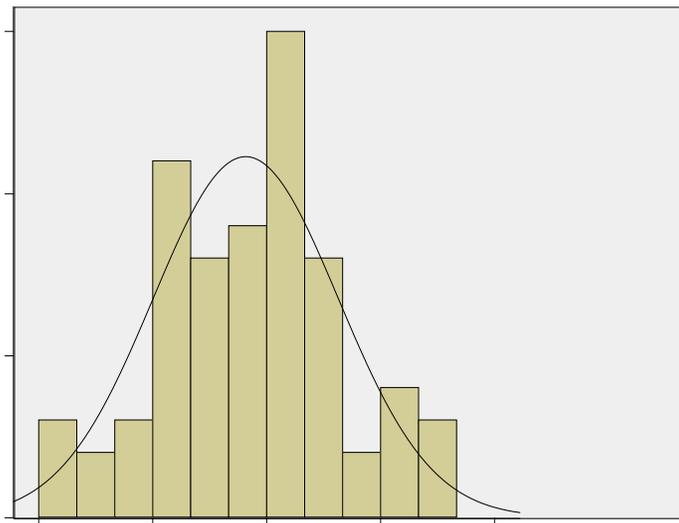


Source: GRB Instructor Survey. Government Research Bureau, 2009.

Above in Section 5.1.3, we reported that the average per-student cost of driver education was $151.00 per student based on a survey of school districts, with the range of costs varying from a high of $249.00 to a low cost of zero. Even with the higher average and larger range of costs in the instructor sample, both sources are generally similar and provide a likely estimate of the costs of driver education being charged in the state.

Currently there is a variety of curriculum materials used by 86 driver education instructors surveyed for this research. Also, there is no single curriculum used by a majority of responding instructors, the SDDOT Driver License Manual is used by the greatest percentage of instructors surveyed (see Table 5-10 below). The SDDOT Driver License Manual was used by 22.6 percent of responding instructors and the next most frequently used curriculum materials was *Drive Right* by Prentice Hall (16.4%) and AAA Driver Safety Brochures (11.5%).

**Table 5-10: Curriculum Materials Used by Instructors Surveyed**

| Curriculum Materials Used by Instructors | Number of Responses | Percent |
|---|---|---|
| AAA Driver Improvement Program | 4 | 1.92% |
| AAA Driver Safety Brochures | 24 | 11.54% |
| AAA How to Drive | 9 | 4.33% |
| AAA Licensed to Learn | 4 | 1.92% |
| AAA Responsible Driving | 32 | 15.38% |
| AAA Teaching your Teens to Drive | 7 | 3.37% |
| ADTSEA Curriculum | 2 | 0.96% |
| Drive Right (Prentice Hall) | 34 | 16.35% |
| Handbook Plus/Today's Handbook Plus | 2 | 0.96% |
| License to Drive (Alliance for Safe Driving) | 6 | 2.88% |
| National Safety Council Defensive Driving Program | 9 | 4.33% |
| TeenSMART | 2 | 0.96% |
| SDDOT Driver License Manual | 47 | 22.60% |
| Other | 26 | 12.50% |

Source: GRB Instructor Survey. N = 86, Government Research Bureau, 2009.

### 5.1.3.2   Administrator Survey

Administrators who oversee and/or contribute to driver education programs throughout the state were also surveyed in a separate effort directed specifically as administrators. In general, the administrators expressed similar opinions to instructors.

For this analysis, we had data from 48 respondents. Our initial sample of administrators was 205. Responses from 48 of the 205 constituted a 23.4 percent response rate, which was quite close to the response rate for instructors.

As we observed in the instructor survey, administrators showed general support for adopting uniform standards (92.7 percent agreement) and additional certification requirements for instructors (51.2 percent). There was, however, a difference in how administrators felt about increasing the minimum driving age (41.5 percent agreement) and GDL system (31.7 percent), see Appendix H. In all, a majority of administrators did not support increasing licensing requirements, where instructors did (see Table 5-11 below).

**Table 5-11: South Dakota Driver Education Administrator Survey Summary Points**

| | Strongly Agree | Somewhat Agree | Neither Agree Nor Disagree | Somewhat Disagree | Strongly Disagree | Don't Know or Unsure |
|---|---|---|---|---|---|---|
| South Dakota currently does a good job of regulating driver's education | 6 14.6% | 16 39.0% | 8 19.5% | 8 19.5% | 3 7.3% | 0 0% |
| Require continuing education and periodic recertification of instructors | 6 14.6% | 15 36.6% | 5 12.2% | 9 22.0% | 5 12.2% | 1 2.0% |
| Driver's education could be effectively taught by qualified instructors who do not possess a teacher's certificate | 7 17.1% | 16 39.0% | 4 9.8% | 5 12.2% | 7 17.1% | 2 4.9% |
| Should require uniform standards for all driver's education programs | 16 39.0% | 22 53.7% | 2 4.9% | 0 0% | 1 2.4% | 0 0% |
| Should require standardized classroom curriculum and testing for all driver's education programs | 11 26.8% | 25 61.0% | 3 7.3% | 1 2.4% | 1 2.4% | 0 0% |
| Should require a standardized in-car curriculum for all driver's education programs | 9 22.0% | 24 58.5% | 6 14.6% | 1 2.4% | 1 2.4% | 0 0% |
| Should be required to administer the same state driver written exam | 15 36.6% | 22 53.7% | 3 7.3% | 0 0% | 1 2.4% | 0 0% |
| Should increase the minimum driving age | 10 24.4% | 7 17.1% | 18 43.9% | 2 4.9% | 4 9.8% | 0 0% |
| Should consider expanding the current Graduated Driver Licensing system | 4 9.8% | 9 22.0% | 18 43.9% | 4 9.8% | 4 9.8% | 2 4.9% |

Source: GRB Administrator Survey. Government Research Bureau, 2009

We also observed that only a minority (29 percent) of the administrators surveyed were engaged in approving curriculum materials provided by instructors. A greater percentage (38 percent) responded that they reviewed curricular material and made recommendations (See Figure 5-5 below).

**Figure 5-5: Administrator Role in Curriculum Oversight**
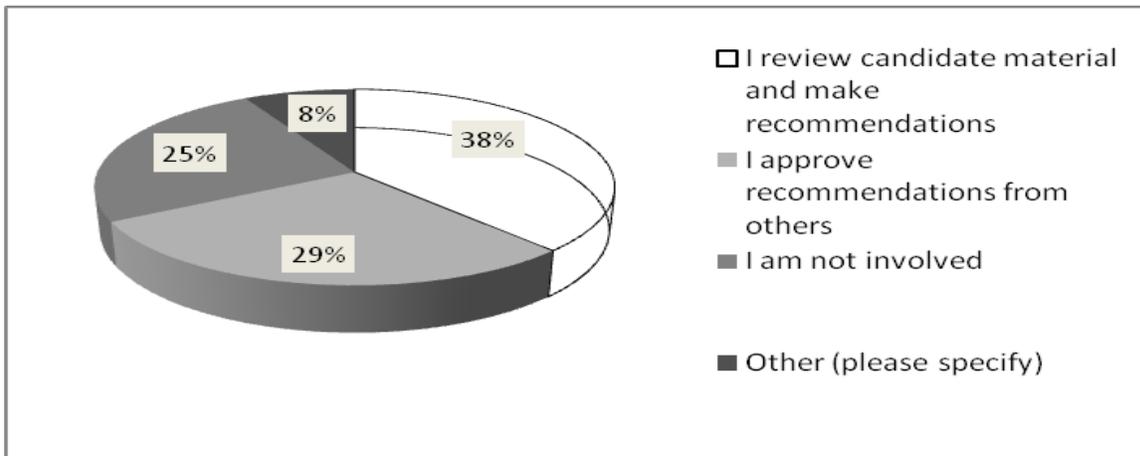


Source: GRB Administrator Survey. Government Research Bureau, 2009.

Overall, only 24 percent of responding administrators noted that they "regularly collaborate with driver's education instructors or administrators from other locations to coordinate materials and standards." This observation shows that most of the work in curriculum development and evaluation is done by individual instructors. There were, however, several responses to open-ended questions on the administrator survey that showed administrators were engaged in program oversight. These qualitative responses included statements that administrators monitor student grades and student licensing to assess the quality of the driver education program they administer (or share administrative responsibility for). A full set of administrator open-ended question responses is provided in Appendix E: Driver Education Administrator Survey. The content there shows that administrators are engaged, if only at a distance, in the provision of driver education in most contexts throughout the state.

### 5.1.3.3 Young Driver Survey

The GRB survey of young drivers in South Dakota had 838 respondents. Of these, only 358 respondents held a South Dakota license and had completed driver education in South Dakota. These 358 drivers made up the sample for the analysis of the young driver survey. The other 480 respondents were removed from analysis because they did not have a South Dakota driver license and/or did not take driver education in South Dakota. Focusing only on those respondents licensed in South Dakota who completed driver education in the state, we observed an average age of 18.9 years. The age range for these respondents was between 18- and 22-years-old. There were 239 female respondents (66.8 percent) and 119 male respondents. Respondents had held a drivers license for an average of 4.48 years at the time of the survey.

**Figure 5-6: Age at Time of Driver Education**
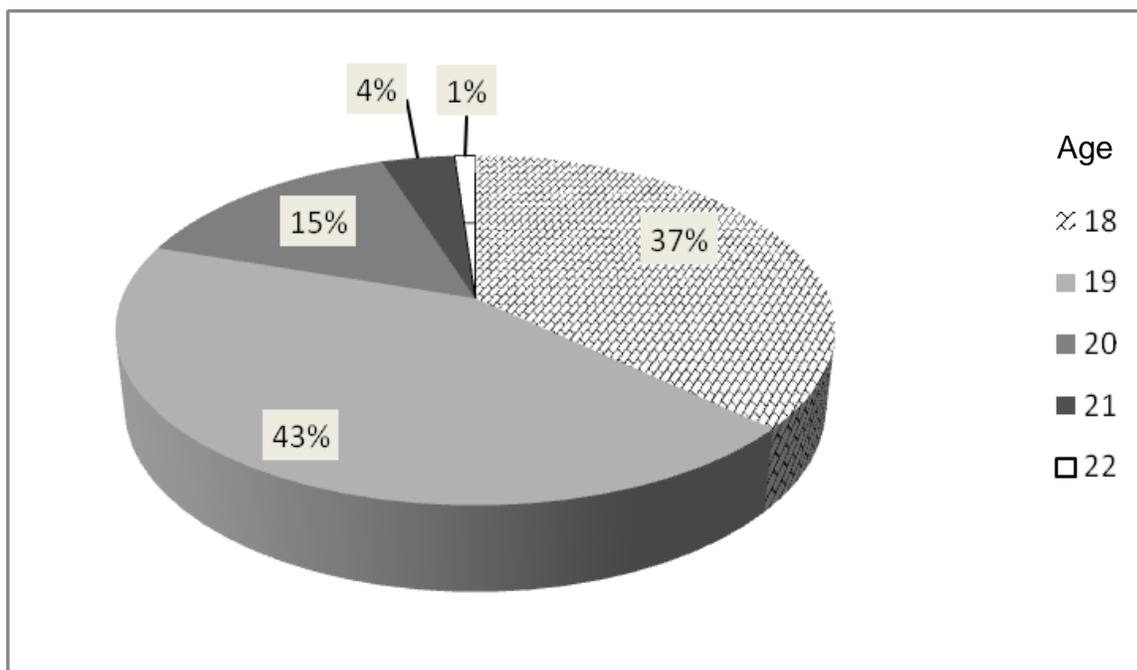


Source: GRB Young Driver Survey. Government Research Bureau, 2009.

The majority of the respondents, 79.6 percent (N=285), reported having driving experience prior to taking driver education. Interestingly, 15.9 percent (N=57) reported holding a driver license prior to taking driver education.

A large majority, 83.6 percent (N=299), reported taking driver education seriously or very seriously (see Figure 5-7 below). Participants were also asked if they believed their driver education instructor took delivery of the course seriously. Here, a similarly large majority (88 percent) indicated that their instructor took the course seriously or very seriously.

**Figure 5-7: Seriousness Rating by Young Drivers**
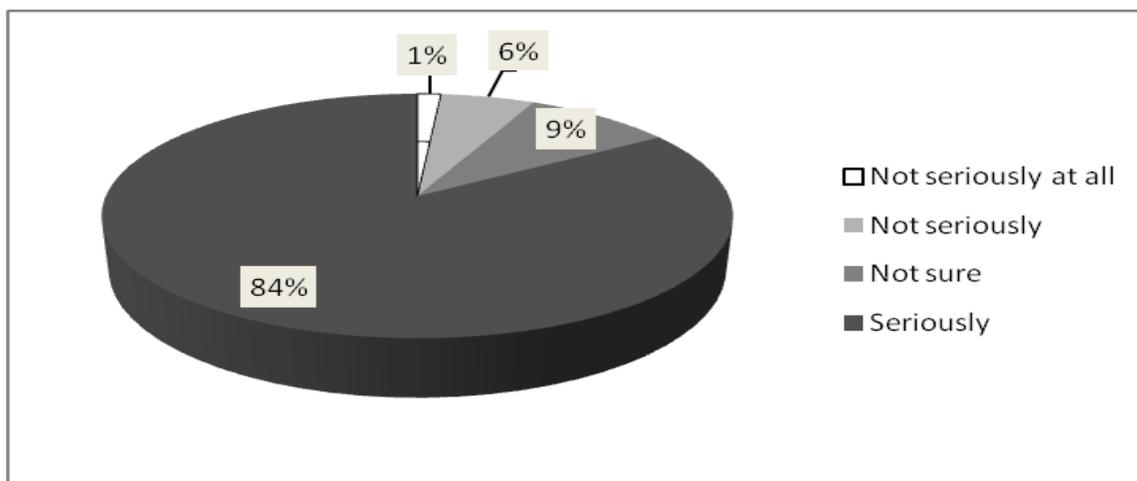


Source: GRB Young Driver Survey. Government Research Bureau, 2009.

Respondents were asked to report on their memory of the topics covered in their driver education courses. Table 5-12 ranks topics that respondents were most certain were included in their driver education course. The mean score indicates the average rating from definitely included (value 5) to definitely not included (value 1).

**Table 5-12: Young Driver Course Recall Items**

| Topic | N | Percent | Mean Score |
|---|---|---|---|
| Cooperating with Other Roadway Users | 267 | 74.6% | 4.71 |
| Driving Under Abnormal Road Conditions | 263 | 73.5% | 4.66 |
| Defensive Driving | 258 | 72.1% | 4.59 |
| Alcohol | 257 | 71.8% | 4.63 |
| Using Vision for Vehicle Control | 244 | 68.2% | 4.57 |
| Passenger Influence (peer pressure, distractions, etc.) | 241 | 67.3% | 4.60 |
| Good Habits for Reduced Risk | 236 | 65.9% | 4.58 |
| Driving in Rural Environments | 213 | 59.5% | 4.38 |
| Sleep Deprivation | 193 | 53.9% | 4.36 |
| Driving in Urban Environments | 187 | 52.2% | 4.38 |
| Negotiating Hills and Curves | 186 | 52.0% | 4.24 |
| Protecting Vehicle Occupants | 180 | 50.3% | 4.28 |
| Drugs | 172 | 48.0% | 4.19 |
| Maintaining Vehicle Balance and Traction Control | 161 | 45.0% | 4.11 |
| Hazards of Cell Phone Use | 152 | 42.5% | 3.99 |
| Lifelong Learning of Driving Tasks | 133 | 37.2% | 3.98 |
| Effects of Gravity and Energy of Motion | 87 | 24.3% | 3.44 |
| Source: GRB Young Driver Survey. Government Research Bureau, 2009. | | | |

It is important to note that the results in Table 5-121 do not reflect what topics were actually covered. Similarly, they do not necessarily reflect what the respondents learned in driver education. The results

point to the topics that were most memorable for driver education students and, as such, may have the potential to influence future driver behavior.

An interesting observation was the frequency reported for the "hazards of cell phone use." To begin, respondents ranked this topic quite low, noting little recall of the topic's inclusion in course curricula. However, because the sample includes respondents aged 18-22 years and the average respondent took driver education between 14 and 15 years of age, we expect that the pace at which new technology has emerged created a lag time in the inclusion of this material. In other words it is possible that course content is lags behind the development of new technology. To examine this a bit further, we compared a respondent's recall of the hazards of cell phone use by the number of years since the respondent took driver education. This analysis showed that the more recent students had a stronger recall of this topic in their classes (see Table 5-13), suggesting that it has become a more focused upon topic in the last few years.

**Table 5-13: Years Since Driver Education Was Taken by Hazards of Cell Phone Use**

| Years since driver education | Percentage indicating that "hazards of cell phone use" was definitely part of driver education |
|---|---|
| 2 | 56.3% (N=9) |
| 3 | 53.8% (N=14) |
| 4 | 51.6% (N=66) |
| 5 | 38.5% (N=45) |
| 6 | 31.8% (N=14) |

Source: GRB Young Driver Survey. Government Research Bureau, 2009.

The most informative insights from the young driver survey came from a series of questions asking respondents the degree of impact each of following four factors had on their driving skills:

1. Personal experience

2. Parental instruction

3. In-vehicle driver education

4. Classroom driver education

Respondents indicated that personal experience had the greatest impact on *driving skill*, *ability to identify risk factors* and *reaction to abnormal conditions*. Experience with parents was second for each of the previously identified factors (see Table 5-14).

**Table 5-14: Impact of Experience on Respondent Driving Ability**

| Skill | Factor | Rank of Impact on Driving Skills | Mean Rating on 5-point Scale |
|---|---|---|---|
| Improved driving skills | Personal Experience | 1 | 4.67 |
| Improved ability to anticipate and react to abnormal driving conditions | Personal Experience | 2 | 4.61 |
| Improved awareness of risk factors that contribute to unsafe driving practices | Personal Experience | 3 | 4.23 |
| Improved driving skills | Parental Instruction | 4 | 4.14 |
| Improved awareness of risk factors that contribute to unsafe driving practices | Parental Instruction | 5 | 3.94 |
| Improved knowledge of the rules, regulations and laws pertaining to driving | Personal Experience | 6 | 3.93 |
| Improved ability to anticipate and react to abnormal driving conditions | Parental Instruction | 7 | 3.87 |
| Improved knowledge of the rules, regulations and laws pertaining to driving | Parental Instruction | 8 | 3.81 |
| Improved driving skills | In-Vehicle Driver Education | 9 | 3.68 |
| Improved knowledge of the rules, regulations and laws pertaining to driving | Classroom Driver Education | 10 | 3.58 |
| Improved knowledge of the rules, regulations and laws pertaining to driving | In-Vehicle Driver Education | 11 | 3.33 |
| Improved awareness of risk factors that contribute to unsafe driving practices | Classroom Driver Education | 12 | 3.18 |
| Improved awareness of risk factors that contribute to unsafe driving practices | In-Vehicle Driver Education | 13 | 3.15 |
| Improved ability to anticipate and react to abnormal driving conditions | In-Vehicle Driver Education | 14 | 3.03 |
| Improved driving skills | Classroom Driver Education | 15 | 2.79 |
| Improved ability to anticipate and react to abnormal driving | Classroom Driver Education | 16 | 2.57 |

Source: GRB Young Driver Survey. Government Research Bureau, 2009.

When comparing only the two driver education options (classroom vs. road instruction), classroom instruction was rated as having a greater impact than road instruction for *knowledge of traffic rules and regulations* and the *identification of risk factors*. This was a predicted outcome given that rules and regulations are the focus of classroom instruction and serious risk factors may not present themselves in the actual driving environment. As such, serious risk factors are more commonly discussed hypothetically in the classroom setting. Only in the area of *knowledge of traffic rules and regulations* was driver education rated as having a larger impact than personal experience or parental instruction.

The analysis of young driver survey responses points to a general concern for the effectiveness of current driver education approaches. Here, the term "approaches" is particularly relevant because we are unsure of what approach each of their instructors took. Because there is no standardization or recommended instructional approach, we have little basis to associate young driver responses with specific curriculum or pedagogical approach.

Within the current context, young drivers felt personal and parental engagement were more beneficial to the overall driver education experience than either in-vehicle or classroom instruction. It is possible that in today's media-rich environment that a contemporary curriculum with integrated media and interactive elements (e.g., simulators, web-based training modules) could improve student perceptions of the value of driver education coursework. Similarly, we anticipate that a standardized curriculum and program oversight would assist in the evaluation of specific performance areas, allowing for a more precise estimation of what is (and is not) effective in state-wide driver education efforts.

### 5.1.4    South Dakota Driver Education Program History

The question of standardized curriculum and program engagement at the state level is not new in South Dakota. Though South Dakota does little in this area today, history shows that South Dakota state agencies published driver education curriculum and resource guides for approximately three decades.

Historical research was undertaken to examine past state government involvement in overseeing driver education in South Dakota. The first step was searching through government documents and publication in South Dakota libraries. This search revealed that South Dakota state agencies published a driver education curriculum/resource guide between the 1950s and the 1980s. A private association, the South Dakota Driver Education Association (SDDEA), published monthly newsletters for much of this period as well.

A search for governing statutes and administrative rules undertaken with the assistance of the South Dakota Legislative Research Council turned up no administrative rules or statutes guiding driver education curriculum from the 1970s to the present. Our research, however, continued with interviews with Dr. James Hansen, former state superintendent for the Division of Elementary and Secondary Education; Carol Lingemann, former SDDEA Secretary/Treasurer; and Dennis Johnston, former Director of Driver Education.[8] The interviews and library documents revealed that during the early 1980s and preceding decades, both state government and SDDEA were extensively involved in driver education throughout the state.

The South Dakota Department of Public Instruction, South Dakota Department of Driver Education, and the SDDEA were three principle promoters of driver education. From 1956-1975, the Department of Public Instruction published driver education curriculum guides for South Dakota high schools. The 1970s ushered in changes. The Department of Public Instruction turned into the Department of Education and the post of state superintendent, once an elected office, changed to an appointed office to allow for more control of this office by the executive branch. The Division of Elementary and Secondary Education—now in charge of driver education—focused on instructors and emphasized standard curriculum, publishing driver education resource guides in 1981 and 1982.

The South Dakota Department of Driver Education, in the Department of Education, also faced changes in the late 1970s through the early 1980s. The revamping and reorganization of agencies during Governor Bill Janklow's first administration (1979-1987) phased out the position of director of driver education and moved the Department of Driver Education under the direction of the Division of Elementary and Secondary Education. The priority of driver education shifted to accountability and accreditation. Along with changes in priority, budget reductions and elimination of full-time employees limited the oversight of driver education programs. An attempt to hand over the driver education program to the State Highway Patrol and to Northern State University was unsuccessful, leaving no centralized direction for driver education from state agencies.

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[8] Telephone conversations with Rich Braunstein and Jared Clay of the Government Research Bureau on March 1st and 2nd, 2010, in Vermillion, SD.

Outside of state agencies, the SDDEA promoted driver education because its main function was to encourage driver education and safety though community projects. SDDEA also provided information on driver education courses for educators, but in the 1970s, the course offerings dwindled and disappeared. Along with providing in-state activities, SDDEA members attended national conferences, bringing back information on driver education from other states. The Governor's Teenage Safety Conference was an annual two-day conference for instructors. This conference was a pillar of the SDDEA. The first Janklow administration disbanded the annual Governor's Teenage Safety Conference prompting the disbanding of the SDDEA. The changes occurring in government control, government functions, agency focus, and budget reductions instigated a diminished role for centralized control and influence over driver education. Control over driver education decentralized to school districts and individual instructors throughout South Dakota. It is unclear how this decentralization affected young driver safety in the state, but it is clear that contemporary best practices in the nation focus on more, rather than less, centralized role of and coordination by the state.

To summarize, interviews with retired public agents and historical research on public documents present the timeline shown in Table 5-15:

**Table 5-15: South Dakota Driver Education Program History**

| Mid 1950s until the mid 1980s: | Mid 1980's until Present: |
|---|---|
| ▪ State government and the South Dakota Driver Education Association (SDDEA) are extensively involved in driver education throughout the state. | ▪ Restructuring in education agencies continue to weaken driver education focus until it was "lost" by the mid 1980s. |
| ▪ SD Department of Public Instruction and (later) the Division of Elementary and Secondary Education publish standard driver education curriculum and evaluation manuals. | ▪ Without agency support, SDDEA dissolved and there are no more statewide publications from agencies or associations. |
| ▪ SDDEA published newsletters for its members (DE instructors). | ▪ South Dakota Legislative Research Council found no administrative rules or statutes guiding driver education curriculum from the 1970s to the present. |

### 5.1.5 State's Current Role in Driver Education

It seems the only direct role the State of South Dakota plays in driver education is the Department of Education's Office of Accreditation and Teacher Quality administration of driver education instructor certification requirements. The State requires nine hours of driver education instructor training for initial certification of public education driver education instructors, but beyond that no continued driver education instructor training. Certification for driver education instructors can be maintained through keeping other non-driver education certificates current.

In the public school context, individual driver education instructors are relied upon to provide for their own curriculum materials, evaluation instruments and course evaluations. There is greater oversight at the private South Dakota Safety Council's program, but little state regulation of either public or private instructors.

### 5.2 Objective Two: Recommendations for curriculum and certification updates

Given that the delivery of recommendations was the second objective for this research, we provide only a summary of the type of recommendations the research will advance. More detailed descriptions of the specific recommendations are offered in the recommendations section, Section 6.0, of this report.

In general, we recommend the introduction of standardization in curriculum, as well as examination and performance evaluation of driver education programs throughout the state. This begins with the adoption of a standardized requirement that all young drivers take driver education and then the adoption of standard curriculum and examination instruments. A revised statewide program should also include post-course evaluations and program evaluation metrics capable of tracking and improving final outcomes of driver education programs.

We also recommend associated changes in the State's graduated licensing system that will bring South Dakota more in line with other states in the nation. Currently, South Dakota has some of the lowest requirements for obtaining a driver license and we feel strongly that additional licensing provisions are needed to strengthen our young drivers' safety record.

The details of our recommendations for driver education, licensing and performance evaluation can be found in this report within Section 6.0: Recommendations.

## 5.3    Objective Three: Identify Resources Required to Implement Curriculum

### 5.3.1    New Curriculum Costs

Our first recommendation in Section 6.1 below includes a call to adopt the ADTSEA curriculum. Several states, including all South Dakota neighbors other than North Dakota, have adopted the ADTSEA's standards for driver education, which seems to have an excellent balance of contemporary media, parental engagement modules, and focused in-class and behind the wheel training elements. Currently, Curriculum 2.0 costs $70 per complete packet (plus shipping). This includes complete DVD, PC and print materials, and training for one person. Further, ADTSEA provides instructor trainings on an expenses-only basis. Thus, if adopted statewide, it would be possible for ADTSEA curriculum experts to travel to South Dakota to train our driver education instructors on best practices to employ when using the ADTSEA curriculum.

If South Dakota adopted this statewide for its current instructors, estimated to be approximately 180 public and private driver education instructors, it would cost approximately $12,600, which includes 180 complete packets at $70 per packet. The shipping costs were estimated at $400 shipping for 180 packets, and three trainings in the first year of implementation is estimated at $5,000 total for the three training seminars. This brings the full first year costs of ADTSEA curriculum adoption to $23,000.

Additional costs will come along with the recommendation focused on standardizing the driver education experience of all young drivers in South Dakota. If driver education were to be required for all students, there would be costs on individual families in the state for driver education where in the past this was optional. According to the current research, the average cost for a driver education course in the State is between $151 (from the school district survey) and $181 (from the instructor survey). If we accept the higher average from the instructor survey, we expect that the increased cost of requiring driver education would be $560,557 per year. In most instances, the cost would be borne by individual families. However, we do expect a public subsidy will be required to insure that families who cannot pay the enrollment costs will not be denied access to the coursework.

The estimate of $560,557 additional cost for driver education programming comes from our previous calculation that there are 10,325 students per grade in South Dakota schools and 30 percent of students not currently taking driver education in the state. When we apply the 30 percent to 10,325 total students we arrive at 3,097 students in need of driver education courses per year, at an average cost of $181 per student. This results in the estimate of $560,557 additional per-year costs.

Currently, South Dakota has approximately 180 driver education instructors active in the state. It is estimated that these instructors teach the 7,227 students taking driver education each year (70% of 10,325 total students). This results in each instructor teaching approximately 40 students per year. To meet the additional demand of 3,097 new students per year, we would need to engage another 77 instructors throughout the state. This would bring the total of driver education instructors active in the

state to 257. Similarly, it would raise the estimated cost of ADTSEA (or other) curriculum for the entire state from $12,600 at the current 70% enrollment level to $17,990 for future complete enrollment level.

### 5.3.2    Data Collection and Analysis

Another cost is associated with our recommendation in Section 6.7 to build a shared database and dissemination program that can be accessed through a password protected website.

The development of the database is described in detail in sections 6.7 and 5.4 of this report. In short, the data will come from multiple agencies participating in a collaborative task force. The database and evaluation program is expected to require between 200 and 1,000 hours of development, planning and implementation time. Given the expected rate of $50 per hour charged by the state's Bureau of Information Technology (BIT), we anticipate the site development work will cost approximately $30,000.

There are essentially four parts to this project, each with their own development costs. First, is the creation of a website or portal for use by the multi-agency task force recommended in Section 6.5 of this report. Second will be the development of a comprehensive database related to the relevant agencies' current database systems. This will insure that information updates are administered efficiently and with minimal impact on agency staff. Next is the design of a user interface for agencies to upload and edit additional information expected by new data requirements identified by this research and future efforts to enhance program evaluation. Finally, the project should develop a series of analytics for stakeholders to generate program evaluation results from the data maintained in this new driver education program evaluation website project. This last piece will be comparable to the analytic tools supported by Google Analytics, which may be an option for BIT to pursue among other third-party analytic tools already available on the web.

### 5.4    Objective Four: Develop a methodology and define performance measures

One of the primary challenges to implementing an effective program evaluation of driver education programs is deciding on appropriate performance measures. Existing research has used driver licensure rates (Vernick et al., 1999), motor vehicle related violations (Vernick et al., 1999), motor vehicle related crashes (Vernick et al., 1999), state rate of teen deaths caused by motor vehicle crashes (Kids Count, 2008), and even self-reported collision rates (Zhao et al., 2005).

It is important that the program evaluation approach developed include end result safety measures as noted above, and also intermediate measures of student, course, and instructor progress. We believe the continued use of NHTSA outcome measures, such as young driver crash and fatality rates are a good approach to assess the performance of our recommendations and one of the clearest assessments of the overall benefits of South Dakota programs in this area. A state measure, if fully reliable, could be used in place of the NHTSA data. The noted outcome measures must be supplemented with rigorous standardized tests for all students and providers in the state. Intermediate evaluations of student test performance, as well as instructor and course effectiveness, are necessary to ensure that students are actually achieving curriculum objectives.

Given that performance measures will come from several agencies, rigorous evaluation will require formalized and ongoing collaboration between public and private agencies. Perhaps the most effective method for advancing this collaboration centers on the data itself. We believe that constructing a shared database with a series of performance analytics that can be accessed through a password-restricted website will enable agencies to monitor program performance and identify weaknesses that may arise in the delivery of these programs. This collaborative effort is also mentioned and described in Sections 5.3.2, 6.5 and 6.7 of this report.

The analytics portion of this data and performance measurement system should focus initially on descriptive reports for young drivers only. The system should key off of driver date of birth so that

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only drivers under the age of 24 will be captured. Similarly, the analytics program should default to analysis of data from the past year, though advanced reports should be available with any date range specification supported by the data collection. Once limited by age, the analytics system should be programmed to report frequencies of the aggregate measures shown in Table 5-166.

**Table 5-16: Recommended Aggregate Measures to be Reported for Young Drivers**

| Measure | | Definition |
|---|---|---|
| Driver Infraction History | Ordinal | Measures requiring the introduction of a 5-point scale for infraction severity, plus a single value for 'no infractions' and a single value for 'missing data.' Severity groups, ranked 1 for the least serious infraction to 5 for the most serious. |
| Driver Crash History | Ordinal | Measures already exist in SDDPS Driver Licensing Program on 'crash severity,' but will need more complete data entry effort to insure that all crashes have corresponding 'crash severity' records. |
| Driver Demographic, Age | Interval | |
| Driver Demographic, Age at Time of First Permit | Interval | |
| Driver Demographic, Age at Time of First Intermediate License | Interval | |
| Driver Demographic, Age at Time of First Full License | Interval | |
| Driver Demographic, County of Residence | Alphanumeric | |
| Driver Demographic, City of Residence | Alphanumeric | |
| Driver Education Course Taken | Nominal | Whether driver education was taken |
| Driver Education Course Provider Type | Nominal | Provider driver took course from (e.g., public high school offering, private instructor, private organizational provider). |
| Driver Education Course Instructor | Alphanumeric | |
| Driver Education Course Module(s) Score | Interval | Depending on the curriculum adopted, this would be a single or multiple measure of module score(s). Examples include 'Module One: Rules of the Road," "Module Two: Identifying Risky Behavior," or "Module Three: Response to Practical Scenarios." |
| Driver Education Course Midterm Exam Score | Interval | Midterm exam score (if used) |
| Driver Education Course Final Exam Score | Interval | Final exam score |
| Driver Education Course Effectiveness Score | Ordinal | Student's rating of driver education course on 5-point effectiveness scale (1=extremely ineffective, 2=ineffective, 3=neither ineffective nor effective, 4=effective, 5 = extremely effective) |
| Driver Education Instructor Effectiveness Score -- Parents | Ordinal | Parent's rating of driver education instructor on 5-point effectiveness scale (1=extremely ineffective, 2=ineffective, 3=neither ineffective nor effective, 4=effective, 5 = extremely effective). |
| SDDPS Written Driver License Exam Score | Interval | |
| SDDPS Behind the Wheel Driver License Exam Score | Interval | |

Beyond reporting frequencies, the analytics system should be designed to allow for the study of relationships between fields in the dataset. The study of relationships can be done simply through producing cross-tabulation tables that show the percentage of cases where a relationship between two or more fields are at issue. For example, the system could be programmed to report on the relationship between crash severity and driver education course performance. The reporting tool should be designed to allow for reporting on a range of basic statistics that would assist administrators attempting to better understand how driver education and licensing requirements are associated with important outcomes, such as driver safety and crash severity. An example of this would be comparing the crash histories of those who took driver education with those who did not take driver education. Another example would be comparing final exam scores for students who took driver education from a public high school program with the final exam scores for students who took driver education coursework from a private instructor.

In addition to the analytics of the program developed for this shared database project, it will be necessary to facilitate data downloads for any specified range of data. This will allow for more rigorous analysis of any specific data range if the stakeholder, or third-party analyst hired to conduct evaluation research, needs more information than the analytics program can deliver. The data download interface should be capable of limiting the data by date range, city, county, and driver education provider type. Additional elements of the data could be added if demand exists for additional parameters of downloaded files. Output files should be formatted as tab (or other) delimited files, easily accessed by Excel and professional statistics programs.

All data included in this database and analytics program should be consistently collected and analyzed in the same manner over time. These measures should be subjected to regular evaluation on pre-set intervals. Auditing should occur at least once per year and should be followed by a stakeholder meeting/conference to go over the results of the yearly or bi-annual evaluation.

Initially, the analysis should focus on pre- and post-test evaluations of the reforms approved by the Technical Panel and Research Review Board. In short, adopted reforms should be carefully tested to ensure that they have achieved their desired results and also that they have not produced unintended consequences. This may require evaluation outside the scope of the analytics system set up for ongoing monitoring, as it likely will involve limiting the analysis to the fields currently collected in the pre-reform period. The GRB or another third party research professional may be consulted with to conduct this evaluation, though it is not expected that contracted research will be necessary to monitor the future performance of the driver education system in the post-reform period.

### 5.5    Summary of Conclusions

- Although SD ranks close to the bottom of all states for young driver safety, based on available crash statistics, it is clear from this research that reform of driver education and licensing provisions are capable of producing more positive young driver outcomes. The correlation between state crash rates and driver education and licensing provisions noted in Table 5.3 of this section clearly demonstrate that young driver safety is associated with the type of regulations found in states across the nation. This provides a sense of optimism to those in South Dakota who would like to see the frequency of young driver crashes reduced over time.

- Driver education in SD has not seen any centralized support or oversight in over 30 years. Improvements to programs are wholly reliant upon individual initiative and scant resources available to instructors. Consequently there are no requirements for curriculum and some programs may have changed little in 30 years. It is not uncommon for driver education programs to be centered around passing the SDDPS written drivers exam.

- It has been shown that standardization exists as the first and perhaps most fundamental best practice when considering improvements to a state's driver education program. Based on the research literature, there is broad consensus that program standardization, where instructors

and administrators adopt consistent instruction and evaluation tools, is essential to properly administer driver education programs (NHTSA, 2009).

- Based on surveys, instructors and administrators overwhelmingly see a need for and broadly support improving the status quo. Analysis of young driver survey responses also point to a general concern for the effectiveness of current driver education approaches.

- In response to concerns, SDDOT was prompted to allocate considerable resources to assess the status of driver education in this state. The outcome of this study raises a number of sensitive issues and difficult questions. We might start by asking if driver education merits additional investment and effort. If a driver education program is worth keeping, then certainly it is worth supporting and improving.

- Repeated studies of graduated driver licensing (GDL) programs have found this to be an effective avenue in reducing crash rates, traffic violations, and fatalities.

- Key to determining performance of driver education programs in South Dakota is correlation of crash data with numbers of students who completed driver education as opposed to those that did not. Beyond limited SDDLP data, there is currently no reliable means or formal process to monitor or measure program/young driver performance in this state. This is a weakness in South Dakota practices that should be addressed through program reform and systematic program evaluation.

# 6.0   RECOMMENDATIONS

## 6.1   Standardize the driver education experience of all young drivers in South Dakota

Given the findings presented in Section 5.1.2 on national best practices, it is clear that the states in our sample that require driver education have better overall crash rate performance than states that do not require driver education for young drivers (See Table 5.3). Therefore, we recommend that collaborating agencies, in concert with legislative and executive leaders in South Dakota, draft legislation requiring driver education for all young drivers under the age of 18. This would put South Dakota practice in line with similar states in the region and nation that are outperforming South Dakota in this area.[9] Currently, the state's optional approach to driver education puts us in the minority of states that do not require driver education and the costs are too high to avoid this reality any longer.[10]

Further, in an effort to standardize driver education in the state, we recommend that SDDOT work with South Dakota Department of Education (SDDOE) and South Dakota Safety Council (SDSC) administrators to adopt a standardized nationally recognized curriculum. Our research identified the American Driver and Traffic Safety Education Association (ADTSEA) curriculum as a well developed educational approach, integrating contemporary media and design, traditional in-class and behind the wheel training, and standardized testing instruments. We were also impressed with ADTSEA's Parent Mentor Home Practice Guide to integrate parents into the driver education experience of students throughout the state and the fact that ADTSEA will work with member organizations to customize their curriculum in order to meet stakeholder needs. In the South Dakota context, this includes developing the curriculum in such a way that insures that SDSC instructors are able to simultaneously comply with National Safety Council (NSC) and the South Dakota curriculum requirements that may be adopted. Moreover, we recommend that upon adoption of the ADTSEA curriculum, that SDDOT work with other stakeholder agencies to bring in ADTSEA curriculum experts from the association to train South Dakota driver education instructors. The training and technical assistance program of ADTSEA allows for these trips on an expenses-only basis and can share best practices with instructors adopting the curriculum and/or adapting it to their specific needs. Further, we recommend that the state invite ADTSEA trainers to come to South Dakota to assist with implementation training and technical assistance for driver education instructors. These training sessions will be relatively low cost investments in the development of shared understandings of program expectations and best practices for instructors. The trainings are part of the resources provided by ADTSEA, insofar as the association only charges expenses for these site visits, which are largely limited to travel to South Dakota.

Because of the relevance of these trainings to instructor use of the curriculum, and young driver safety more generally, we recommend that SDDOE amend their teacher certification rule to ensure the training sessions count toward continuing education credit requirements.

We further recommend that collaborating agency administrators, along with ADTSEA curriculum developers (if this program is adopted), work to create a standardized end-of-course examination based on the goals and objectives of the driver education program. This should be a required element for all driver education courses and should be separate from the SDDPS driver licensing examination. Similarly, we recommend that collaborating agency administrators work to require a standardized post-course evaluation to be completed by the students and parents to evaluate their experience in the driver education program. This should be aimed at improving the effectiveness of the program and evaluating the curriculum and the instructor on an annual basis.

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[9] See generally, Table 5-4: Outcomes and Provisions for Sample States.

[10] See generally, Appendix A: State Licensing Provisions. Currently, we know of 37 states that require driver education, though a number of these states have age specifications for this requirement.

We anticipate that some of the funding needed to adopt and implement a standardized driver education curriculum can be acquired from federal funding sources. An example could be NHTSA funding through the S.D. Office of Highway Safety. There may be other funds available from SDDOH, SDDOT, SDDPS and other stakeholder agencies at both federal and state level. We recommend that the Driver Education Task Force (DETF, described in Section 6.5 of this report) investigate the issue of cost sharing between agencies to insure that a curriculum is adopted and that it receives the support necessary for successful implementation.

## 6.2 Increase certification requirements for driver education instructors in South Dakota

We recommend that SDDOT work with SDDOE administrators to revised existing SDDOE agency rules to increase the certification requirements for driver education instructors. We believe that three credits of continuing education should be earned for every five years of certification. This will increase the likelihood that driver education instructors in the state of South Dakota have contemporary knowledge and training in the selected curriculum, including curriculum changes that have been advanced by ADTSEA or other standardized curriculum selected. As stated above in 6.1, ADTSEA training will count towards continuing education requirements.

## 6.3 Increase minimum age requirements for permitting, intermediate licensing and full South Dakota driver licenses

We recommend that SDDOT seek legislation, in concert with legislative and executive leaders in South Dakota to, increase the minimum age at which young drivers can acquire a permit. Our research has shown that the permit age is significantly correlated with NHTSA measures of young driver associated fatalities (See Table 5.3). Our recommendation is that the initial permit age in South Dakota be raised from 14 years to 15 years.

Along with this increase in permitting age, we recommend that the successful completion of a driver education course no longer grant young drivers with a permit early access to an intermediate license. Research has shown that "time discounts" are correlated with more negative crash and infractions histories and, as such, we recommend that the current provision that drivers can receive a three month "discount" on access to an intermediate license be removed. The result of this would be all young drivers in South Dakota will have to remain at the permit phase for a minimum of six months.

We recommend that the state of South Dakota increase the minimum age at which young drivers can acquire an intermediate license from 14 years and six months (or three months if driver education is successfully completed) to 15 years and six months for all young drivers. Our research has shown that the intermediate licensing age is significantly correlated with NHTSA measures of young driver associated fatalities and so we recommend pushing back the age young drivers can access an intermediate license as long as is practical. We believe a one year addition to the current system is prudent and will have observable effects on young driver safety in the state.

When applied to full licensing, the one year increase in permitting age and the firm requirement of six months for all permit holders will increase the age at which a young driver can acquire a full license to 17 years. This will give each driver who pursued an initial permit and intermediate license on the established "normal" schedule a minimum of 1.5 years under the intermediate or restricted licensing phase. Young drivers who did not acquire a permit at 15 or an intermediate license at 15 years and six months should be able to access a full license at 17 once they have successfully completed driver education.

## 6.4 Increase restrictions for intermediate and full South Dakota driver licenses

We recommend that SDDOT seek legislation, in concert with legislative and executive leaders in South Dakota, to increase the number of restrictions under South Dakota's intermediate licensing, or GDL system. The specific restrictions we advocate have strong foundations in empirical research observations from around the nation and are clearly a part of best practices in this area.

The additional restrictions on the intermediate license include prohibiting intermediate license holders from driving with more than one teen passenger who is not a family member. We also recommend that South Dakota's intermediate license prohibit the use of cell phones and any texting or communication devises other than those needed for the safe operation of a motor vehicle.

Lastly, we recommend that South Dakota's full license prohibit the use of any texting devices during the period of full licensure in the state. This does not include the use of cell phones during full licensing, but would restrict drivers from using the texting features of their cell phones while operating a motor vehicle in the state.

## 6.5 Create an interagency task force

We recommend that SDDOT work with administrators at SDSC, SDDOE SDDOH and SDDPS to form an interagency task force to support future and ongoing driver education and safety programs.[11]

This ongoing task force, likely to be named and referred to here as the Driver Education Task Force (DETF), is essential to the successful attainment of goals laid out in the next two recommendations. For example, it is expected that the DETF could play an important role in the creation of a private association for driver education instructors (see recommendation 6.6 below) and for facilitating the data collection and dissemination needs to monitor the effectiveness of driver education programs (see recommendation 6.7 below).

## 6.6 Support development of the former South Dakota Driver Education Association

We recommend that officials at collaborating agencies first team up to create the DETF and then assign DETF the task of providing financial and administrative support for the rebuilding of the South Dakota Driver Education Association (SDDEA).

As noted in the above discussion of South Dakota driver education program history, in Section 5.1.4 above, the SDDEA was once quite active in providing coordination and information exchange benefits to programs that likely improved young driver safety in the state. We know that SDDEA worked closely with SDDPS on a yearly skills building conference for instructors. We feel strongly that ongoing collaborations between instructors and public agencies will increase the effectiveness of driver education courses and program outcomes.

Moreover, respondents to the instructor survey for this research requested that a state-wide association be built. Some instructors went through the effort to contact the GRB to speak personally about the value of an organization dedicated to sharing and discussing best practices in this area. We take the history of SDDEA in our state as well as calls from instructors for more training and collaboration opportunities as a clear sign of the need for a renewed SDDEA.

This private association should be funded by DETF, which itself will need funding from stakeholder agencies, understood generally as those agencies who have an interest in transportation safety and, in particular, for young drivers. Potential agencies to solicit for participation and funding include SDDOT, SDDPS, SDDOE and SDDOH.

The mission for SDDEA, once established, should be to share best practices and develop teaching and driving skills that can be used to improve driver education in South Dakota.

## 6.7 Regularly evaluate driver education and licensing programs

We recommend that collaborating agencies first create the DETF and then assign DETF the task of building a highly competent driver education and licensing evaluation program. An evaluation system

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[11] It may be necessary to include other driver education course providers here. SDSC and SDDOE are included here as the main providers of driver education in the state. There may be other important stakeholders, including individuals who provide courses without an institutional affiliation.

for this area of public policy requires a well-designed data collection strategy as well as rigorous analysis and dissemination efforts

In sections 5.3.2 and 5.4 of the current report, the details for these efforts were described. They include the development of (1) a database (2) password protected website and (3) program evaluation analytics. The three component projects will allow DETF members and administrative and executive officials to generate program outcome measures, identify progress made on specific initiatives and track performance of young driver safety programs over time.

The design will likely be limited to analysis efforts going forward, and will not include complete information for drivers educated or licensed before its creation. The data collection effort should begin with a complete measure of who has completed driver education and who has not. The current data collected by SDDPS is based on requests for driver license exam exemption after the completion of a certified driver education course. It does not identify new drivers who have completed a driver education course but did not seek, or were not offered, the exam exemption.

If our recommendation in Section 6.1 that driver education be required for all young drivers younger than 18 is adopted, this task will be made a good deal easier. Regardless, it is essential to have a reliable measure of who has and has not taken driver education in order to proceed with evaluation of outcome measures of infraction and crash history.

We also recommend that the SDDLP add a measure of the type of provider driver education was taken from (i.e., public school, private organization, private individual). We expect that the best opportunity to collect this information is through the actual license application submitted by those seeking a South Dakota driver's license.

Also, we recommend that SDDPS include a measure of the date of first permit, date of first restricted license, and date of full license. As far as we are aware, the only current measure of licensing captures information for the date of last license, which could include a first, second, third or additional license. It is possible, however, that SDDPS Licensing Program does maintain date of first license but that we did not receive it as part of this study.

It would be valuable to also have more complete crash severity data. Current data has a greater number of crash records in the driver history field than values for corresponding crash severity field, meaning that there are missing values for several crashes in the current data. We understand that this is a measure taken in the field by law enforcement officers and expect that record completion rates could be increased through training or directive within law enforcement organizations.

There is also information that we recommend SDDOT work with SDSC and SDDOE to collect. There are a number of measures that would make the performance review of driver education more precise. These include, but are not limited to: (1) Where the driver education course was taught; (2) test scores on modules, midterm and final examinations; (3) course evaluation scores from students; and (4) course evaluation scores from parents. This same set of data should also be collected from private providers.

Finally, we recommend that DETF support a long term data management platform for reporting, downloading, and evaluating associated data for ongoing evaluation. The agencies interested in performance evaluation in the young driver safety area should participate in the collaborative database project described here and in Section 5.4 above. Access to this data will provide direct and easily conducted performance evaluation of basic young driver safety questions. Examples of the types of questions this data could answer include whether changes in course delivery correlate with changes in driver history, whether programs ought to be continued based on their observed impact on driver history and, in the more general sense, the basic question of whether a carefully designed and implemented driver education program has an effect on young driver safety.

The data program recommended here will allow the state of South Dakota to consistently collect and analyze information from across the state to study regional variations, where present, in per capita

driver safety. This type of drill down analysis, made easily available through a developed web-based analytics software program, is essential to the scientific management of driver education and licensing. To be clear, we feel a more rigorous program evaluation approach in South Dakota is necessary to effectively administer driver education or licensing programs in the state. Our recommendations here are each designed to contribute to an overarching goal to substantially improve young driver safety in the South Dakota and feel strongly that, if adopted, the recommendations here will have an observable impact on the improvements we seek.

# 7.0    RESEARCH BENEFITS

The primary benefit of this research will be realized through observed reductions in the frequency and severity of young driver crashes in South Dakota over the next decade, and beyond. Though costs of the project vary the focus on improving driver safety is singular.

Through this research, we have learned a great deal about the potential of carefully crafted driver education programs to be effective at improving young driver safety. We are aware of several innovative approaches practiced in other rural states and have a great number of approaches to implement in our own effort to reduce young driver crashes and crash severity. Ultimately, we will be able to carefully track changes in driver history once we implement all or some of the recommendations made here. Only with a corresponding impact of reduced crashes, infractions, and the severity of both will we be able to realize the actual benefits of this project.

With such a clear focus on life-safety concerns it is difficult to estimate the financial value of this project. Some obvious concerns for the potential financial value of the project include the capacity of would-have-been young driver crash victims to continue to be productive members of our community. It is perhaps beyond the scope of this project to assess the financial value of each life saved by more rigorous instruction and policy planning in the driver education and licensing areas. It is important to note, however, that the costs of those lives lost to young driver fatal crashes do have financial implications for a state attempting to keep human capital within the state and fully engaged in personal and communal development. Similarly, the cost of temporary incapacitation has a negative impact on disability compensation funds, employer productivity, as well as general savings and investments for public and private interests. These are costs that can be avoided through improved driver safety practices and performance. Thus the benefit of this project is likely to be found in the avoidance of cost, understood in both financial and human terms.

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# Appendix A: State Licensing Provisions

| State | Minimum Permit Age | Minimum Holding Period | Minimum Intermediate License Age | Parent Guardian Practice | Nighttime Restrictions | Passenger Restrictions | Minimum Age Restrictions Lifted |
|-------|------|------|------|------|------|------|------|
| Alabama | 15 | 6 months | 16 | None with DE, 30 hours otherwise | 12am-6am | No more than 4 including parents | 16yr 6m |
| Alaska | 15 | 6 months | 16 | 40 hours, 10 at night | 1am-5am | None under 21 except siblings | 18 |
| Arizona | 15yr 7m | 5 months | None | None with DE, otherwise 25 hours with 5 at night | None | With permit, must be with licensed driver | 16 |
| Arkansas | 14 | 6 months | None | None | None | No restriction | 18 |
| California | 15yr 6m | 6 months | 16 | 50 hours with 10 at night | 12am-5am | No passengers under 20 for first 6 months, excluding family | 18 |
| Colorado | 15 | 12 months | 16 | 50 hours with 10 at night | 12am-5am | None for first 6 months; then up to 1 | 17 |
| Connecticut | 16 | 6 months; 4 months with DE | 16yr 4m | Up to 20 hours | 12am-5am | None for first 6 months excluding parents | 18 |
| Delaware | 15yr 10m | 6 months | 16yr 4m | None | 10pm-6am | Up to 2 | 16yr 10m |
| District of Columbia | 16 | 6 months | 16yr 6m | 40 hours in permit stage, 10 at night in intermediate stage | Varies by month; 11pm-6am | None for first 6 months; then up to 2 | 18 |
| Florida | 15 | 12 months | 16 | 50 hours with 10 at night | 11pm-6am for 16 year olds; 1am-5am for 17 year olds | No restriction | 18 |
| Georgia | 15 | 12 months | 16 | 20 hours with 6 at night with DE; otherwise 40 hours with 6 at night | 12am-6am | None for first 6 months; then no more than 3 under 21 | 18 |
| Hawaii | 15yr 6m | 6 months | 16 | None | 11pm-5am | No more than 1 excluding household | 17 |
| Idaho | 14yr 6m | 4 months | 15 | 50 hours with 10 at night | Sunset to sunrise | No restriction | 16 |
| Illinois | 15 | 3 months | 16 | 25 | 11pm-6am (Sun-Fri) & 12pm-5am (Sat-Sun) | No more than 1 under age 20 for first 6 months | 18 |

| State | Minimum Permit Age | Minimum Holding Period | Minimum Intermediate License Age | Parent Guardian Practice | Nighttime Restrictions | Passenger Restrictions | Minimum Age Restrictions Lifted |
|---|---|---|---|---|---|---|---|
| Indiana | 15 | 2 months | 16yr 1m | None | 11pm-5am (Sun-Fri) & 1am-5am (Sat-Sun) | None for first 90 days | 18 |
| Iowa | 14 | 6 months | 16 | 20 hours with 2 at night | 10pm-6am | No restriction | 17 |
| Kansas | 14 | 6 months | None | 25 before age 16 with 10 at night | None | No restriction | 16 |
| Kentucky | 16 | 6 months | None | None | 12am-6am | No restriction | 18 |
| Louisiana | 15 | 3 months | 16 | None | 11pm-5am | 1 licensed adult in permit stage only | 17 |
| Maine | 15 | 6 months | 16 | 35 hours with 5 at night | 12am-5am | None for first 180 days | 16 with DE |
| Maryland | 15yr 9m | 6 months | 16yr 3m | 60 hours with ten at night | 12am-5am | None under age 18 for first 5 months | 17yr 9m |
| Massachusetts | 16 | 6 months | 16yr 6m | 12 hours; 6 hours of observation | 12am-5am | None under 18 for first 6 months | 18 |
| Michigan | 14yr 9m | 6 months | 16 | Level 1: 30 hours with 10 at night Level 2: 50 hours with 10 at night | 12am-5am | No restriction | 18 |
| Minnesota | 15 | 6 months | 16 | 50 hours with 10 at night | None | No restriction | 17 |
| Mississippi | 14 (if in DE) 15 if not | 6 months | 14 or 15, 6 months | None | 10pm-6am | No restriction | 16 |
| Missouri | 15 | 6 months | 16 | 20 hours with 2 at night | 1am-5am | No restriction | 18 |
| Montana | 14yr 6m | 6 months | 15 | 50 hours with 10 at night | 11pm-5am | Up to 1 under age 18 for first 6 months; then up to 3 | 16 |
| Nebraska | 15 | None | 16 | 50 hours; none with DE | 12am-6am | No restriction | 17 |
| Nevada | 15yr 6m | 90 days | 15yr 9m | 50 hours with 10 at night; if DE is not offered within 30 mile radius—100 hours | 10pm-5am | None under 18 for first 90 days | 16 |
| New Hampshire | 15yr 6m | None | 16 | 20 hours | 1am-5am | Up to 1 under age 25 for first 6 months | 17yr 1m |

| State | Minimum Permit Age | Minimum Holding Period | Minimum Intermediate License Age | Parent Guardian Practice | Nighttime Restrictions | Passenger Restrictions | Minimum Age Restrictions Lifted |
|---|---|---|---|---|---|---|---|
| New Jersey | 16 | 6 months | 17 | 6 months supervised practice driving | 12am-5am | Up to 1 excluding family | 18 |
| New Mexico | 15 | 6 months | 15yr 6m | 50 hours with 10 at night | 12am-5am | Up to one under age 21 | 16yr 6m |
| New York | 16 | Up to 6 months | 16yr 6m | 20 hours | 9pm-5am | Up to 2 under age 21 | 18 |
| North Carolina | 15 | 12 months | 16 | 12 months of supervision by parent/guardian | 9pm-5am | Up to 1 under age 21 excluding family | 16yr 6m |
| North Dakota | 14 | 6 months | None | None | None | No restriction | 16 |
| Ohio | 15yr 6m | 6 months | 16 | 50 with 10 at night | 1am-5am | No restriction | 17 |
| Oklahoma | 15yr 6m | 6 months | 16 | 55 behind the wheel hours with parents | Daylight only | Up to 1 excluding household members | 16 |
| Oregon | 15 | 6 months | 16 | 50 hours with DE; otherwise 100 hours | 12am-5am | None under age 20 for first 6 months; up to 3 under age 20 for additional 6 months | 17 |
| Pennsylvania | 16 | 6 months | 16yr 6m | 50 hours | 11pm-5am | No restriction | 17 with DE |
| Rhode Island | 16 | 6 months | 16yr 6m | 40 hours with 10 at night | 1am-5am | No restriction | 17yr 6m |
| South Carolina | 15 | 6 months | 16yr 6m | 40 hours with 10 at night | 12am-6am (unless parent is in front seat) | Up to 2 under age 21 excluding family | 16yr 6m |
| South Dakota | 14 | 6 months, 3 months with DE | 14yr 6m (14yr 3m with DE) | None | 10pm-6am | No restriction | 16 |
| Tennessee | 15 | 6 months | 16 | 50 hours with 10 at night | 11pm-6am | Up to 1 | 18 |
| Texas | 15 | 6 months | 16 | None | 12am-5am | Up to 1 under age 21 | 18 |
| Utah | 15yr m | None | 16 | 40 hours with 10 at night | 12am-5am | None for first 6 months | 17 |
| Vermont | 15 | 12 months | 16 | 40 hours with 10 at night | None | None for 3 months; only family for additional 3 months | 16r 3m |
| Virginia | 15yr 6m | 9 months | 16yr 3m | 40 hours with 10 at night | 12am-4am | Up to 1 under age 18 for first year; then up to 3 under age 18 | 16yr 3m |

| State | Minimum Permit Age | Minimum Holding Period | Minimum Intermediate License Age | Parent Guardian Practice | Nighttime Restrictions | Passenger Restrictions | Minimum Age Restrictions Lifted |
|---|---|---|---|---|---|---|---|
| Washington | 15 | 6 months | 16 | 50 hours with 10 at night | | None under age 20 for 6 months; up to 3 under age 20 for additional 6 months | 17 |
| West Virginia | 15 | 6 months | 16 | None with DE; otherwise 30 hours | | Up to 3 under age 19 | 17 |
| Wisconsin | 15yr 6m | 6 months | 16 | 30 hours with 10 at night | | Up to 1 | 18 |
| Wyoming | 15 | 10 days | 16 | 50 hours with 10 at night | | Up to 1 under age 18 | 16yr 6m |

Source: The April 2008 National Highway Traffic Safety Administration (NHTSA) "National Overview of Driver Education" Final Report provides summaries about each State's driver education and driver licensing programs. Last accessed on June 20, 2009 at http://nhtsa.gov/portal/site/nhtsa/menuitem.cd18639c9dadbabbbf30811060008a0c/ (National Overview of Drivers Education) and (National Driver Development Program)

# Appendix B: State Driver Education Requirements

| State | DE Required? | Hours of Instruction and Type | Curriculum Guide | Notes |
|---|---|---|---|---|
| Alabama | No | 30 classroom hours; 12 simulation hours; 3 driving hours | State DOE Guide | 98% of public schools offer DE-performance based curriculum for in car |
| Alaska | Yes | 6 behind the wheel hours | Not noted | No classroom instructions listed |
| Arizona | Yes | 30 classroom hours; 6 behind the wheel hours | Not noted | |
| Arkansas | Yes | 30 classroom hours | Not noted | 6 hours behind the wheel with at least 2 on the street; 6 hours of observation |
| California | Yes | 30 classroom hours | California Department of Motor Vehicles | 6 observation hours; 6 driving hours |
| Colorado | Yes | 4 hour awareness course; 30 classroom hours; 6 behind the wheel hours | Yes | |
| Connecticut | Yes if under 18 | 30 classroom hours; 8 behind the wheel hours | Not noted | Home schooled students—22 classroom hours; 8 behind the wheel hours |
| Delaware | Yes | 30 classroom hours; 7 behind the wheel hours | Not noted | |
| District of Columbia | Yes | Not noted | Not noted | |
| Florida | Yes | 4 hour course | Yes | |
| Georgia | No | 30 classroom hours; 6 behind the wheel hours | Not noted | |
| Hawaii | Yes if under 18 | 30 classroom hours; 6 behind the wheel hours | Yes | |
| Idaho | Not noted | 30 classroom hours; 6 behind the wheel hours | Yes | |
| Illinois | Yes if under 18 | 30 classroom hours; 6 behind the wheel hours—3 of these hours must be on street | Yes | Simulators supplement 6 hour at 4:1 ratio |
| Indiana | Yes | 30 classroom hours; 6 behind the wheel hours | Yes | Simulators or range time can supplement 4 hours at a 4:1 ratio |
| Iowa | Yes | 30 classroom hours; 6 behind the wheel hours—3 hours must be on highway | Yes | Driving not to be completed more than 30 days after class completion |
| Kansas | Yes; age 15 | At least 8 classroom hours; at least 6 behind the wheel hours; not less than 20 total hours | Yes | |
| Kentucky | Yes | 4 hour course | Yes | |
| Louisiana | Yes | 30 classroom hours; 6 behind the wheel hours; or 12 hours of simulation | Yes | |

| State | DE Required? | Hours of Instruction and Type | Curriculum Guide | Notes |
|---|---|---|---|---|
| Maine | Yes; age 16 | 30 classroom hours; 6 behind the wheel hours | Not noted | |
| Maryland | Yes | 30 classroom hours; 6 behind the wheel hours | Yes | Home training not permitted |
| Massachusetts | Yes | 30 classroom hours; 6 behind the wheel hours | Yes | |
| Michigan | Yes if under 18 | 24 hour class; 6 behind the wheel hours | Yes | 2 Segment Approach |
| Minnesota | Yes if under 18 | Minimum 30 classroom hours; 6 behind the wheel hours | Yes | |
| Mississippi | No | 30 classroom hours; 6 behind the wheel hours; 2:1 ratio of observation time counting toward behind the wheel hours | Yes | $125 per student; 12 hour simulator; state provides 40 mobile simulator units |
| Missouri | No but required by school districts | 30 classroom hours; 12 observation hours; 6 behind the wheel hours; 2:1 ratio of observation time counting toward behind the wheel hours | Yes | |
| Montana | Yes if under 16 | 42 classroom hours; 6 behind the wheel hours; 12 observation hours | Yes | Hours must be completed in less than 25 days |
| Nebraska | Yes | Minimum of 20 classroom hours; 5 behind the wheel hours | Yes | Range time can substitute behind the wheel time at a ratio of 2:1; Simulator 4:1 |
| Nevada | Yes if under 18 | 30 classroom hours; behind the wheel hours count in a 3:1 ratio for classroom hours | Yes | Behind the wheel maximum is 5 hours with 15 classroom hours |
| New Hampshire | Yes for ages 16-18 | 30 classroom hours; 10 behind the wheel hours; 6 observation hours | Yes | |
| New Jersey | No | 30 classroom hours; 15 simulation hours; 3-6 behind the wheel hours | Not noted | |
| New Mexico | Yes | 33 classroom hours; 7 behind the wheel hours | Not noted | |
| New York | No | 18 classroom hours; 6 behind the wheel hours | Not noted | |
| North Carolina | Yes if under 18 | 30 classroom hours | Yes | |
| North Dakota | Yes | 30 classroom hours; 6 behind the wheel hours | Not noted | |
| Ohio | Yes if under 18 | 24 classroom hours; 8 behind the wheel hours | Yes | |
| Oklahoma | Yes | 30 classroom hours; 55 behind the wheel hours | Not noted | Consistent hours for public, commercial, or home schooled students |
| Oregon | No | 30 classroom hours; 6 behind the wheel hours; 6 observation hours | Yes | |

| State | DE Required? | Hours of Instruction and Type | Curriculum Guide | Notes |
|---|---|---|---|---|
| Pennsylvania | No | 30 classroom hours; 6 behind the wheel hours | Yes | |
| Rhode Island | Yes | 33 classroom hours | Not noted | |
| South Carolina | Yes | 30 classroom hours; 6 behind the wheel hours; 6 observation hours; 12 hour simulation can replace 3 behind the wheel hours | Not noted | |
| South Dakota | No | Not noted | Not noted | |
| Tennessee | No | 30 classroom hours; 6 behind the wheel hours | State curriculum; revised every 5 years | |
| Texas | Yes, but can be parent-taught | 32 classroom hours; 7 observation hours; 7 behind the wheel hours; simulation counts toward actual hours at a 4:1 ratio | Yes | Minimum of 70% classroom grade |
| Utah | No | 30 classroom hours; 6 behind the wheel hours | Yes | |
| Vermont | Yes if under 18 | 30 classroom hours; 6 behind the wheel hours | Yes | Every high school must offer course free of charge; most are 35 classroom hours; 6 behind the wheel hours; and 6 observation hours |
| Virginia | Yes if under 19 | 36 classroom hours; 7 behind the wheel hours; 7 observation hours | Yes | Minimum hours listed; 96% go through public classroom, 60% through behind the wheel, 40% go through commercial |
| Washington | No | 30 classroom hours; 6 behind the wheel hours | Yes | |
| West Virginia | No | Not noted | Yes | |
| Wisconsin | Yes if under 18 | 30 classroom hours; 6 behind the wheel hours | Yes | Simulation can be substituted at a 4:1 ratio, but 3 hours behind wheel required. Range can be substituted at a 2:1 ratio; 4 hours behind wheel required; Must teach on slow vehicles, railroads, and 30 minutes on organ donation |
| Wyoming | Not noted | 30 classroom hours; 6 behind the wheel hours; simulation replaces behind the wheel hours at a 4:1 ratio | Not noted | |

Source: The April 2008 National Highway Traffic Safety Administration (NHTSA) "National Overview of Driver Education" Final Report provides summaries about each State's driver education and driver licensing programs. Last accessed on June 20, 2009 at http://nhtsa.gov/portal/site/nhtsa/menuitem.cd18639c9dadbabbbf30811060008a0c/ (National Overview of Drivers Education) and (National Driver Development Program)

# Appendix C: State Driver Education Teacher Certification

| State | Teaching Certification Required? | Number of Required Courses | Number of Credits | Recertification Requirements | State Supervising Agency | Notes |
|---|---|---|---|---|---|---|
| Alabama | State DOE offers 2 week certification class | 2 | 40 hours; 6 credits and 2 years teaching experience | Not noted | DOE | Department of Education supervises certification |
| Alaska | Not noted | Not noted | Not noted | Not noted | Not noted | |
| Arizona | Yes | 3 with lab | Not noted | Not noted | Division of Motor Vehicles | |
| Arkansas | Yes | 3 | 6 | Not noted | ADE | |
| California | Not noted | Not noted | Not noted | Not noted | Department of Motor Vehicles | |
| Colorado | Not noted | Not noted | Not noted | Not noted | Not noted | |
| Connecticut | Not noted | Not noted | Not noted | Not noted | Not noted | |
| Delaware | Not noted | Not noted | Not noted | Not noted | Not noted | |
| District of Columbia | Not noted | Not noted | Not noted | Not noted | Department of Motor Vehicles | |
| Florida | Yes | 3 | 9 semester hours | Not noted | Department of Motor Vehicles | |
| Georgia | Yes | 3 | 9 | Not noted | Department of Driver Services | No requirements if class is outside of school day |
| Hawaii | 120 contact hours | 2 | Not noted | Not noted | Public: Department of Education Private: Department of Transportation | |
| Idaho | Yes | Not noted | 4 | 15 hours every 2 years | Department of Education | |
| Illinois | Must be certified teacher with DE endorsement | 4 | 16 semester hours | Not noted | Public: State Board Commercial: Department of Driver Services | |
| Indiana | Yes; by exam | Not noted | Not noted | Not noted | Public: Department of Education Commercial: Department of Motor Vehicles | |
| Iowa | Yes | Not noted | Not noted | Not noted | Public: Department of Education Commercial: Department of Transportation | |
| Kansas | Endorsement from accredited college | 3 | 9 semester hours | Not noted | State Board of Education | |
| Kentucky | Yes | Not noted | Not noted | Not noted | Transportation Cabinet | |
| Louisiana | Yes | 10 hour training course | 5 | Not noted | Department of Education | |
| Maine | Yes | 1 | 5 | Not noted | Drivers Education Unit | |

| State | Teaching Certification Required? | Number of Required Courses | Number of Credits | Recertification Requirements | State Supervising Agency | Notes |
|---|---|---|---|---|---|---|
| Maryland | 68 hours of formal training | Not noted | Not noted | Licensed every 2 years | MVA | Must pass test given by MVA for credits; 2 professional development courses for recertification |
| Massachusetts | Not noted | Not noted | Not noted | Not noted | Registry of Motor Vehicles | |
| Michigan | Hold a Michigan teaching certificate plus 8 semester credits | 8 semester credits | 8 | Not noted | Department of State | |
| Minnesota | In public schools, must be licensed to teach | 9 semester credits | 9 | Not noted | Department of Public Safety | Commercial school requires 40 hours of instruction and exam by Public Safety |
| Mississippi | Must be licensed teacher | 12 hours of coursework | Not noted | Same as other teaching recertification requirements | Department of Education | |
| Missouri | Not noted | Not noted | Not noted | Not noted | Department of Education | |
| Montana | Teaching certificate with a 20 hour minor | 3 | Not noted | 4 hours every five years | Office of Public Instruction | |
| Nebraska | Yes | 9 credit hours | 9 | Not noted | Department of Motor Vehicles | |
| Nevada | Not noted | Not noted | Not noted | Not noted | Not noted | |
| New Hampshire | Yes | 2 | Not noted | 60 classroom hours teaching with 240 behind the wheel hours | Driver Education Unit | |
| New Jersey | Yes, to teach in public school. Certification by exam for non-public school teachers | 6-8 hour National Safety Defensive Driving Program | Not noted | Not noted | MVC | |
| New Mexico | Not noted | Not noted | Not noted | Not noted | Not noted | |
| New York | Yes | 12 credits over 3 years | 12 | Not noted | Department of Motor Vehicles | |
| North Carolina | Not noted | 80 hour community college course or accredited DE course | Not noted | 68 contact hours every four years | Department of Public Instruction | |
| North Dakota | Yes | 6 semester hours for classroom certification; 10 semester hours for behind the wheel certification | Not noted | Renew every 5 years | Legislative Branch | |

| State | Teaching Certification Required? | Number of Required Courses | Number of Credits | Recertification Requirements | State Supervising Agency | Notes |
|---|---|---|---|---|---|---|
| Ohio | 40 hour basic training course; 40 hour teacher course | 1 | Not noted | 8 course every 3 years | Not noted | |
| Oklahoma | Not noted | Not noted | Not noted | Not noted | Not noted | |
| Oregon | Not noted | 3 | 10 | Yearly license verification; recertification every 2 years | Not noted | |
| Pennsylvania | Yes, in public schools | 4 | 10 | Not noted | Department of Education | |
| Rhode Island | Not noted | Not noted | Not noted | Not noted | Not noted | |
| South Carolina | Yes | 2 | Not noted | Not noted | Department of Education and Highway Department | |
| South Dakota | Yes | 3 | 9 | None in DE area | Department of Education | |
| Tennessee | Must have a teachers license | Basic and advanced driver education courses | 12 | Normal teacher recertification requirements | Not noted | |
| Texas | Yes, in public schools | Not noted | 9 | 4 hours per year | Not noted | |
| Utah | Yes | Not noted | 28 semester hours | Not noted | Not noted | |
| Vermont | Must be a certified teacher | 5 | 15 graduate hours | Not noted | Department of Education and Department of Motor Vehicles | |
| Virginia | Licensed teacher with endorsement in DE | 2 | 6 | Not noted | Not noted | |
| Washington | Not noted | Not noted | Not noted | Not noted | Not noted | |
| West Virginia | Not noted | Not noted | Not noted | Not noted | Not noted | |
| Wisconsin | Yes, in public schools. Others take a 40 hour training program through DOT | 1 for commercial certification and 5 for public school certification | 15 | Not noted | Not noted | |
| Wyoming | Not noted | Not noted | | Not noted | Not noted | |

Source: The April 2008 National Highway Traffic Safety Administration (NHTSA) "National Overview of Driver Education" Final Report provides summaries about each State's driver education and driver licensing programs. Last accessed on June 20, 2009 at http://nhtsa.gov/portal/site/nhtsa/menuitem.cd18639c9dadbabbbf30811060008a0c/ (National Overview of Drivers Education) and (National Driver Development Program)

# Appendix D: Driver Education Instructor Survey

## Driver's Education Instructor Survey

**U.** The University of South Dakota
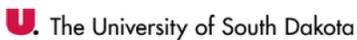
**GOVERNMENT RESEARCH BUREAU**

**Driver's Education Instructor Survey**

1) When was the last time you taught driver's education?
   - ○ I've taught within the last year
   - ○ More than a year but less than three years
   - ○ It has been over three years since I have taught

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2) How many years have you taught driver's education?

   [            ]

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3) Did you teach driver's education through any of the following? (Check all that apply)
   - ☐ Commercial School
   - ☐ Individual
   - ☐ Other Private Provider
   - ☐ Public High School
   - ☐ Community College

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*4) Where did you complete your certification as a driver's education instructor?
   - ○ Black Hills State University
   - ○ Northern State University
   - ○ Technical Institution
   - ○ Other (Please specify)
     [                                        ]

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5) At what technical institution did you complete your certification?
   [                                        ]

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6) What year did you finish your certification as a driver's education instructor?
   [                                        ]

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*7) In addition to your original coursework for certification, have you completed any continuing education training for driver's education instruction?
   - ○ Yes
   - ○ No

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8) Please indicate when and where you completed this continuing education training.
   [                                        ]
   [                                        ]

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9) What published classroom textbook/curriculum/materials do you currently use? (Check all that apply)
- ☐ AAA Driver Improvement Program
- ☐ AAA Driver Safety Brochures
- ☐ AAA How to Drive
- ☐ AAA Licensed to Learn
- ☐ AAA Responsible Driving
- ☐ AAA Teaching Your Teens to Drive
- ☐ ADTSEA Curriculum
- ☐ Drive Right (Prentice Hall)
- ☐ Handbook Plus/Today's Handbook Plus (Propulsion/NTSA International)
- ☐ License to Drive (Alliance for Safe Driving)
- ☐ National Safety Council Defensive Driving Program (DDC-4/6/8, etc.)
- ☐ TeenSMART (Prentice Hall/ADEPTDriver)
- ☐ SDDOT Driver License Manual
- ☐ Other (Please specify)

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10) If you have never used published curriculum materials, please indicate why. (Check all that apply.)
- ☐ Cost
- ☐ Quality
- ☐ No need to update materials
- ☐ Didn't know what materials were available
- ☐ Difficult to order/purchase

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11) On average, how many students do you have in class at a time?

12) How many students take driver's education per year at your organization?

13) What is the cost to students for driver's education?

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14) Approximately how many hours do students complete in the curriculum you teach for each of the following?

|  | Classroom Instruction |
|  | Behind-the-Wheel Instruction |
|  | Simulator Instruction |
|  | In-Vehicle Observation |

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15) Ideally, how many hours of instruction would you like to be required for each of the following?

|  | Classroom Instruction |
|  | Behind-the-Wheel Instruction |
|  | Simulator Instruction |
|  | In-Vehicle Observation |

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16) For each of the following options, please indicate what percentage of your instruction time you generally spend on each topic. (If you do not typically cover a topic listed, please list 0.)

| | |
|---|---|
| ☐ | Traffic Laws and Rules of the Road |
| ☐ | Driving Responsibility |
| ☐ | Visual Skills |
| ☐ | Parental Oversight |
| ☐ | Vehicle Control |
| ☐ | Communication |
| ☐ | Risk Management |
| ☐ | Lifelong Learning |
| ☐ | Driving Experience |

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Please indicate how important you think each topic is to cover in your class.

| | | Very Important | Somewhat Important | Neither Important Nor Unimportant | Somewhat Unimportant | Not at All Important |
|---|---|---|---|---|---|---|
| 17) | Course Overview/Parent Orientation | ○ | ○ | ○ | ○ | ○ |
| 18) | Identification of Gauges, Alerts, Warning Systems | ○ | ○ | ○ | ○ | ○ |
| 19) | Operation of Vehicle Controls | ○ | ○ | ○ | ○ | ○ |
| 20) | Preparing to Drive/Vehicle Check | ○ | ○ | ○ | ○ | ○ |
| 21) | Protecting Occupants | ○ | ○ | ○ | ○ | ○ |
| 22) | Crash Dynamics | ○ | ○ | ○ | ○ | ○ |
| 23) | Laws/Rules of the Road | ○ | ○ | ○ | ○ | ○ |
| 24) | Vehicle Reference Points | ○ | ○ | ○ | ○ | ○ |
| 25) | Basic Maneuvers | ○ | ○ | ○ | ○ | ○ |
| 26) | Vision for Vehicle Control | ○ | ○ | ○ | ○ | ○ |
| 27) | Good Habits for Driving Safely | ○ | ○ | ○ | ○ | ○ |
| 28) | Time/Space Management System Components | ○ | ○ | ○ | ○ | ○ |
| 29) | Time/Space Management Strategies | ○ | ○ | ○ | ○ | ○ |

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Please indiciate how important you think each topic is to cover in your class.

| | | Very Important | Somewhat Important | Neither Important Nor Unimportant | Somewhat Unimportant | Not at All Important |
|---|---|---|---|---|---|---|
| 30) | Right-of-Way Rules | ○ | ○ | ○ | ○ | ○ |
| 31) | Negotiating Intersections | ○ | ○ | ○ | ○ | ○ |
| 32) | Lane Changes/Passing | ○ | ○ | ○ | ○ | ○ |
| 33) | Turnabouts | ○ | ○ | ○ | ○ | ○ |
| 34) | Parking Maneuvers | ○ | ○ | ○ | ○ | ○ |
| 35) | Effects of Gravity and Energy of Motion | ○ | ○ | ○ | ○ | ○ |
| 36) | Maintaining Vehicle Balance | ○ | ○ | ○ | ○ | ○ |
| 37) | Maintaining Traction Control | ○ | ○ | ○ | ○ | ○ |
| 38) | Negotiating Hills/Curves | ○ | ○ | ○ | ○ | ○ |
| 39) | Rural Environments | ○ | ○ | ○ | ○ | ○ |
| 40) | Urban Environments | ○ | ○ | ○ | ○ | ○ |
| 41) | Controlled Access Highways | ○ | ○ | ○ | ○ | ◉ |

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Please indicate how important you think each topic is to cover in your class.

| | | Very Important | Somewhat Important | Neither Important Nor Unimportant | Somewhat Unimportant | Not at All Important |
|---|---|---|---|---|---|---|
| 42) | Reduced Visibility Conditions | ○ | ○ | ○ | ○ | ○ |
| 43) | Extreme Weather Conditions | ○ | ○ | ○ | ○ | ○ |
| 44) | Night Driving | ○ | ○ | ○ | ○ | ○ |
| 45) | Driving Etiquette | ○ | ○ | ○ | ○ | ○ |
| 46) | Emergency Response | ○ | ○ | ○ | ○ | ○ |
| 47) | Responsibilities/Reporting After a Collision | ○ | ○ | ○ | ○ | ○ |
| 48) | Effects of Emotions and Disabilities | ○ | ○ | ○ | ○ | ○ |
| 49) | Alcohol and Drugs' Effect on Body | ○ | ○ | ○ | ○ | ○ |
| 50) | Alcohol and Drugs' Effect on Driving | ○ | ○ | ○ | ○ | ○ |
| 51) | Saying "No" to Alcohol and Drugs | ○ | ○ | ○ | ○ | ○ |
| 52) | Involvement of Alcohol in Crashes | ○ | ○ | ○ | ○ | ○ |
| 53) | Alcohol Laws | ○ | ○ | ○ | ○ | ○ |
| 54) | Hazards of Driving Drowsy | ○ | ○ | ○ | ○ | ○ |

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Please indicate how important you think each topic is to cover in your class.

| | | Very Important | Somewhat Important | Neither Important Nor Unimportant | Somewhat Unimportant | Not at All Important |
|---|---|---|---|---|---|---|
| 55) | Preventing Aggressive Driving | ○ | ○ | ○ | ○ | ○ |
| 56) | Reducing Driver Distractions | ○ | ○ | ○ | ○ | ○ |
| 57) | Driver Licensing | ○ | ○ | ○ | ○ | ○ |
| 58) | Insurance Requirements | ○ | ○ | ○ | ○ | ○ |
| 59) | Purchasing a Vehicle | ○ | ○ | ○ | ○ | ○ |
| 60) | Maintaining a Vehicle | ○ | ○ | ○ | ○ | ○ |
| 61) | Planning a Trip/Navigating the Highway System | ○ | ○ | ○ | ○ | ○ |
| 62) | Conserving Resources | ○ | ○ | ○ | ○ | ○ |
| 63) | Managing Risk with Vehicle and Highway Designs | ○ | ○ | ○ | ○ | ○ |

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64) When assessing student performance, what percentage of a student's grade is determined by the following?

| | |
|---|---|
| [____] | Written Exams |
| [____] | In-Class Activities |
| [____] | Homework Assignments |
| [____] | Driving Performance |
| [____] | Participation |

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65) Do you regularly collaborate to coordinate materials and standards with driver's education instructors or administrators (Check all that apply)
☐ From Other Organizations
☐ Within Your Organization

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66) How many instructors teach driver's education at your organization?
[_____]

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67) If you teach at a public school, collaborating with other teachers to incorporate driver's education material into other subject materials (such as physics, math, etc.) in your view (Check all that apply)

- ☐ Is Feasible
- ☐ Is Being Done
- ☐ Has Never Been Considered
- ☐ Is Not Being Done at This Time

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68) From the following list of common driving mistakes, please rank the top five that you consider the most dangerous (1=most dangerous, 5=least dangerous).

| | |
|---|---|
| ☐ | Failure to pay attention - "zoning out" |
| ☐ | Driving while drowsy |
| ☐ | Driving aggressively - tail-gating, running red lights |
| ☐ | Speeding |
| ☐ | Becoming distracted inside the car - radio, etc. |
| ☐ | Becoming distracted by using a cell phone, texting, etc. |
| ☐ | Being distracted by passengers |
| ☐ | Failure to adjust to weather or road conditions |
| ☐ | Making assumptions about other drivers' intentions |
| ☐ | Driving while upset |
| ☐ | Changing lanes without checking blind spots and mirrors |
| ☐ | Ignoring essential auto maintenance, such as brake lights or bald tires |
| ☐ | Not wearing a seat belt |
| ☐ | Impaired driving due to substance abuse |
| ☐ | None/Not Sure |

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Please indicate your agreement with the following statements.

| | | Strongly Agree | Somewhat Agree | Neither Agree Nor Disagree | Somewhat Disagree | Strongly Disagree |
|---|---|:---:|:---:|:---:|:---:|:---:|
| 69) | South Dakota currently does a good job of regulating driver's education | ○ | ○ | ○ | ○ | ○ |
| 70) | South Dakota should require some sort of continuing education in conjunction with re-certification of instructors | ○ | ○ | ○ | ○ | ○ |
| 71) | South Dakota should require uniform standards for all driver's education programs | ○ | ○ | ○ | ○ | ○ |
| 72) | South Dakota should require a standardized classroom curriculum and testing for all driver's education programs (Or a curriculum that meets the standard) | ○ | ○ | ○ | ○ | ○ |
| 73) | South Dakota should require a standardized in-car curriculum for all driver's education programs (Or a curriculum that meets the standard) | ○ | ○ | ○ | ○ | ○ |
| 74) | South Dakota should increase the minimum driving age | ○ | ○ | ○ | ○ | ○ |
| 75) | South Dakota should consider expanding restrictions on the current Graduated Driver Licensing (restricted license) system | ○ | ○ | ○ | ○ | ○ |

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76) What type of instructor resources would benefit you the most? (Check all that apply)

- ☐ Support/supplemental videos
- ☐ Up-to-date textbook/curriculum
- ☐ Parent involvement materials
- ☐ Interactive classroom exercises
- ☐ Instructor e-newsletter
- ☐ Instructor continuing education courses
- ☐ Instructor online resources library
- ☐ Other (Please specify)

77) In your opinion, what can be done to make the driver's education program effective in South Dakota?

(1000 characters remaining)

Continue ONLY when finished. You will be unable to return or change your answers.

Submit

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# Appendix E: Driver Education Administrator Survey

## Driver's Education Administrator Survey

**U. The University of South Dakota**
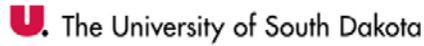
### GOVERNMENT RESEARCH BUREAU

**Driver's Education Administrator Survey**

1) What role do you play in supporting implementation of driver's education in your organization?
   - ○ I review implementation plans and make recommendations
   - ○ I approve recommendations from others
   - ○ I am not involved
   - ○ Other (Please specify)

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2) What role do you play in selecting the driver's education curriculum for your organization?
   - ○ I review candidate material and make recommendations
   - ○ I approve recommendations from others
   - ○ I am not involved
   - ○ Other (Please specify)

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3) What role do you play in creating and ensuring curriculum standards in your district or organization?
   - ○ I review and make recommendations
   - ○ I am responsible for standards and provide authorization
   - ○ I am not involved
   - ○ Other (Please specify)

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4) In what ways do you monitor or evaluate delivery of driver's education?

   (1000 characters remaining)

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5) In what ways do you monitor or evaluate the effectiveness of driver's education?

   (1000 characters remaining)

6) What published classroom textbook/curriculum/materials do teachers within your district, institution, or agency currently use? (Check all that apply)
   - ☐ AAA Driver Improvement Program
   - ☐ AAA Driver Safety Brochures
   - ☐ AAA How to Drive
   - ☐ AAA Licensed to Learn
   - ☐ AAA Responsible Driving
   - ☐ AAA Teaching Your Teens to Drive
   - ☐ ADTSEA Curriculum
   - ☐ Drive Right (Prentice Hall)
   - ☐ Handbook Plus/Today's Handbook Plus (Propulsion/NTSA International)

- License to Drive (Alliance for Safe Driving)
- National Safety Council Defensive Driving Program (DDC-4/6/8, etc.)
- TeenSMART (Prentice Hall/ADEPTDriver)
- SDDOT Driver License Manual
- Don't Know
- Other (Please specify)

———————————————————————Page Break———————————————————————

7) What type of instructor resources would benefit you most? (Check all that apply)
- Support/supplement videos
- Up-to-date textbook/curriculum
- Parent involvement materials
- Interactive classroom exercises
- Instructor e-newsletter
- Instructor online continuing education course
- Instructor online resources library
- Other (Please specify)

———————————————————————Page Break———————————————————————

8) In your district or agency, approximately how many hours of classroom instruction are students required to complete?
- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 31-35 hours
- 36-40 hours
- More than 40 hours
- Don't Know/Unsure

———————————————————————Page Break———————————————————————

9) In your district or agency, approximately how many hours of behind-the-wheel instruction are students required to complete?
- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 31-35 hours
- 36-40 hours
- More than 40 hours
- Don't Know/Unsure

———————————————————————Page Break———————————————————————

10) In your district or agency, approximately how many hours of simulator instruction are students required to complete?
- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 31-35 hours
- 36-40 hours
- More than 40 hours
- Don't Know/Unsure

---Page Break---

11) In your district or agency, approximately how many hours of observation are students required to complete?
- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 31-35 hours
- 36-40 hours
- More than 40 hours
- Don't Know/Unsure

---Page Break---

12) Do you regularly collaborate with driver's education instructors or administrators from other locations to coordinate materials and standards?
- Yes
- No

---Page Break---

13) How many instructors teach driver's education at your institution?
- 1
- 2
- 3-5
- 6-10
- 11-15
- 16-20
- More than 20
- Don't Know/Unsure

---Page Break---

14) If you are an administrator at a public school, would it be feasible for driver's education instructors to collaborate with other teachers at your school to incorporate driver's education material into other subject material (Such as physics, math, etc.)
- Yes
- No

---Page Break---

Please indicate your agreement with the following statements.

| | | Strongly Agree | Somewhat Agree | Neither Agree Nor Disagree | Somewhat Disagree | Strongly Disagree | Don't Know/Unsure |
|---|---|---|---|---|---|---|---|
| 15) | South Dakota currently does a good job of regulating driver's education | ○ | ○ | ○ | ○ | ○ | ○ |
| 16) | South Dakota should require continuing education and periodic re-certification of instructors | ○ | ○ | ○ | ○ | ○ | ○ |
| 17) | Driver's education could be effectively taught by qualified instructors who do not possess a teacher's certificate | ○ | ○ | ○ | ○ | ○ | ○ |
| 18) | South Dakota should require uniform standards for all driver's education programs | ○ | ○ | ○ | ○ | ○ | ○ |
| 19) | South Dakota should require standardized classroom curriculum and testing for all driver's education programs (or a curriculum and testing that meets standards) | ○ | ○ | ○ | ○ | ○ | ○ |
| 20) | South Dakota should require a standardized in-car curriculum for all driver's education programs (or a curriculum that meets the standard) | ○ | ○ | ○ | ○ | ○ | ○ |
| 21) | All driver's education programs should be required to adminster the same state driver written exam | ○ | ○ | ○ | ○ | ○ | ○ |
| 22) | South Dakota should increase the minimum driving age | ○ | ○ | ○ | ○ | ○ | ● |

**23)** South Dakota should consider expanding the current Graduated Driver Licensing system ⊙ ⊙ ⊙ ⊙ ⊙ ⊙

————————————————————Page Break————————————————————

**24)** In your opinion what can be done to make the driver's education program more effective in South Dakota?

(7900 characters remaining)

Continue ONLY when finished. You will be unable to return or change your answers.

Submit

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# Appendix F: Young Driver Survey

**Impressions of Drivers Education**

**1)** Sex

◯ Female

◯ Male

**2)** Age

[          ]

**3)** High School GPA

[              ]

**\*4)** Do you currently hold a valid drivers licence? (suspended or revoked please answer no)

◯ Yes

◯ No

Continue ONLY when finished. You will be unable to return or change your answers.

( Continue to Next Page )

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*Note*: Questioning proceeds from four to six. Due to clerical error in the number sequence there is no question 5 on the Young Driver Survey.

6) In what state(s) do you now or have you ever held a valid driver's license?
☐ South Dakota
☐ Iowa
☐ Minnesota
☐ Nebraska
☐ Other (Please specify)

7) How long have you held a driver's licence? (in years)

8) Has your driver's licence ever been suspended or revoked?
○ Yes
○ No

9) What type of environment did you primarily drive in, when learning to drive (please select one option unless there perfect time sharing between the two environments)?
☐ Rural (population < 2000)
☐ Small Town (population >2000 and <50,000)
☐ Urban (population >50,000)

*10) Did you complete a driver education course?
○ Yes
○ No

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( Continue to Next Page )

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**11)** In what setting did you complete driver's education?
- ○ School program
- ○ Community program
- ○ Private organization
- ○ Other (Please specify)

[            ]

**12)** At what age?

[            ]

**13)** Did you know how to drive before taking driver education?
- ○ Yes
- ○ No

**14)** Did you hold a driver license before taking driver education?
- ○ Yes
- ○ No

|  |  | Not Seriously At All | Not Seriously | Not Sure | Seriously | Very Seriously |
|---|---|---|---|---|---|---|
| **15)** | Did you take driver education seriously? | ○ | ○ | ○ | ○ | ○ |
| **16)** | Did your instructor take driver education seriously? | ○ | ○ | ○ | ○ | ○ |

**17)** During driver's education, what percentage of the time was spent on each of the following

[   ] learning in the classroom (on-line)

[   ] learning in the classroom (instructor)

[   ] learning by driving road

[   ] learning in driving simulator

Total: **0** (must sum to 100)

The following topics and their affect on driving may or may not have been covered in your driver education course. Select your response based upon the degree to which you remember the topic being covered in your specific course.

| **18)** | Alcohol |
|---|---|
| | ○ I am sure this topic was NOT covered in my driver education course |
| | ○ I don't think this topic was covered in my driver education course |
| | ○ I'm not sure if this topic was or was not covered in my driver education course |
| | ○ I think this topic was covered in my driver education course |
| | ○ I am sure this topic was covered in my driver education course |

**19) Drugs**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course
- ◯ I'm not sure if this topic was or was not covered in my driver education course
- ◯ I think this topic was covered in my driver education course
- ◯ I am sure this topic was covered in my driver education course

**20) Sleep Deprivation**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course
- ◯ I'm not sure if this topic was or was not covered in my driver education course
- ◯ I think this topic was covered in my driver education course
- ◯ I am sure this topic was covered in my driver education course

**21) Hazards of Cell Phone Use**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course
- ◯ I'm not sure if this topic was or was not covered in my driver education course
- ◯ I think this topic was covered in my driver education course
- ◯ I am sure this topic was covered in my driver education course

**22) Passenger Influence (peer pressure, distractions, ect.)**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course
- ◯ I'm not sure if this topic was or was not covered in my driver education course
- ◯ I think this topic was covered in my driver education course
- ◯ I am sure this topic was covered in my driver education course

**23) Protecting Vehicle Occupants**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course
- ◯ I'm not sure if this topic was or was not covered in my driver education course
- ◯ I think this topic was covered in my driver education course
- ◯ I am sure this topic was covered in my driver education course

**24) Good Habits for Reduced Risk**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course
- ◯ I'm not sure if this topic was or was not covered in my driver education course
- ◯ I think this topic was covered in my driver education course
- ◯ I am sure this topic was covered in my driver education course

**25) Using Vision for Vehicle Control**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course
- ◯ I'm not sure if this topic was or was not covered in my driver education course
- ◯ I think this topic was covered in my driver education course
- ◯ I am sure this topic was covered in my driver education course

**26) Cooperating with Other Roadway Users**
- ◯ I am sure this topic was NOT covered in my driver education course
- ◯ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**27) Defensive Driving**

○ I am sure this topic was NOT covered in my driver education course

○ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**28) Driving Under Abnormal Road Conditions**

○ I am sure this topic was NOT covered in my driver education course

○ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**29) Lifelong Learning of Driving Tasks**

○ I am sure this topic was NOT covered in my driver education course

○ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**30) Effects of Gravity and Energy of Motion**

○ I am sure this topic was NOT covered in my driver education course

○ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**31) Maintaining Vehicle Balance and Traction Control**

○ I am sure this topic was NOT covered in my driver education course

○ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**32) Negotiating Hills and Curves**

○ I am sure this topic was NOT covered in my driver education course

○ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**33) Driving in Urban Environments**

○ I am sure this topic was NOT covered in my driver education course

○ I don't think this topic was covered in my driver education course

○ I'm not sure if this topic was or was not covered in my driver education course

○ I think this topic was covered in my driver education course

○ I am sure this topic was covered in my driver education course

**34)** Driving in Rural Environments

○ I am sure this topic was NOT covered in my driver education course
○ I don't think this topic was covered in my driver education course
○ I'm not sure if this topic was or was not covered in my driver education course
○ I think this topic was covered in my driver education course
○ I am sure this topic was covered in my driver education course

For each of the four areas listed below rate the impact that each type of experience has had on your driving ability.

**35)** Improved driving skills

| –Select– | In-vehicle driver education |
| –Select– | Classroom driver education |
| –Select– | Parental instruction |
| –Select– | Personal experience |

**36)** Improved knowledge of the rules, regulations and laws pertaining to driving

| –Select– | In-vehicle driver education |
| –Select– | Classroom driver education |
| –Select– | Parental instruction |
| –Select– | Personal experience |

**37)** Improved awareness of risk factors that contribute to unsafe driving practices

| –Select– | In-vehicle driver education |
| –Select– | Classroom driver education |
| –Select– | Parental instruction |
| –Select– | Personal experience |

**38)** Improved ability to anticipate and react to abnormal driving conditions

| –Select– | In-vehicle driver education |
| –Select– | Classroom driver education |
| –Select– | Parental instruction |
| –Select– | Personal experience |

For the following, please indicate your ability to engage in the behavior noted AND maintain safe driving practices.

**39)** Placing a phone call with a cell phone while driving

○ No effect on MY ability to drive safely
○ Minimal effect on MY ability to drive safely
○ Some effect on MY ability to drive safely
○ Moderate effect on MY ability to drive safely
○ Major effect on MY ability to drive safely

**40)** Receiving a phone call with a cell phone while driving

○ No effect on MY ability to drive safely
○ Minimal effect on MY ability to drive safely
○ Some effect on MY ability to drive safely

| 40) | | |
|---|---|---|
| | ○ Moderate effect on MY ability to drive safely | |
| | ○ Major effect on MY ability to drive safely | |

| 41) | Talking on a cell phone while driving |
|---|---|
| | ○ No effect on MY ability to drive safely |
| | ○ Minimal effect on MY ability to drive safely |
| | ○ Some effect on MY ability to drive safely |
| | ○ Moderate effect on MY ability to drive safely |
| | ○ Major effect on MY ability to drive safely |

| 42) | Reading a text message while driving |
|---|---|
| | ○ No effect on MY ability to drive safely |
| | ○ Minimal effect on MY ability to drive safely |
| | ○ Some effect on MY ability to drive safely |
| | ○ Moderate effect on MY ability to drive safely |
| | ○ Major effect on MY ability to drive safely |

| 43) | Sending a text message while driving |
|---|---|
| | ○ No effect on MY ability to drive safely |
| | ○ Minimal effect on MY ability to drive safely |
| | ○ Some effect on MY ability to drive safely |
| | ○ Moderate effect on MY ability to drive safely |
| | ○ Major effect on MY ability to drive safely |

| 44) | Searching for a CD in your CD case while driving |
|---|---|
| | ○ No effect on MY ability to drive safely |
| | ○ Minimal effect on MY ability to drive safely |
| | ○ Some effect on MY ability to drive safely |
| | ○ Moderate effect on MY ability to drive safely |
| | ○ Major effect on MY ability to drive safely |

| 45) | Eating while driving |
|---|---|
| | ○ No effect on MY ability to drive safely |
| | ○ Minimal effect on MY ability to drive safely |
| | ○ Some effect on MY ability to drive safely |
| | ○ Moderate effect on MY ability to drive safely |
| | ○ Major effect on MY ability to drive safely |

| 46) | Driving in bad weather |
|---|---|
| | ○ No effect on MY ability to drive safely |
| | ○ Minimal effect on MY ability to drive safely |
| | ○ Some effect on MY ability to drive safely |
| | ○ Moderate effect on MY ability to drive safely |
| | ○ Major effect on MY ability to drive safely |

Please indicate the degree to which you feel the following behaviors have an adverse impact on OTHER DRIVERS ability to drive safely.

| | | No Impact | Minor Impact | Somewhat of an Impact | Moderate Impact | Major Impact |
|---|---|---|---|---|---|---|
| 47) | Placing a phone call with a cell phone | ○ | ○ | ○ | ○ | ○ |

| | | Strongly Disagree | Disagree | Neither agree/disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 47) | while driving | ○ | ○ | ○ | ○ | ○ |
| 48) | Receiving a phone call with a cell phone while driving | ○ | ○ | ○ | ○ | ○ |
| 49) | Talking on a cell phone while driving | ○ | ○ | ○ | ○ | ○ |
| 50) | Reading a text message while driving | ○ | ○ | ○ | ○ | ○ |
| 51) | Sending a text message while driving | ○ | ○ | ○ | ○ | ○ |
| 52) | Searching for a CD in your CD case while driving | ○ | ○ | ○ | ○ | ○ |
| 53) | Eating while driving | ○ | ○ | ○ | ○ | ○ |
| 54) | Driving in bad weather | ○ | ○ | ○ | ○ | ○ |

Please respond to the following with the provided scale.

| | | Strongly Disagree | Disagree | Neither agree/disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 55) | I can safely maintain control of the vehicle under different road conditions | ○ | ○ | ○ | ○ | ○ |
| 56) | I am able to ignore passenger distractions while driving | ○ | ○ | ○ | ○ | ○ |

Continue ONLY when finished. You will be unable to return or change your answers.

( Continue to Next Page )

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|  |  | Strongly Disagree | Disagree | Neither agree/disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 57) | I can safely drive at different times of the day | ○ | ○ | ○ | ○ | ○ |
| 58) | I can drive without distraction or impairment from stress or fatigue | ○ | ○ | ○ | ○ | ○ |
| 59) | I drive with adequate safety margins in traffic | ○ | ○ | ○ | ○ | ○ |
| 60) | I can identify potential hazards in traffic situations | ○ | ○ | ○ | ○ | ○ |
| 61) | I am able to predict immediate hazards while driving | ○ | ○ | ○ | ○ | ○ |
| 62) | I am comfortable driving at highway speeds (70mph) | ○ | ○ | ○ | ○ | ○ |
| 63) | I can avoid obstacles and potential road hazards if necessary | ○ | ○ | ○ | ○ | ○ |
| 64) | I can maintain control of the vehicle in an emergency situation | ○ | ○ | ○ | ○ | ○ |
| 65) | I would like to explore strange places | ○ | ○ | ○ | ○ | ○ |
| 66) | I like to do frightening things | ○ | ○ | ○ | ○ | ○ |
| 67) | I like wild parties | ○ | ○ | ○ | ○ | ○ |
| 68) | I get restless when I spend too much time at home | ○ | ○ | ○ | ○ | ○ |
| 69) | I would like to take off on a trip with no pre-planned routes | ○ | ○ | ○ | ○ | ○ |
| 70) | I would like to try parachute-jumping | ○ | ○ | ○ | ○ | ○ |
| 71) | I like new and exciting experiences, even if I have to break the rules | ○ | ○ | ○ | ○ | ○ |
| 72) | I prefer friends who are excitingly unpredictable | ○ | ○ | ○ | ○ | ○ |

73) Have you been involved in an accident while driving (not as a passenger)?
○ Yes  ○ No

74) How many accidents have you been involved in as the driver?

*75) Would you report some details about one ore more of the accidents in which you were the driver?
○ Yes
○ No

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( Continue to Next Page )

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76) What was your age at the time of the accident?

77) How many passengers were in your vehicle at the time of the accident?

78) How many vehicles were involved in the accident?

79) What was the degree of injury due to the accident?
   ○ No Injuries
   ○ Minor Injuries
   ○ Moderate Injuries- requiring medical attention, but no hospitalization
   ○ Serious Injuries- requiring hospitalization

80) What was the property/vehicle damage as a result of the accident?
   ○ Vehicle Totaled
   ○ > $1,000 in damages
   ○ < $1,000 in damages

*81) Do you have another accident to report?
   ○ Yes
   ○ No

Continue ONLY when finished. You will be unable to return or change your answers.

( Continue to Next Page )

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**82)** What was your age at the time of the accident?

**83)** How many passengers were in your vehicle at the time of the accident?

**84)** How many vehicles were involved in the accident?

**85)** What was the degree of injury due to the accident?
- ◯ No Injuries
- ◯ Minor Injuries
- ◯ Moderate Injuries- requiring medical attention, but no hospitalization
- ◯ Serious Injuries- requiring hospitalization

**86)** What was the property/vehicle damage as a result of the accident?
- ◯ Vehicle Totaled
- ◯ > $1,000 in damages
- ◯ < $1,000 in damages

**\*87)** Do you have another accident to report?
- ◯ Yes
- ◯ No

Continue ONLY when finished. You will be unable to return or change your answers.

( Continue to Next Page )

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88) What was your age at the time of the accident?

89) How many passengers were in your vehicle at the time of the accident?

90) How many vehicles were involved in the accident?

91) What was the degree of injury due to the accident?
- ○ No Injuries
- ○ Minor Injuries
- ○ Moderate Injuries- requiring medical attention, but no hospitalization
- ○ Serious Injuries- requiring hospitalization

92) What was the property/vehicle damage as a result of the accident?
- ○ Vehicle Totaled
- ○ > $1,000 in damages
- ○ < $1,000 in damages

*93) Do you have another accident to report? This will be the last accident information you will be asked about even if you have been involved in more than 4 accidents.
- ○ Yes
- ○ No

Continue ONLY when finished. You will be unable to return or change your answers.

Continue to Next Page

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**94)** What was your age at the time of the accident?

**95)** How many passengers were in your vehicle at the time of the accident?

**96)** How many vehicles were involved in the accident?

**97)** What was the degree of injury due to the accident?
- ◯ No Injuries
- ◯ Minor Injuries
- ◯ Moderate Injuries- requiring medical attention, but no hospitalization
- ◯ Serious Injuries- requiring hospitalization

**98)** What was the property/vehicle damage as a result of the accident?
- ◯ Vehicle Totaled
- ◯ > $1,000 in damages
- ◯ < $1,000 in damages

Continue ONLY when finished. You will be unable to return or change your answers.

( Continue to Next Page )

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# Appendix G: Driver Education Instructor Survey Results

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| How long has it been since you've taught driver's education? | I've taught within the last year | 60 | 72.3 |
| | More than a year but less than three years | 6 | 7.2 |
| | It has been over three years since I have taught | 17 | 20.5 |
| | Total | 83 | 100.0 |
| | Missing System | 3 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| How many years have you taught driver's education? | 0 | 2 | 2.3 |
| | 1 | 5 | 5.8 |
| | 2 | 5 | 5.8 |
| | 3 | 8 | 9.4 |
| | 4 | 3 | 3.5 |
| | 5 | 3 | 3.5 |
| | 6 | 8 | 9.3 |
| | 8 | 6 | 7 |
| | 9 | 1 | 1.2 |
| | 10 | 6 | 7 |
| | 13 | 2 | 2.4 |
| | 15 | 4 | 4.7 |
| | 16 | 5 | 5.8 |
| | 17 | 4 | 4.7 |
| | 18 | 2 | 2.3 |
| | 20 | 3 | 3.5 |
| | 22 | 1 | 1.2 |
| | 23 | 2 | 2.4 |
| | 24 | 1 | 1.2 |
| | 25 | 2 | 2.3 |
| | 26 | 2 | 2.3 |
| | 29 | 1 | 1.2 |
| | 30 | 4 | 4.7 |
| | 32 | 1 | 1.2 |
| | 38 | 2 | 2.4 |
| | 39 | 1 | 1.2 |
| | Total | 86 | 100 |
| | | 2 | 2.3 |

| | | Response | Frequency | Valid Percent |
|---|---|---|---|---|
| Did you teach driver's education through any of the following: | Commercial School | Unchecked | 85 | 98.8 |
| | | Checked | 1 | 1.2 |
| | | Total | 86 | 100.0 |
| | Individual | Unchecked | 78 | 90.7 |
| | | Checked | 8 | 9.3 |
| | | Total | 86 | 100.0 |
| | Other Private Provider | Unchecked | 74 | 86.0 |
| | | Checked | 12 | 14.0 |
| | | Total | 86 | 100.0 |
| | Public High School | Unchecked | 14 | 16.3 |
| | | Checked | 62 | 72.1 |
| | | public and other context | 10 | 11.6 |
| | | Total | 86 | 100.0 |
| | Community College | Unchecked | 84 | 97.7 |
| | | Checked | 2 | 2.3 |
| | | Total | 86 | 100.0 |

| Did you teach driver's education through any of the following: Instructor for commercial, individual, private or public school? | Response | Frequency | Valid Percent |
|---|---|---|---|
| | 1.00 | 19 | 23.5 |
| | 2.00 | 62 | 76.5 |
| | Total | 81 | 100.0 |
| | Missing System | 5 | |
| | Total | 86 | |

| Where did you complete your certification as a driver's education instructor? | Response | Frequency | Valid Percent |
|---|---|---|---|
| | Black Hills State University | 5 | 6.0 |
| | Northern State University | 49 | 59.0 |
| | Other (Please specify) | 29 | 34.9 |
| | Total | 83 | 100.0 |
| | Missing System | 3 | |
| | Total | 86 | |

| Where did you complete your certification as a driver's education instructor: Other | Response | Frequency | Valid Percent |
|---|---|---|---|
| | | 57 | 66.3 |
| | LET in Pierre, SD | 1 | 1.2 |
| | Brigham Young University | 1 | 1.2 |
| | Chadron State College | 2 | 2.4 |
| | Dakota State | 1 | 1.2 |
| | Dakota Wesleyan University - Instructor Tom Bell | 1 | 1.2 |
| | Mankato State University | 3 | 3.5 |
| | National Safety Council Defensive Driver Program | 1 | 1.2 |
| | Some from SDSU some from Northern | 1 | 1.2 |
| | South Dakota Safety Council | 4 | 4.8 |
| | South Dakota State University | 5 | 5.8 |
| | St. Cloud State | 2 | 2.4 |
| | The South Dakota Safety Council | 1 | 1.2 |
| | University of South Dakota | 7 | 8.7 |
| | Total | 86 | 100.0 |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| What year did you finish your certification as a driver's education instructor? | 1971 | 2 | 2.3 |
| | 1972 | 1 | 1.2 |
| | 1973 | 1 | 1.2 |
| | 1974 | 2 | 2.3 |
| | 1975 | 4 | 4.7 |
| | 1976 | 3 | 3.5 |
| | 1977 | 2 | 2.3 |
| | 1978 | 1 | 1.2 |
| | 1979 | 1 | 1.2 |
| | 1980 | 1 | 1.2 |
| | 1982 | 3 | 3.5 |
| | 1983 | 3 | 3.5 |
| | 1985 | 2 | 2.3 |
| | 1986 | 1 | 1.2 |
| | 1988 | 3 | 3.5 |
| | 1990 | 5 | 5.8 |
| | 1991 | 1 | 1.2 |
| | 1992 | 2 | 2.3 |
| | 1993 | 2 | 2.4 |
| | 1994 | 2 | 2.3 |
| | 1995 | 1 | 1.2 |
| | 1997 | 1 | 1.2 |
| | 1998 | 1 | 1.2 |
| | 1999 | 2 | 2.3 |
| | 2000 | 3 | 3.5 |
| | 2001 | 1 | 1.2 |
| | 2002 | 5 | 5.8 |
| | 2003 | 3 | 3.5 |
| | 2004 | 3 | 3.5 |
| | 2005 | 4 | 4.7 |
| | 2006 | 3 | 3.5 |
| | 2007 | 6 | 7.1 |
| | 2008 | 2 | 2.3 |
| | I must re-certify every year. | 1 | 1.2 |
| | Not sure | 2 | 2.4 |
| | University of South Dakota | 1 | 1.2 |
| | | 6 | 7 |
| | Total | 86 | 100 |
| | Response | Frequency | Valid Percent |
| In addition to your original coursework for certification, have you completed any continuing education training for driver's education instruction? | Yes | 17 | 21.0 |
| | No | 64 | 79.0 |
| | Total | 81 | 100.0 |
| | Missing System | 5 | |
| | Total | 86 | |

| | | Response | Frequency | Valid Percent |
|---|---|---|---|---|
| Please indicate when and where you completed this continuing education training. | | Unchecked? | 70 | 81.4 |
| | | 2007 Alive at 25 program | 1 | 1.2 |
| | | At Northern State University 1993-1994 | 1 | 1.2 |
| | | Each year we are required to re-certify with the Safety Council | 1 | 1.2 |
| | | Governor's Highway Safety Conference (sometime in the late 1980s or early 1990s | 1 | 1.2 |
| | | Huron College, Northern State University | 1 | 1.2 |
| | | I completed a refresher course in Defensive Driving National Safety Council program through the Minnesota Safety Council in St. Paul in 1999. | 1 | 1.2 |
| | | I took a motorcycle safety class at Northern, around 1983. | 1 | 1.2 |
| | | I work at updating my Drivers Ed coursework by following the AARP program for Seniors. I also explore new programs with AAA, Alive at 25 program, and review coursework requirements from other states. I have nephews in Georgia, Idaho, Iowa, and Minnesota. All training has been independent study. | 1 | 1.2 |
| | | Motorcycle Safety Foundation | 1 | 1.2 |
| | | Northwest IA Community college-1977 Mankato State-1978 | 1 | 1.2 |
| | | northern state university--completed a minor in DE | 1 | 1.2 |
| | | Northern State University, Aberdeen, S.D. | 1 | 1.2 |
| | | Pierre, Sioux Falls, Rapid City & Spearfish. | 1 | 1.2 |
| | | South Dakota State 1971 Northern State 1999 and 2004 | 1 | 1.2 |
| | | St. Cloud State - Issues in Driver Education - 2009 - Online course with DDN 7 hours | 1 | 1.2 |
| | | Summer school at Chadron State College = 1972 Workshop at Kearney State College = 1973 (?) | 1 | 1.2 |
| | | Total | 86 | 100.0 |

| | | Response | Frequency | Valid Percent |
|---|---|---|---|---|
| What published classroom textbook/curriculum/ materials do you currently use? | AAA Driver Improvement Program | Unchecked | 75 | 94.9 |
| | | Checked | 4 | 5.1 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | AAA Driver Safety Brochures | Unchecked | 55 | 69.6 |
| | | Checked | 24 | 30.4 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | AAA How to Drive | Unchecked | 70 | 88.6 |
| | | Checked | 9 | 11.4 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | AAA Licensed to Learn | Unchecked | 75 | 94.9 |
| | | Checked | 4 | 5.1 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | AAA Responsible Driving | Unchecked | 47 | 59.5 |
| | | Checked | 32 | 40.5 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | AAA Teaching Your Teens to ??? | Unchecked | 72 | 91.1 |
| | | Checked | 7 | 8.9 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| What published classroom textbook/curriculum/ materials do you currently use? | ADTSEA Curriculum | Unchecked | 77 | 97.5 |
| | | Checked | 2 | 2.5 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Drive Right (Prentice Hall) | Unchecked | 45 | 57.0 |
| | | Checked | 34 | 43.0 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Handbook Plus/Today's Handbook Plus (Propulsion/NTSA International) | Unchecked | 77 | 97.5 |
| | | Checked | 2 | 2.5 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | License to Drive (Alliance for Safe Driving) | Unchecked | 73 | 92.4 |
| | | Checked | 6 | 7.6 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | National Safety Council Defensive Driving Program (DDC-4/6/8, etc.) | Unchecked | 70 | 88.6 |
| | | Checked | 9 | 11.4 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | TeenSMART (Prentice Hall/ADEPTDriver) | Unchecked | 77 | 97.5 |
| | | Checked | 2 | 2.5 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | SDDOT Driver License Manual | Unchecked | 32 | 40.5 |
| | | Checked | 47 | 59.5 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Other (Please specify) | Unchecked | 53 | 67.1 |
| | | Checked | 26 | 32.9 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| Please specify "Other" | | | 60 | 69.8 |
| | Alive at 25 Law Enforcement Defensive Driving Course | | 1 | 1.2 |
| | Drive Right - Scott Foresman and company Text Book Skills Applications | | 1 | 1.2 |
| | Driver-Zed Manage the Risks Master ther Road | | 1 | 1.2 |
| | Ford Driver Ed. Videos and insurance company videos | | 1 | 1.2 |
| | Ford Series Driving Training/Videos | | 1 | 1.2 |
| | Have not taught DE for over 30 Years | | 1 | 1.2 |
| | I am no longer teaching DE | | 1 | 1.2 |
| | I only teach Behind the Wheel | | 1 | 1.2 |
| | I only teach the driving section, so I am not sure. | | 1 | 1.2 |
| | I use a host of supplementary videos and DVDs that I have collected over the years. | | 1 | 1.2 |
| | internet sites | | 1 | 1.2 |
| | Magazine and Newspaper articles pertaining to Driving Safety/Awareness | | 1 | 1.2 |
| | miscellaneous videos, web sites, and articles I have collected over the years | | 1 | 1.2 |

| | | | Frequency | Valid Percent |
|---|---|---|---|---|
| | | NA | 1 | 1.2 |
| | | new articles, highway patrol visits, insurance agent visits | 1 | 1.2 |
| | | No longer teach driver education but use MSF curriculum for motorcycle rider education | 1 | 1.2 |
| | | none | 1 | 1.2 |
| | | Responsible Driving Glencoe | 1 | 1.2 |
| | | Responsible Driving by Glencoe | 1 | 1.2 |
| | | Responsible Driving (Glencoe) | 1 | 1.2 |
| | | Self made material based on the South Dakota Driving Manuel | 1 | 1.2 |
| | | South Dakota Drivers License Manual, and the Alive at 25 program. | 1 | 1.2 |
| | | Tomorrow's Driver - Houghton Mifflin - 1986 | 1 | 1.2 |
| | | Tomorrow's Drivers | 1 | 1.2 |
| | | Tomorrow's Drivers (Houghton-Mifflin) | 1 | 1.2 |
| | | Various brochures, Ford Motor Company -Drive right | 1 | 1.2 |
| | | Total | 86 | 100.0 |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| If you have never used published curriculum materials, please indicate why: Cost | Cost | Unchecked | 61 | 77.2 |
| | | Checked | 18 | 22.8 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Quality | Unchecked | 78 | 98.7 |
| | | Checked | 1 | 1.3 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | No need to update materials | Unchecked | 75 | 94.9 |
| | | Checked | 4 | 5.1 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Didn't know what materials were available | Unchecked | 72 | 91.1 |
| | | Checked | 7 | 8.9 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Difficult to order/purchase | Unchecked | 76 | 96.2 |
| | | Checked | 3 | 3.8 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| On average, how many students do you have in class at a time? | 8 | 3 | 3.5 |
| | 10 | 2 | 2.4 |
| | 12 | 4 | 4.7 |
| | 13 | 1 | 1.2 |
| | 15 | 6 | 7 |
| | 17 | 1 | 1.2 |
| | 20 | 7 | 8.4 |
| | 22 | 2 | 2.3 |
| | 24 | 1 | 1.2 |
| | 25 | 12 | 15 |
| | 28 | 1 | 1.2 |
| | 30 | 11 | 12.8 |
| | 32 | 3 | 3.5 |
| | 35 | 7 | 7.2 |
| | 36 | 1 | 1.2 |
| | 37 | 1 | 1.2 |
| | 40 | 7 | 8.4 |
| | 45 | 2 | 2.4 |
| | 60 | 1 | 1.2 |
| | 140 | 1 | 1.2 |
| | NA | 2 | 2.4 |
| | Missing System | 9 | 10.5 |
| | Total | 86 | 100 |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| How many students take driver's education per year at your organization? | 10 | 1 | 1.2 |
| | 12 | 2 | 2.3 |
| | 15 | 3 | 3.5 |
| | 20 | 1 | 1.2 |
| | 20 | 1 | 1.2 |
| | 24 | 1 | 1.2 |
| | 25 | 4 | 4.7 |
| | 30 | 4 | 4.7 |
| | 32 | 1 | 1.2 |
| | 35 | 1 | 1.2 |
| | 36 | 1 | 1.2 |
| | 40 | 4 | 4.7 |
| | 45 | 2 | 2.4 |
| | 50 | 2 | 2.3 |
| | 55 | 3 | 3.5 |
| | 60 | 6 | 7 |
| | 65 | 1 | 1.2 |
| | 70 | 1 | 1.2 |
| | 80 | 1 | 1.2 |
| | 90 | 1 | 1.2 |
| | 96 | 1 | 1.2 |
| | 100 | 3 | 3.5 |
| | 110 | 1 | 1.2 |
| | 120 | 1 | 1.2 |
| | 125 | 1 | 1.2 |
| | 136 | 1 | 1.2 |
| | 140 | 1 | 1.2 |
| | 150 | 2 | 2.3 |
| | 165 | 1 | 1.2 |
| | 180 | 1 | 1.2 |
| | 195 | 1 | 1.2 |

|  | | 200 | 6 | 7 |
|---|---|---|---|---|
|  | | 220 | 1 | 1.2 |
|  | | 250 | 1 | 1.2 |
|  | | 330 | 2 | 2.4 |
|  | | 450 | 1 | 1.2 |
|  | | 500 | 1 | 1.2 |
|  | | 600 | 1 | 1.2 |
|  | | Not Sure | 8 | 9.6 |
|  | | | 9 | 10.5 |
|  | | Total | 86 | 100 |
| | **Response** | | **Frequency** | **Valid Percent** |
| What is the cost to students for driver's education? | | $0 | 4 | 4.7 |
|  | | $50 | 3 | 3.5 |
|  | | $75 | 3 | 3.5 |
|  | | $100 | 5 | 5.8 |
|  | | $120 | 1 | 1.2 |
|  | | $125 | 3 | 3.5 |
|  | | $130 | 2 | 2.4 |
|  | | $135 | 1 | 1.2 |
|  | | $150 | 4 | 4.8 |
|  | | $160 | 3 | 3.5 |
|  | | $175 | 9 | 10.8 |
|  | | $200 | 8 | 9.6 |
|  | | $210 | 1 | 1.2 |
|  | | $215 | 1 | 1.2 |
|  | | $225 | 6 | 7.2 |
|  | | $240 | 2 | 2.3 |
|  | | $245 | 2 | 2.4 |
|  | | $250 | 4 | 4.8 |
|  | | $275 | 1 | 1.2 |
|  | | $290 | 1 | 1.2 |
|  | | $300 | 1 | 1.2 |
|  | | $320 | 2 | 2.4 |
|  | | $340 | 2 | 2.4 |
|  | | $350 | 1 | 1.2 |
|  | | $0-$300 | 1 | 1.2 |
|  | | It Depends | 1 | +1.2 |
|  | | Not Sure | 7 | 8.4 |
|  | | Missing System | 8 | 9.3 |
|  | | Total | 86 | 100 |

| | | Response | Frequency | Valid Percent |
|---|---|---|---|---|
| Approximately how many hours do students complete in the curriculum you teach for each of the following: | Classroom Instruction | 5 | 1 | 1.2 |
| | | 10 | 2 | 2.3 |
| | | 12 | 1 | 1.2 |
| | | 30 | 65 | 75.6 |
| | | 32 | 2 | 2.4 |
| | | 35 | 2 | 2.4 |
| | | 40 | 2 | 2.4 |
| | | Not Sure | 1 | 1.2 |
| | | | 10 | 11.6 |
| | | Total | 86 | 100 |
| | Behind-the-Wheel Instruction | 0 | 1 | 1.2 |
| | | 6 | 67 | 77.9 |
| | | 6 to 8 | 4 | 4.7 |
| | | 8 | 1 | 1.2 |
| | | 12 | 3 | 3.5 |
| | | Not Sure | 1 | 1.2 |
| | | | 9 | 10.5 |
| | | Total | 86 | 100 |
| | Simulator Instruction | 0 | 39 | 45.4 |
| | | 10 | 1 | 1.2 |
| | | Not sure | 1 | 1.2 |
| | | Missing System | 45 | 52.3 |
| | | Total | 86 | 100 |

| | | Response | Frequency | Valid Percent |
|---|---|---|---|---|
| Approximately how many hours do students complete in the curriculum you teach for each of the following: In- | In-Vehicle Observation | 0 | 3 | 3.5 |
| | | 2 | 2 | 2.4 |
| | | 5 | 1 | 1.2 |
| | | 6 | 40 | 46.5 |
| | | 8 | 3 | 3.5 |
| | | 12 | 10 | 12 |
| | | 15 | 2 | 2.4 |
| | | 16 | 1 | 1.2 |
| | | 18 | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | Missing System | 22 | 25.6 |
| | | Total | 86 | 100 |

| | | Response | Frequency | Valid Percent |
|---|---|---|---|---|
| Ideally, how many hours of instruction would you like to be required for each of the following: | Classroom Instruction | 4.5 | 1 | 1.2 |
| | | 10 | 2 | 2.3 |
| | | 12 | 1 | 1.2 |
| | | 20 | 4 | 4.7 |
| | | 24 | 1 | 1.2 |
| | | 25 | 5 | 5.9 |
| | | 28 | 1 | 1.2 |
| | | 30 | 45 | 52.4 |
| | | 35 | 4 | 4.7 |
| | | 40 | 5 | 5.8 |
| | | 45 | 2 | 2.4 |
| | | 50 | 1 | 1.2 |
| | | More | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | Same | 1 | 1.2 |
| | | Missing System | 11 | 12.8 |
| | | Total | 86 | 100 |

| | | | | |
|---|---|---|---|---|
| Ideally, how many hours of instruction would you like to be required for each of the following: | Behind-the-Wheel Instruction | 0 | 1 | 1.2 |
| | | 3 | 1 | 1.2 |
| | | 5 to 10 | 1 | 1.2 |
| | | 6 | 29 | 33.7 |
| | | 6 to 8 | 2 | 2.4 |
| | | 6 to 10 | 2 | 2.3 |
| | | 8 | 10 | 11.6 |
| | | 8 to 10 | 1 | 1.2 |
| | | 10 | 16 | 18.6 |
| | | 10 to 15 | 1 | 1.2 |
| | | 12 | 3 | 3.5 |
| | | 15 | 1 | 1.2 |
| | | 20 | 4 | 4.7 |
| | | Depends | 1 | 1.2 |
| | | No time table. When goals are completed. | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | Missing System | 11 | 12.8 |
| | | Total | 86 | 100 |
| | Simulator Instruction | 0 | 19 | 22.1 |
| | | 2 | 2 | 2.3 |
| | | 3 | 2 | 2.3 |
| | | 4 | 2 | 2.4 |
| | | 5 | 2 | 2.3 |
| | | 6 | 5 | 5.8 |
| | | 6 to 8 | 1 | 1.2 |
| | | 6 to 10 | 1 | 1.2 |
| | | 10 | 2 | 2.3 |
| | | Do not have equipment | 2 | 2.4 |
| | | Not Sure | 3 | 3.5 |
| | | Some | 1 | 1.2 |
| | | Missing System | 44 | 51.2 |
| | | Total | 86 | 100 |
| | In-Vehicle Observation | 0 | 3 | 3.5 |
| | | 1 to 2 | 1 | 1.2 |
| | | 2 | 1 | 1.2 |
| | | 3 | 1 | 1.2 |
| | | 4 | 5 | 5.8 |
| | | 5 | 2 | 2.3 |
| | | 5 to 10 | 2 | 2.4 |
| | | 6 | 20 | 23.3 |
| | | 6 to 8 | 1 | 1.2 |
| | | 6 to 10 | 1 | 1.2 |
| | | 8 | 4 | 4.7 |
| | | 8 to 10 | 1 | 1.2 |
| | | 10 | 9 | 10.5 |
| | | 12 | 3 | 3.5 |
| | | 12 to 15 | 1 | 1.2 |
| | | 15 | 2 | 2.3 |
| | | 16 | 1 | 1.2 |
| | | 16 to 20 | 1 | 1.2 |
| | | 18 | 2 | 2.3 |
| | | 20 | 2 | 2.3 |
| | | Depends | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | Missing System | 21 | 24.4 |
| | | Total | 86 | 100 |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| For each of the following options, please indicate what percentage of your instruction time you generally spend on each topic: Traffic Laws and Rules of the Road | Traffic Laws and Rules of the Road | 1 | 1 | 1.2 |
| | | 2 | 1 | 1.2 |
| | | 5 | 3 | 3.5 |
| | | 5 to 10 | 1 | 1.2 |
| | | 10 | 15 | 17.5 |
| | | 12 | 1 | 1.2 |
| | | 15 | 8 | 9.3 |
| | | 20 | 15 | 17.4 |
| | | 25 | 8 | 9.3 |
| | | 30 | 5 | 5.8 |
| | | 40 | 1 | 1.2 |
| | | 50 | 3 | 3.5 |
| | | 60 | 2 | 2.3 |
| | | 75 | 2 | 2.3 |
| | | 75 to 100 | 1 | 1.2 |
| | | 100 | 2 | 2.4 |
| | | Not Sure | 1 | 1.2 |
| | | Missing System | 15 | 17.4 |
| | | Total | 86 | 100 |
| | Driving Responsibility | 2 | 2 | 2.3 |
| | | 5 | 7 | 8.2 |
| | | 5 to 10 | 1 | 1.2 |
| | | 6 | 1 | 1.2 |
| | | 8 | 1 | 1.2 |
| | | 10 | 21 | 24.5 |
| | | 12 | 1 | 1.2 |
| | | 15 | 13 | 15.2 |
| | | 20 | 14 | 16.3 |
| | | 25 | 3 | 3.5 |
| | | 50 | 1 | 1.2 |
| | | 75 to 100 | 1 | 1.2 |
| | | 100 | 3 | 3.5 |
| | | Not Sure | 2 | 2.4 |
| | | Missing System | 15 | 17.4 |
| | | Total | 86 | 100 |
| | Visual Skills | 0 | 1 | 1.2 |
| | | 1 | 2 | 2.3 |
| | | 2 | 1 | 1.2 |
| | | 3 | 1 | 1.2 |
| | | 4 | 1 | 1.2 |
| | | 5 | 17 | 19.8 |
| | | 5 to 10 | 1 | 1.2 |
| | | 6 | 1 | 1.2 |
| | | 8 | 1 | 1.2 |
| | | 10 | 30 | 35.1 |
| | | 12 | 1 | 1.2 |
| | | 15 | 4 | 4.7 |
| | | 20 | 4 | 4.7 |
| | | 50 | 2 | 2.4 |
| | | 90 | 1 | 1.2 |
| | | 75 to 100 | 1 | 1.2 |
| | | done in defensive driving class | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | Missing System | 16 | 18.6 |
| | | Total | 86 | 100 |

| Evaluation of Driver Education in South Dakota | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| For each of the following options, please indicate what percentage of your instruction time you generally spend on each topic: Parental Oversight | Parental Oversight | 0 | 16 | 18.6 |
| | | 1 | 4 | 4.7 |
| | | 2 | 6 | 7 |
| | | 3 | 2 | 2.3 |
| | | 5 | 28 | 32.6 |
| | | 10 | 5 | 5.9 |
| | | 30 | 1 | 1.2 |
| | | 50 to 75 | 1 | 1.2 |
| | | Not Sure | 2 | 2.3 |
| | | Missing System | 21 | 24.4 |
| | | Total | 86 | 100 |
| | Vehicle Control | | | |
| | | 1 | 1 | 1.2 |
| | | 2 | 2 | 2.3 |
| | | 3 | 1 | 1.2 |
| | | 4 | 1 | 1.2 |
| | | 5 | 9 | 10.5 |
| | | 5 to 10 | 1 | 1.2 |
| | | 8 | 1 | 1.2 |
| | | 10 | 25 | 29.2 |
| | | 12 | 1 | 1.2 |
| | | 15 | 9 | 10.5 |
| | | 20 | 9 | 10.5 |
| | | 25 | 3 | 3.5 |
| | | 40 | 1 | 1.2 |
| | | 50 to 100 | 1 | 1.2 |
| | | 80 | 1 | 1.2 |
| | | 100 | 2 | 2.4 |
| | | Not Sure | 2 | 2.3 |
| | | tested in behind-the-wheel as well as in defensive | 1 | 1.2 |
| | | Missing System | 15 | 17.4 |
| | | Total | 86 | 100 |
| | Communication | 0 | 1 | 1.2 |
| | | 1 | 5 | 5.8 |
| | | 3 | 2 | 2.3 |
| | | 5 | 24 | 29 |
| | | 6 | 1 | 1.2 |
| | | 8 | 2 | 2.4 |
| | | 10 | 25 | 28 |
| | | 12 | 1 | 1.2 |
| | | 15 | 3 | 3.5 |
| | | 20 | 1 | 1.2 |
| | | 50 | 1 | 1.2 |
| | | 75 | 1 | 1.2 |
| | | 100 | 1 | 1.2 |
| | | 50 to 100 | 1 | 1.2 |
| | | done in btw as well as defensive driving class | 1 | 1.2 |
| | | Not Sure | 2 | 2.4 |
| | | Missing System | 15 | 17.4 |
| | | Total | 86 | 100 |

| Response | | | Frequency | Valid Percent |
|---|---|---|---|---|
| For each of the following options, please indicate what percentage of your instruction time you generally spend on each topic: | Risk Management | 0 | 2 | 2.3 |
| | | 1 | 4 | 4.7 |
| | | 2 | 1 | 1.2 |
| | | 3 | 2 | 2.3 |
| | | 5 | 11 | 12.9 |
| | | 5 to 10 | 1 | 1.2 |
| | | 6 | 1 | 1.2 |
| | | 10 | 27 | 31.5 |
| | | 12 | 1 | 1.2 |
| | | 15 | 8 | 9.3 |
| | | 20 | 4 | 4.7 |
| | | 33 | 1 | 1.2 |
| | | 50 to 100 | 1 | 1.2 |
| | | 100 | 3 | 3.5 |
| | | done in defensive driving class | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | | 17 | 19.8 |
| | | | 1 | 1.2 |
| | | Total | 86 | 100 |
| | Lifelong Learning | 0 | 12 | 14 |
| | | 1 | 2 | 2.3 |
| | | 2 | 5 | 5.9 |
| | | 3 | 5 | 5.9 |
| | | 5 | 15 | 17.4 |
| | | 8 | 1 | 1.2 |
| | | 10 | 11 | 12.9 |
| | | 12 | 1 | 1.2 |
| | | 15 | 2 | 2.4 |
| | | 20 | 1 | 1.2 |
| | | 70 | 1 | 1.2 |
| | | 100 | 3 | 3.5 |
| | | 50 to 100 | 1 | 1.2 |
| | | Not Sure | 2 | 2.3 |
| | | | 24 | 27.9 |
| | | Total | 86 | 100 |

| Response | | | Frequency | Valid Percent |
|---|---|---|---|---|
| | | 0 | 1 | 1.2 |
| | | 1 | 1 | 1.2 |
| | | 2 | 4 | 4.7 |
| | | 3 | 1 | 1.2 |
| | | 5 | 9 | 10.5 |
| | | 6 | 2 | 2.3 |
| | | 8 | 1 | 1.2 |
| For each of the following options, please indicate what percentage of your instruction time you generally spend on each topic: Driving Experience | | 10 | 16 | 18.4 |
| | | 11 | 1 | 1.2 |
| | | 12 | 1 | 1.2 |
| | | 15 | 8 | 9.3 |
| | | 16 | 1 | 1.2 |
| | | 20 | 7 | 8.1 |
| | | 25 | 4 | 4.7 |
| | | 28 | 1 | 1.2 |
| | | 30 | 3 | 3.5 |
| | | 35 | 1 | 1.2 |
| | | 40 | 2 | 2.3 |
| | | 50 to 100 | 1 | 1.2 |
| | | 80 | 1 | 1.2 |
| | | 100 | 2 | 2.4 |
| | | done in behind the wheel | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | | 16 | 18.6 |
| | | Total | 86 | 100 |

| Response | | | Frequency | Valid Percent |
|---|---|---|---|---|
| Please indicate how important you think each topic is to cover in your class. | Course Overview/Parent Orientation | Very Important | 19 | 25 |
| | | Somewhat Important | 39 | 51.3 |
| | | Neither Important Nor Unimportant | 13 | 17.1 |
| | | Somewhat Unimportant | 4 | 5.3 |
| | | Not at All Important | 1 | 1.3 |
| | | Total | 76 | 100 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Identification of Gauges, Alerts, Warning System | Very Important | 32 | 42.1 |
| | | Somewhat Important | 39 | 51.3 |
| | | Neither Important Nor Unimportant | 5 | 6.6 |
| | | Total | 76 | 100 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Operation of Vehicle Controls | Very Important | 61 | 80.3 |
| | | Somewhat Important | 14 | 18.4 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Total | 76 | 100 |
| | | Missing System | 10 | |
| | | Total | 86 | |

| | | | | |
|---|---|---|---|---|
| Please indicate how important you think each topic is to cover in your class. | Preparing to Drive/Vehicle Check | Very Important | 40 | 53.3 |
| | | Somewhat Important | 33 | 44 |
| | | Neither Important Nor Unimportant | 2 | 2.7 |
| | | Total | 75 | 100 |
| | | Missing System | 11 | |
| | | Total | 86 | |
| | Protecting Occupants | Very Important | 63 | 82.9 |
| | | Somewhat Important | 13 | 17.1 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Crash Dynamics | Very Important | 27 | 35.5 |
| | | Somewhat Important | 46 | 60.5 |
| | | Neither Important Nor Unimportant | 3 | 3.9 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Laws/Rules of the Road | Very Important | 73 | 96.1 |
| | | Somewhat Important | 3 | 3.9 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Vehicle Reference Points | Very Important | 29 | 39.2 |
| | | Somewhat Important | 41 | 55.4 |
| | | Neither Important Nor Unimportant | 3 | 4.1 |
| | | Somewhat Unimportant | 1 | 1.4 |
| | | Total | 74 | 100.0 |
| | | Missing System | 12 | |
| | | Total | 86 | |
| | Basic Maneuvers | Very Important | 66 | 86.8 |
| | | Somewhat Important | 7 | 9.2 |
| | | Neither Important Nor Unimportant | 2 | 2.6 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Vision for Vehicle Control | Very Important | 58 | 76.3 |
| | | Somewhat Important | 17 | 22.4 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Good Habits for Driving Safely | Very Important | 70 | 92.1 |
| | | Somewhat Important | 6 | 7.9 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |

| | | | | |
|---|---|---|---|---|
| | Time/Space Management System Components | Very Important | 56 | 73.7 |
| | | Somewhat Important | 19 | 25.0 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Time/Space Management Strategies | Very Important | 59 | 78.7 |
| | | Somewhat Important | 15 | 20.0 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Total | 75 | 100.0 |
| | | Missing System | 11 | |
| | | Total | 86 | |
| | Right-of-Way Rules | Very Important | 69 | 89.6 |
| | | Somewhat Important | 7 | 9.1 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Negotiating Intersections | Very Important | 71 | 94.7 |
| | | Somewhat Important | 3 | 4.0 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 75 | 100.0 |
| | | Missing System | 11 | |
| | | Total | 86 | |
| Please indicate how important you think each topic is to cover in your class. | Lane Changes/Passing | Very Important | 70 | 90.9 |
| | | Somewhat Important | 6 | 7.8 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Turnabouts | Very Important | 31 | 40.3 |
| | | Somewhat Important | 35 | 45.5 |
| | | Neither Important Nor Unimportant | 8 | 10.4 |
| | | Somewhat Unimportant | 2 | 2.6 |
| | | Not at All Important | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Parking Maneuvers | Very Important | 39 | 50.6 |
| | | Somewhat Important | 36 | 46.8 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Effects of Gravity and Energy of Motion | Very Important | 26 | 33.8 |
| | | Somewhat Important | 44 | 57.1 |
| | | Neither Important Nor Unimportant | 6 | 7.8 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| Please indicate how important you think each topic is to cover in your class. | Maintaining Vehicle Balance | Very Important | 34 | 44.2 |
| | | Somewhat Important | 37 | 48.1 |
| | | Neither Important Nor Unimportant | 5 | 6.5 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Maintaining Traction Control | Very Important | 56 | 72.7 |
| | | Somewhat Important | 19 | 24.7 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Negotiating Hills/Curves | Very Important | 56 | 73.7 |
| | | Somewhat Important | 19 | 25.0 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Rural Environments | Very Important | 54 | 71.1 |
| | | Somewhat Important | 20 | 26.3 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Urban Environments | Very Important | 63 | 81.8 |
| | | Somewhat Important | 13 | 16.9 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Controlled Access Highways | Very Important | 54 | 70.1 |
| | | Somewhat Important | 21 | 27.3 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Somewhat Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Reduced Visibility Conditions | Very Important | 60 | 77.9 |
| | | Somewhat Important | 16 | 20.8 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Extreme Weather Conditions | Very Important | 65 | 85.5 |
| | | Somewhat Important | 10 | 13.2 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |

| Response | | Frequency | Valid Percent |
|---|---|---|---|
| Please indicate how important you think each topic is to cover in your class. | **Night Driving** | | |
| | Very Important | 60 | 77.9 |
| | Somewhat Important | 16 | 20.8 |
| | Neither Important Nor Unimportant | 1 | 1.3 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |
| | **Driving Etiquette** | | |
| | Very Important | 57 | 75.0 |
| | Somewhat Important | 19 | 25.0 |
| | Total | 76 | 100.0 |
| | Missing System | 10 | |
| | Total | 86 | |
| | **Emergency Response** | | |
| | Very Important | 56 | 73.7 |
| | Somewhat Important | 18 | 23.7 |
| | Neither Important Nor Unimportant | 2 | 2.6 |
| | Total | 76 | 100.0 |
| | Missing System | 10 | |
| | Total | 86 | |
| | **Responsibilities/Reporting After a Collision** | | |
| | Very Important | 54 | 70.1 |
| | Somewhat Important | 23 | 29.9 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |
| | **Effects of Emotions and Disabilities** | | |
| | Very Important | 54 | 71.1 |
| | Somewhat Important | 22 | 28.9 |
| | Total | 76 | 100.0 |
| | Missing System | 10 | |
| | Total | 86 | |
| | **Alcohol and Drugs' Effect on Body** | | |
| | Very Important | 69 | 89.6 |
| | Somewhat Important | 8 | 10.4 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |
| | **Alcohol and Drugs' Effect on Driving** | | |
| | Very Important | 75 | 97.4 |
| | Somewhat Important | 2 | 2.6 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |
| | **Saying "No" to Alcohol and Drugs** | | |
| | Very Important | 58 | 75.3 |
| | Somewhat Important | 18 | 23.4 |
| | Neither Important Nor Unimportant | 1 | 1.3 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |
| | **Involvement of Alcohol in Crashes** | | |
| | Very Important | 70 | 93.3 |
| | Somewhat Important | 5 | 6.7 |
| | Total | 75 | 100.0 |
| | Missing System | 11 | |
| | Total | 86 | |
| | **Alcohol Laws** | | |
| | Very Important | 65 | 84.4 |
| | Somewhat Important | 12 | 15.6 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| Please indicate how important you think each topic is to cover in your class. | Hazards of Driving Drowsy | Very Important | 59 | 77.6 |
| | | Somewhat Important | 17 | 22.4 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |
| | Preventing Aggressive Driving | Very Important | 55 | 71.4 |
| | | Somewhat Important | 22 | 28.6 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Reducing Driver Distractions | Very Important | 68 | 90.7 |
| | | Somewhat Important | 7 | 9.3 |
| | | Total | 75 | 100.0 |
| | | Missing System | 11 | |
| | | Total | 86 | |
| | Driver Licensing | Very Important | 37 | 48.1 |
| | | Somewhat Important | 39 | 50.6 |
| | | Neither Important Nor Unimportant | 1 | 1.3 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Insurance Requirements | Very Important | 39 | 52.0 |
| | | Somewhat Important | 33 | 44.0 |
| | | Neither Important Nor Unimportant | 3 | 4.0 |
| | | Total | 75 | 100.0 |
| | | Missing System | 11 | |
| | | Total | 86 | |
| | Purchasing a Vehicle | Very Important | 11 | 14.3 |
| | | Somewhat Important | 44 | 57.1 |
| | | Neither Important Nor Unimportant | 16 | 20.8 |
| | | Somewhat Unimportant | 6 | 7.8 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Maintaining a Vehicle | Very Important | 29 | 37.7 |
| | | Somewhat Important | 43 | 55.8 |
| | | Neither Important Nor Unimportant | 5 | 6.5 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Planning a Trip/Navigating the Highway Missing System | Very Important | 19 | 25.0 |
| | | Somewhat Important | 39 | 51.3 |
| | | Neither Important Nor Unimportant | 12 | 15.8 |
| | | Somewhat Unimportant | 6 | 7.9 |
| | | Total | 76 | 100.0 |
| | | Missing System | 10 | |
| | | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| Please indicate how important you think each topic is to cover in your class. | Conserving Resources | Very Important | 19 | 24.7 |
| | | Somewhat Important | 41 | 53.2 |
| | | Neither Important Nor Unimportant | 11 | 14.3 |
| | | Somewhat Unimportant | 6 | 7.8 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Managing Risk with Vehicle and Highway Designs | Very Important | 31 | 40.3 |
| | | Somewhat Important | 37 | 48.1 |
| | | Neither Important Nor Unimportant | 7 | 9.1 |
| | | Somewhat Unimportant | 2 | 2.6 |
| | | Total | 77 | 100.0 |
| | | Missing System | 9 | |
| | | Total | 86 | |
| | Response | | Frequency | Valid Percent |
| When assessing student performance, what percentage of a student's grade is determined by the following: | Written Exams | 0 | 1 | 1.2 |
| | | 10 | 1 | 1.2 |
| | | 20 | 6 | 7 |
| | | 25 | 4 | 4.7 |
| | | 30 | 7 | 8.1 |
| | | 33 | 1 | 1.2 |
| | | 35 | 1 | 1.2 |
| | | 40 | 9 | 10.5 |
| | | 45 | 3 | 3.5 |
| | | 46 | 1 | 1.2 |
| | | 50 | 19 | 22.1 |
| | | 60 | 1 | 1.2 |
| | | 66.66 | 1 | 1.2 |
| | | 70 | 1 | 1.2 |
| | | 75 | 3 | 3.5 |
| | | 80 | 4 | 4.7 |
| | | 80 to 100 | 1 | 1.2 |
| | | 90 | 1 | 1.2 |
| | | 100 | 6 | 7 |
| | | | 15 | 17.4 |
| | | Total | 86 | 100 |
| | In-Class Activities | 0 | 7 | 8.1 |
| | | 0 to 5 | 1 | 1.2 |
| | | 2 | 2 | 2.3 |
| | | 5 | 7 | 8.1 |
| | | 7 | 1 | 1.2 |
| | | 10 | 18 | 20.9 |
| | | 12.5 | 1 | 1.2 |
| | | 15 | 1 | 1.2 |
| | | 16 | 1 | 1.2 |
| | | 20 | 4 | 4.7 |
| | | 25 | 1 | 1.2 |
| | | 33.33 | 1 | 1.2 |
| | | 40 | 1 | 1.2 |
| | | 50 | 2 | 2.3 |
| | | 80 | 3 | 3.5 |
| | | 100 | 1 | 1.2 |
| | | | 34 | 39.5 |
| | | Total | 86 | 100 |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| When assessing student performance, what percentage of a student's grade is determined by the following: | Homework Assignments | 0 | 13 | 15.1 |
| | | 0 to 5 | 1 | 1.2 |
| | | 2 | 1 | 1.2 |
| | | 3 | 1 | 1.2 |
| | | 5 | 8 | 9.3 |
| | | 10 | 13 | 15.2 |
| | | 12.5 | 1 | 1.2 |
| | | 17 | 1 | 1.2 |
| | | 20 | 4 | 4.7 |
| | | 25 | 2 | 2.4 |
| | | 30 | 2 | 2.3 |
| | | 50 | 2 | 2.4 |
| | | 80 | 2 | 2.3 |
| | | | 35 | 40.7 |
| | | Total | 86 | 100 |
| | Driving Performance | 0 | 3 | 3.5 |
| | | 20 | 4 | 4.7 |
| | | 25 | 1 | 1.2 |
| | | 30 | 2 | 2.3 |
| | | 33 | 1 | 1.2 |
| | | 35 | 2 | 2.3 |
| | | 40 | 4 | 4.7 |
| | | 45 | 3 | 3.5 |
| | | 50 | 33 | 37.3 |
| | | 60 | 1 | 1.2 |
| | | 65 | 1 | 1.2 |
| | | 70 | 1 | 1.2 |
| | | 75 | 1 | 1.2 |
| | | 80 | 5 | 5.9 |
| | | 80 to 100 | 1 | 1.2 |
| | | 100 | 7 | 8.2 |
| | | Graded Separately | 2 | 2.4 |
| | | | 14 | 16.3 |
| | | Total | 86 | 100 |
| | Participation | 0 | 15 | 17.4 |
| | | 0 to 5 | 1 | 1.2 |
| | | 1 | 1 | 1.2 |
| | | 2 | 1 | 1.2 |
| | | 5 | 9 | 10.5 |
| | | 10 | 10 | 11.6 |
| | | 20 | 4 | 4.7 |
| | | 25 | 1 | 1.2 |
| | | 50 | 2 | 2.3 |
| | | 80 | 2 | 2.3 |
| | | 100 | 1 | 1.2 |
| | | | 39 | 45.3 |
| | | Total | 86 | 100 |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| **Do you regularly collaborate to coordinate materials and standards with driver's education instructors or administrators?** | From Other Organizations | Unchecked | 46 | 57.5 |
| | | Checked | 34 | 42.5 |
| | | Total | 80 | 100.0 |
| | | Missing System | 6 | |
| | | Total | 86 | |
| | Within Your Organization | Unchecked | 29 | 36.3 |
| | | Checked | 51 | 63.8 |
| | | Total | 80 | 100.0 |
| | | Missing System | 6 | |
| | | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| **How many instructors teach driver's education at your organization?** | | 1 | 31 | 36.2 |
| | | 1 to 2 | 1 | 1.2 |
| | | 1 to 6 | 1 | 1.2 |
| | | 2 | 12 | 14 |
| | | 3 | 9 | 10.5 |
| | | 4 | 7 | 8.2 |
| | | 5 | 5 | 5.8 |
| | | 7 | 2 | 2.3 |
| | | 8 to 10 | 1 | 1.2 |
| | | 10 | 1 | 1.2 |
| | | 12 | 2 | 2.3 |
| | | 12 to 14 | 1 | 1.2 |
| | | 15 | 2 | 2.3 |
| | | 20 | 1 | 1.2 |
| | | Not Sure | 1 | 1.2 |
| | | | 9 | 10.5 |
| | | Total | 86 | 100 |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| **If you teach at a public school, collaborating with other teachers to incorporate driver's education material into other subject materials (such as physics, math, etc.) in your view:** | Is Feasible | Unchecked | 67 | 83.8 |
| | | Checked | 13 | 16.3 |
| | | Total | 80 | 100.0 |
| | | Missing System | 6 | |
| | | Total | 86 | |
| | Is Being Done | Unchecked | 71 | 88.8 |
| | | Checked | 9 | 11.3 |
| | | Total | 80 | 100.0 |
| | | Missing System | 6 | |
| | | Total | 86 | |
| | Is Not Being Done at This Time | Unchecked | 37 | 46.3 |
| | | Checked | 43 | 53.8 |
| | | Total | 80 | 100.0 |
| | | Missing System | 6 | |
| | | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| From the following list of common driving mistakes, please rank the top five that you consider the most dangerous (1=most dangerous, 5=least dangerous): | Failure to pay attention - "zoning out" | | 46 | 53.5 |
| | | 1 | 10 | 11.6 |
| | | 2 | 5 | 5.8 |
| | | 3 | 5 | 5.8 |
| | | 4 | 7 | 8.1 |
| | | 5 | 13 | 15.1 |
| | | Total | 86 | 100.0 |
| | Driving while drowsy | | 75 | 87.2 |
| | | 1 | 4 | 4.7 |
| | | 2 | 2 | 2.3 |
| | | 3 | 2 | 2.3 |
| | | 4 | 2 | 2.3 |
| | | 5 | 1 | 1.2 |
| | | Total | 86 | 100.0 |
| | Driving aggressively - tail-gating, running red lights | | 52 | 60.5 |
| | | 1 | 7 | 8.1 |
| | | 2 | 5 | 5.8 |
| | | 3 | 6 | 7.0 |
| | | 4 | 10 | 11.6 |
| | | 5 | 6 | 7.0 |
| | | Total | 86 | 100.0 |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| From the following list of common driving mistakes, please rank the top five that you consider the most dangerous (1=most dangerous, 5=least dangerous): | Speeding | | 30 | 34.9 |
| | | 1 | 19 | 22.1 |
| | | 2 | 12 | 14.0 |
| | | 3 | 6 | 7.0 |
| | | 4 | 11 | 12.8 |
| | | 5 | 8 | 9.3 |
| | | Total | 86 | 100.0 |
| | Becoming distracted inside the car - radio, etc. | | 49 | 57.0 |
| | | 1 | 13 | 15.1 |
| | | 2 | 4 | 4.7 |
| | | 3 | 10 | 11.6 |
| | | 4 | 6 | 7.0 |
| | | 5 | 4 | 4.7 |
| | | Total | 86 | 100.0 |
| | Becoming distracted by using a cell phone, texting, etc. | | 21 | 24.4 |
| | | 1 | 27 | 31.4 |
| | | 2 | 14 | 16.3 |
| | | 3 | 10 | 11.6 |
| | | 4 | 8 | 9.3 |
| | | 5 | 6 | 7.0 |
| | | Total | 86 | 100.0 |
| | Being distracted by passengers | | 46 | 53.5 |
| | | 1 | 9 | 10.5 |
| | | 2 | 9 | 10.5 |
| | | 3 | 9 | 10.5 |
| | | 4 | 9 | 10.5 |
| | | 5 | 4 | 4.7 |
| | | Total | 86 | 100.0 |

| | | | | |
|---|---|---|---|---|
| From the following list of common driving mistakes, please rank the top five that you consider the most dangerous (1=most dangerous, 5=least dangerous): | Failure to adjust to weather or road conditions | | 56 | 65.1 |
| | | 1 | 8 | 9.3 |
| | | 2 | 2 | 2.3 |
| | | 3 | 6 | 7.0 |
| | | 4 | 6 | 7.0 |
| | | 5 | 8 | 9.3 |
| | | Total | 86 | 100.0 |
| | Making assumptions about other drivers' intentions | | 74 | 86.0 |
| | | 1 | 3 | 3.5 |
| | | 2 | 4 | 4.7 |
| | | 3 | 3 | 3.5 |
| | | 4 | 1 | 1.2 |
| | | 5 | 1 | 1.2 |
| | | Total | 86 | 100.0 |
| | Driving while upset | | 76 | 88.4 |
| | | 1 | 3 | 3.5 |
| | | 2 | 3 | 3.5 |
| | | 3 | 2 | 2.3 |
| | | 4 | 1 | 1.2 |
| | | 5 | 1 | 1.2 |
| | | Total | 86 | 100.0 |
| | Changing lanes without checking blind spots and mirrors | | 61 | 70.9 |
| | | 1 | 9 | 10.5 |
| | | 2 | 2 | 2.3 |
| | | 3 | 2 | 2.3 |
| | | 4 | 7 | 8.1 |
| | | 5 | 5 | 5.8 |
| | | Total | 86 | 100.0 |
| | Ignoring essential auto maintenance, such as brake lights or bald tires | | 78 | 90.7 |
| | | 1 | 5 | 5.8 |
| | | 2 | 2 | 2.3 |
| | | 3 | 1 | 1.2 |
| | | Total | 86 | 100.0 |
| | Not wearing a seat belt | | 36 | 41.9 |
| | | 1 | 15 | 17.4 |
| | | 2 | 8 | 9.3 |
| | | 3 | 9 | 10.5 |
| | | 4 | 7 | 8.1 |
| | | 5 | 11 | 12.8 |
| | | Total | 86 | 100.0 |
| | Impaired driving due to | | 42 | 48.8 |
| | | 1 | 19 | 22.1 |
| | | 2 | 9 | 10.5 |
| | | 3 | 7 | 8.1 |
| | | 4 | 2 | 2.3 |
| | | 5 | 7 | 8.1 |
| | | Total | 86 | 100.0 |
| | None/Not Sure | | 83 | 96.5 |
| | | 2 | 1 | 1.2 |
| | | 5 | 2 | 2.3 |
| | | Total | 86 | 100.0 |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| **South Dakota currently does a good job of regulating driver's education** | Strongly Agree | 11 | 14.3 |
| | Somewhat Agree | 42 | 54.5 |
| | Neither Agree Nor Disagree | 12 | 15.6 |
| | Somewhat Disagree | 8 | 10.4 |
| | Strongly Disagree | 4 | 5.2 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| **South Dakota should require some sort of continuing education in conjunction with re-certification of instructors** | Strongly Agree | 10 | 13.0 |
| | Somewhat Agree | 28 | 36.4 |
| | Neither Agree Nor Disagree | 23 | 29.9 |
| | Somewhat Disagree | 10 | 13.0 |
| | Strongly Disagree | 6 | 7.8 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| **South Dakota should require uniform standards for all driver's education programs** | Strongly Agree | 22 | 28.2 |
| | Somewhat Agree | 34 | 43.6 |
| | Neither Agree Nor Disagree | 13 | 16.7 |
| | Somewhat Disagree | 6 | 7.7 |
| | Strongly Disagree | 3 | 3.8 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| **South Dakota should require a standardized classroom curriculum and testing for all driver's education programs (Or a curriculum that meets the standard)** | Strongly Agree | 27 | 34.6 |
| | Somewhat Agree | 27 | 34.6 |
| | Neither Agree Nor Disagree | 13 | 16.7 |
| | Somewhat Disagree | 7 | 9.0 |
| | Strongly Disagree | 4 | 5.1 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| **South Dakota should require a standardized in-car curriculum for all driver's education programs (Or a curriculum that meets the standard)** | Strongly Agree | 24 | 30.8 |
| | Somewhat Agree | 30 | 38.5 |
| | Neither Agree Nor Disagree | 14 | 17.9 |
| | Somewhat Disagree | 6 | 7.7 |
| | Strongly Disagree | 4 | 5.1 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| **South Dakota should increase the minimum driving age** | Strongly Agree | 40 | 51.3 |
| | Somewhat Agree | 15 | 19.2 |
| | Neither Agree Nor Disagree | 8 | 10.3 |
| | Somewhat Disagree | 11 | 14.1 |
| | Strongly Disagree | 4 | 5.1 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| South Dakota should consider expanding restrictions on the current Graduated Driver Licensing (restricted license) Missing System | | Strongly Agree | 38 | 48.7 |
| | | Somewhat Agree | 17 | 21.8 |
| | | Neither Agree Nor Disagree | 12 | 15.4 |
| | | Somewhat Disagree | 9 | 11.5 |
| | | Strongly Disagree | 2 | 2.6 |
| | | Total | 78 | 100.0 |
| | | Missing System | 8 | |
| | | Total | 86 | |

| | Response | | Frequency | Valid Percent |
|---|---|---|---|---|
| What type of instructor resources would benefit you the most: | Support/supplemental videos | Unchecked | 15 | 19.0 |
| | | Checked | 64 | 81.0 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Up-to-date textbook/curriculum | Unchecked | 39 | 49.4 |
| | | Checked | 40 | 50.6 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Parent involvement materials | Unchecked | 57 | 72.2 |
| | | Checked | 22 | 27.8 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Interactive classroom exercises | Unchecked | 34 | 43.0 |
| | | Checked | 45 | 57.0 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Instructor e-newsletter | Unchecked | 61 | 77.2 |
| | | Checked | 18 | 22.8 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Instructor continuing education courses | Unchecked | 47 | 59.5 |
| | | Checked | 32 | 40.5 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Instructor online resources library | Unchecked | 40 | 50.6 |
| | | Checked | 39 | 49.4 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |
| | Other (Please specify) | Unchecked | 73 | 92.4 |
| | | Checked | 6 | 7.6 |
| | | Total | 79 | 100.0 |
| | | Missing System | 7 | |
| | | Total | 86 | |

| | | | Frequency | Valid Percent |
|---|---|---|---|---|
| What type of instructor resources would benefit you the most: | Other | | 80 | 93.0 |
| | | Access to drive simulator | 2 | 2.4 |
| | | Funding driver education so schools can make it part of the regular day and not charge to take it | 1 | 1.2 |
| | | Involvement of law enforcement - a practice driving range. | 1 | 1.2 |
| | | Opportunity to network with other instructors | 1 | 1.2 |
| | | State Police visits to classrooms; students do listen | 1 | 1.2 |
| | | Total | 86 | 100.0 |
| | | **Response** | **Frequency** | **Valid Percent** |
| Valid In your opinion, what can be done to make the driver's education program effective in South Dakota? | | | 20 | 23.3 |
| | | A set age requirement for when driver education can be taken. | 1 | 1.2 |
| | | Better communication from the State Dep't of Education about driver education in general. Have a hard time finding out where classes are for people interested in getting into driver education. | 1 | 1.2 |
| | | Creating a state wide curriculum | 1 | 1.2 |
| | | Don't continue to run 80 kids at a time through a program in a school gym. Break it into smaller groups. | 1 | 1.2 |
| | | Drivers education is voluntary and do the statistics show of those involved in young driver-related crashes did they participate in a drivers ed program. Also some insurance companies do not provide breaks to the consumer to participate in drivers ed. An incentive in the pocket book would encourage many more to participate in a drivers ed program. I think maybe the testing at the DMV needs to be looked at more being more than a drivers ed program being more consistent, kids have shared with me that it is easy to pass a drivers test that takes less than 10 minutes to take. Then these teens are out there on their own at least with the drivers ed program we know that they have been with a licensed adult for at least 6 hours. | 1 | 1.2 |
| | | Extend driving time with parents on restrictive permit through age 14 | 1 | 1.2 |
| | | Have some type of tie-in with the state law enforcement (HP or local law). | 1 | 1.2 |
| | | I believe it is effective now. Once young drivers are licensed, parents need to be more involved in their actions. Sixteen wouldn't be a bad age to issue licenses. | 1 | 1.2 |
| | | I continue to talk to my past students about driving safe. I am not really sure, driving involves many individual decisions. Sometimes the decisions we make lead to accidents, trying to get students to understand this is not always easy. | 1 | 1.2 |
| | | I feel that it should be a requirement to PASS a driver education program before a license , restricted or other wise, is issued to anyone under 18 years of age. I also think it is a failure on our part to protect our young drivers by letting them drive to 8 PM (after dark). We allowed this to happen because parents wanted to quit being parents and have the child assume the responsibility of getting to work, games, after-school activities, etc. Kids are dying because parents are lazy. | 1 | 1.2 |
| | | I have not taught in SD, only MN and for 1 year many years ago. I do not plan to teach it again. | 1 | 1.2 |
| | | I strongly feel the driving age in SD needs to change. I would have never said this 10 years ago, but with society today 14 year old kids aren't ready to drive. There are to many electronics in cars like ipods, dvds, cell phones, that kids don't watch their parents drive anymore. I have students that don't even know how to start a car when they come to drivers education because they are to busy in the car with other things to watch parents. Also, I don't feel kids today are as mentally and physically mature as they were 10 - 20 years ago. My recommendation would be learners at age 15 and operators license at 16. I think that would prevent a lot of extra curricular events from kids also. I know this is just my opinion but I feel very strongly about this after teaching drivers education for the last 17 years and my co-worker has taught for 30 and strongly agrees with me. I think our society has changed so our driving age needs to change. | 1 | 1.2 |

| | | | |
|---|---|---|---|
| | I think Drivers Ed should be offered in all public schools for free. To many young people are out there driving around not knowing the rules of the road. The driving age should be raised to at least 16. There should be stiffer penalties for people who text or dial their cell phones while driving. I think that if we continue to let 14 year old kids drive they should have to maintain at least a C in the classroom. There are a lot of 14 year olds out there driving that are just not mature enough drive. There should be rules that do not allow a new driver to have passengers in the vehicle the first 60 days. Inexperienced drivers don't need distractions when they are first learning to drive. If we are serious about saving lives we need to improve the process and be willing to make some changes. | 1 | 1.2 |
| | I think driver's education programs for the most part are pretty good. As a state we need to increase the driving age to 15. We also need to have young drivers who have violations loose their license for a longer period of time,180 days or a year, depending on the violation. | 1 | 1.2 |
| | I think it is effective. Young drivers are more prone to mistakes just because of their age and attitude about life. Older drivers also make many mistakes if you doubt that go drive in Sioux Falls some day. As an instructor I had a number of kids who I would not pass in my class yet they would go to the driver examiner and be back with a license the very same day. What we are dealing with is attitude and that begins at home and there is no amount of class time that will cure that | 1 | 1.2 |
| | I think right now schools in South Dakota do a good job of preparing young drivers to drive in South Dakota. I think sometimes there not prepared for heavy traffic. | 1 | 1.2 |
| | I think uniform curriculum and test standards could help to make DE programs more effective, as long as they were not mandated but rather suggested. Additionally, raising the driving age to 15 with restrictions until age 17 would be helpful too. Mandated "driver safety courses" for young drivers who experience chronic or serious problems early should also be considered. | 1 | 1.2 |
| Valid In your opinion, what can be done to make the driver's education program effective in South Dakota? | I would like to see all 8th grade students required to take drivers education in school, or at least have the option to take the class without having to pay for it. Lots of students are unable to take the course due to financial issues. Also it is almost impossible to find videos to show in the classroom. I have looked and have hit numerous dead-ends while looking on line for them. I am not sure who I would contact to find a resource for videos? | 1 | 1.2 |
| | I've only taught it for one year. Things went smoothly for the most part I felt. I would like to see consistency across the board with the materials that drivers education instructors use to teach the course. I don't think it should change depending on where you teach it. Uniformity makes a lot of sense to me, and would allow districts in close proximity to each other to share in purchasing materials, which could be used by multiple districts throughout the year, whether it be in the summer or during the school year if it is part of a district's curriculum. | 1 | 1.2 |
| | If we want to make the roads in SD safer we need to have education beyond the high school years. Required to get license back take classes type of thing | 1 | 1.2 |
| | In Eastern South Dakota, we are short on DE teachers. Classes need to be offered at more colleges rather than just at BHSU. | 1 | 1.2 |
| | Include the program in the school day, at least make it an elective. | 1 | 1.2 |
| | Incorporate the Alive at 25 Defensive Driving Course as a requirement to get your driver license. | 1 | 1.2 |
| | increase the age of the beginning driver. we have the youngest drivers in the nation. 14 is too young. | 1 | 1.2 |
| | Increase the driving age. Find some way to keep parents from just giving a student a car and turning them loose. Too many parents never work with their own kids or supervise their driving. Find a way to keep alcohol out of the hands of kids. Make using cell phones illegal. I believe the main reason that there is an increase in accidents are the increase of cell phones and other distractions. Distracted driving is a big problem. | 1 | 1.2 |
| | INCREASE THE DRIVING AGE. PERIOD! It is ridiculous that 14 year olds can drive in this state. When will our legislators wake up and realize that we are sending young drivers out on the road that are simply not ready. | 1 | 1.2 |

| | | | |
|---|---|---|---|
| | It has been come way to easy to be endorsed as a teacher. (Early I gave a cost figure for our school--not sure if that is exact but close. | 1 | 1.2 |
| | It is difficult to teach the classroom portion effectively due to time constraints of 30 hours | 1 | 1.2 |
| | It needs to be part of the regular curriculum. either required or at least as an elective so that students do no have to pay to take it. | 1 | 1.2 |
| | Keep it updated. | 1 | 1.2 |
| | Kids need more hours behind the wheel with a qualified instructor. | 1 | 1.2 |
| | Make sure all instructors are giving all their students their allotted time in classroom and driving experience--especially driving experience | 1 | 1.2 |
| | make the program more available for students and certification available for prospective teachers | 1 | 1.2 |
| | Making it a required course would help. A lot of students are not taking Drivers Ed. they are learning from their parents and getting their drivers lessens. I do not teach Drivers Ed. do to the fact our school dropped the program. | 1 | 1.2 |
| | Making sure students are getting the time behind the wheel that they need. Making schools offer the program and new curriculum for de classes. Driving with students is not a pleasant job, it can be very distressing. Teachers need to be compensated adequately. | 1 | 1.2 |
| | More driving time behind the wheel and raising the driver's age | 1 | 1.2 |
| | More funding | 1 | 1.2 |
| | More guidance as to where students are having accidents after they leave our programs. We work with students and really have no feedback after they leave our class. We could also use materials that are no cost to the school districts (video, pamphlets, etc). | 1 | 1.2 |
| Valid In your opinion, what can be done to make the driver's education program effective in South Dakota? | More required time in the classroom. More required time behind the wheel. Required time for night driving. More required parental involvement in the training of juvenile drivers. (under 18 years of age) Require a learners / instructional permit before enrollment in a driver education program. Raise the age to obtain a learner's permit to 15. Then more restrictions on 16-17 year olds. | 1 | 1.2 |
| | More time in the car, especially in urban settings Perhaps require DRED instruction for Restricted Minor Permit | 1 | 1.2 |
| | My program is effective. | 1 | 1.2 |
| | Needs to be required. | 1 | 1.2 |
| | Networking Using experience of DrEd instructors when reviewing GDL | 1 | 1.2 |
| | No one can take before they are 16. Every student must take a driver education program before applying for a license. | 1 | 1.2 |
| | Offer it as part of high school curriculum | 1 | 1.2 |
| | Offer it year round in the public schools (require it!) Raise the driving age to 16. Exception (Modifications) can be made for farm & ranch young people. Or those where bus service is not provided. | 1 | 1.2 |
| | pass law so you can not use a cell phone when driving | 1 | 1.2 |
| | Provide State Standards similar to other classroom curriculum. Provide standardized expectations for teachers, along with State issued Textbooks, and tests. | 1 | 1.2 |
| | Raise the driving age, have continuing ed at a common site for all instructors. State standards with updates. | 1 | 1.2 |
| | require more driving time for students, raise the driving age, make instructional materials easily available at an affordable cost. Make the laws more strict for violations for students up to the age of 18, right now most of them have no fear of losing their license for any type of violation. | 1 | 1.2 |
| | Require that all people take a driver education course before receiving a driving permit or license. I think that if the minimum age was raised to 16 it would help to be sure that students are prepared to comprehend the curriculum more than a 14 year-old student. The cost of driver education is definitely a factor in our rural community. A lot of parents feel that they can give their children the knowledge of the road themselves so that they can save themselves money. If all insurance companies would give young drivers that pass a driver education course a break in the rate, parents would see more benefit and be more willing to spend the money for the course. | 1 | 1.2 |

| | | | |
|---|---|---|---|
| | Required course in high school curriculum..... | 1 | 1.2 |
| | Requiring all drivers to take driver's education before they can obtain their Driver's License and to increase the age level that they can get their license by at least one year. | 1 | 1.2 |
| | Set goals and standards for "behind the wheel". When a student completes these set goals and standards they pass this portion of Driver Education. I don't believe a set time is accurate. Some students need more time to complete goals and others pick them up very quickly. I believe we do a very good job teaching our students to drive effectively. I wouldn't change a whole lot of what we do. We far as total standards and tests. I can see it...yes but I wouldn't want to take away the creativeness of a teacher. Maybe very general standards? | 1 | 1.2 |
| | Somehow get is back into the classroom and make it more reasonable for students to take. The cost is to expensive and personally I wouldn't pay for my own child to go through a DE program because of the cost. I think DE is good, but not cost effective. Somehow make every student at least take the written portion in school and the driving option would be something they would have to pay for. | 1 | 1.2 |
| Valid In your opinion, what can be done to make the driver's education program effective in South Dakota? | South Dakota currently has one of the least restrictive programs in the U.S. If we want our teens to stop killing themselves in vehicle crashes, we must implement stricter standards. Raise the age of licensure to 15, increase time driving with an adult minimum 6 months to 1 year so more hours of practice can be logged, continue night driving restriction until 17, implement restriction on the number of passengers allowed. In other words, the current graduated license requirements recommended by ADTSEA. Kids who live in the urban areas of the state are not safe with the current lax nature of driver licensing. Perhaps it works in the rural areas, but ALL young drivers would benefit from more practice driving time to get the much needed hours of experience. The restriction are in place for their safety. I also wish each young driver had to test with a DMV person instead of driving only with an instructor to pass. I feel there is pressure to pass all students who have paid. | 1 | 1.2 |
| | Standardize the curriculum. | 1 | 1.2 |
| | Students should not be driving until they are 15-16 years because of their maturity. | 1 | 1.2 |
| | That all students be required to take the course at their school. A uniformed statewide curriculum be implemented. Higher pay standards for qualified instructors, especially if teaching DE during the summer. | 1 | 1.2 |
| | The classroom part is way to theoretical for students. They need a more hands on based strategy. Most students zone out the theoretical part, even though it is important. They sleep trough the lectures currently being used, and can't follow the textbook scenarios that are supposed to help them. A simulator or video game approach plus expanded required hours behind the wheel would make it more real life for them. Lack of parent involvement is a big issue as well. | 1 | 1.2 |
| | The Dr. Ed program that I am familiar with is effective. I do feel that methods and materials need to be designed that deal with driving attitude. We do a good, responsible job of teaching rules and mechanics of driving, but I don't feel we get in the kid's head on doing responsible, controlled, defensive driving behavior. | 1 | 1.2 |
| | The items that I checked were to develop a curriculum that meets the standards both in-car and classroom. Who knows what some teachers are teaching. There is no regulation at this time. | 1 | 1.2 |
| | The number one answer I think is to make it mandatory for all students. Also, the schools should pay for the course; the cost per student is making the course prohibitive for many students in several schools. The way I see it is that we get in a vehicle almost every day of our lives--do we use geometry or science every day? Aren't we supposed to prepare our students for the rest of their lives--what more important way to do this then by teaching them how to drive defensively and safely? I just don't understand why our state doesn't put more of an emphasis on driver education. Granted, the course will not automatically make you a safe driver, but it sure will not hurt, either. Driver education should be one of the most important courses in any school's curriculum! | 1 | 1.2 |

| | | Frequency | Valid Percent |
|---|---|---|---|
| Valid In your opinion, what can be done to make the driver's education program effective in South Dakota? | The program should work with the DOT and law enforcement to improve rules and regulations concerning student drivers--restricting driving privileges--increasing the driving age--etc. South Dakota does not do a very good job of protecting it's youth. | 1 | 1.2 |
| | There should be the opportunity to drive (and be paid) for students requiring more than the 6 hours of behind the wheel time. Our district only pays instructors for 6 hours. Some kids need 12, maybe 15, but all hours beyond 6 are on my time. That's why I quit teaching DE. I couldn't NOT teach the kids until they had mastered the basic skills but I couldn't afford to be a volunteer either. | 1 | 1.2 |
| | Uniformity in providing a standard curriculum could help, since then driver's ed instructors could share and discuss ideas based on the same standards that are available. Also, the state would benefit instructors with renewal credit/in-service events so that they can be made aware not only of changes in driving laws, but also share ideas at these events. One huge benefit that I have in my area is a sheriff's department that has been very helpful in providing deputies and highway patrol officers to give presentations to the classes. This has been a highlight of the class, and strengthens the positive view that teen drivers have regarding law enforcement. This would be worthwhile to coordinate with the SD Highway Patrol to set up more of these presentations in the schools. And to be honest, I do wonder if not allowing drivers to begin until the age of 15 would be better, since I have come across some 14 year olds who may not be quite ready for the rigors and distractions of driving. | 1 | 1.2 |
| | Total | 86 | 100 |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| South Dakota currently does a good job of regulating driver's education | 1.00 | 4 | 5.2 |
| | 2.00 | 8 | 10.4 |
| | 3.00 | 12 | 15.6 |
| | 4.00 | 42 | 54.5 |
| | 5.00 | 11 | 14.3 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| South Dakota should require some sort of continuing education in conjunction with re-certification of instructors | 1.00 | 6 | 7.8 |
| | 2.00 | 10 | 13.0 |
| | 3.00 | 23 | 29.9 |
| | 4.00 | 28 | 36.4 |
| | 5.00 | 10 | 13.0 |
| | Total | 77 | 100.0 |
| | Missing System | 9 | |
| | Total | 86 | |

| | Response | Frequency | Valid Percent |
|---|---|---|---|
| South Dakota should require uniform standards for all driver's education programs | 1.00 | 3 | 3.8 |
| | 2.00 | 6 | 7.7 |
| | 3.00 | 13 | 16.7 |
| | 4.00 | 34 | 43.6 |
| | 5.00 | 22 | 28.2 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| Response | | Frequency | Valid Percent |
|---|---|---|---|
| South Dakota should require a standardized classroom curriculum and testing for all driver's education programs (Or a curriculum that meets the standard) | 1.00 | 4 | 5.1 |
| | 2.00 | 7 | 9.0 |
| | 3.00 | 13 | 16.7 |
| | 4.00 | 27 | 34.6 |
| | 5.00 | 27 | 34.6 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| Response | | Frequency | Valid Percent |
|---|---|---|---|
| South Dakota should require a standardized in-car curriculum for all driver's education programs (Or a curriculum that meets the standard) | 1.00 | 4 | 5.1 |
| | 2.00 | 6 | 7.7 |
| | 3.00 | 14 | 17.9 |
| | 4.00 | 30 | 38.5 |
| | 5.00 | 24 | 30.8 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| Response | | Frequency | Valid Percent |
|---|---|---|---|
| South Dakota should increase the minimum driving age | 1.00 | 4 | 5.1 |
| | 2.00 | 11 | 14.1 |
| | 3.00 | 8 | 10.3 |
| | 4.00 | 15 | 19.2 |
| | 5.00 | 40 | 51.3 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

| Response | | Frequency | Valid Percent |
|---|---|---|---|
| South Dakota should consider expanding restrictions on the current Graduated Driver Licensing (restricted license) Missing System | 1.00 | 2 | 2.6 |
| | 2.00 | 9 | 11.5 |
| | 3.00 | 12 | 15.4 |
| | 4.00 | 17 | 21.8 |
| | 5.00 | 38 | 48.7 |
| | Total | 78 | 100.0 |
| | Missing System | 8 | |
| | Total | 86 | |

# Appendix H: Driver Education Administrator Survey Results

| | Response | Frequency | Valid % |
|---|---|---|---|
| What role do you play in supporting implementation of driver's education in your organization? | I review implementation plans and make recommendations | 23 | 47.9 |
| | I approve recommendations from others | 11 | 22.9 |
| | I am not involved | 7 | 14.6 |
| | Other (Please specify) | 7 | 14.6 |
| | Total | 48 | 100.0 |
| | Missing System | 1 | |
| | Total | 49 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| What role do you play in supporting implementation of driver's education in your organization: Other | | 43 | 87.8 |
| | I am the HS Principal who evaluates the program as well as the DE instructor. | 1 | 2.0 |
| | I supervise our current Driver's Ed instructors | 1 | 2.0 |
| | I teach driver's ed | 1 | 2.0 |
| | Provide materials and support | 1 | 2.0 |
| | School Administrator - oversight for the program | 1 | 2.0 |
| | Work with youth who are taking Drivers education | 1 | 2.0 |
| | Total | 49 | 100.0 |

| | Response | Frequency | Valid % |
|---|---|---|---|
| What role do you play in selecting the driver's education curriculum for your organization? | I review candidate material and make recommendations | 18 | 37.5 |
| | I approve recommendations from others | 14 | 29.2 |
| | I am not involved | 12 | 25.0 |
| | Other (Please specify) | 4 | 8.3 |
| | Total | 48 | 100.0 |
| | Missing System | 1 | |
| | Total | 49 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| What role do you play in selecting the driver's education curriculum for your organization: Other | | 46 | 93.9 |
| | I pick it | 1 | 2.0 |
| | Review with the instructor and update based on instructor recommendations | 1 | 2.0 |
| | we review material, purchase material for prevention library | 1 | 2.0 |
| | Total | 49 | 100.0 |

| | Response | Frequency | Valid % |
|---|---|---|---|
| What role do you play in creating and ensuring curriculum standards in your district or organization? | I review and make recommendations | 21 | 43.8 |
| | I am responsible for standards and provide authorization | 15 | 31.3 |
| | I am not involved | 10 | 20.8 |
| | Other (Please specify) | 2 | 4.2 |
| | Total | 48 | 100.0 |
| | Missing System | 1 | |
| | Total | 49 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| What role do you play in creating and ensuring curriculum standards in your district or organization: Other | | 47 | 95.9 |
| | I trust the advice of the instructor who has done this program for 20 years. | 1 | 2.0 |
| | provide input as a consultant | 1 | 2.0 |
| | Total | 49 | 100.0 |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| | | 3 | 6.1 | 6.1 | 6.1 |
| | At this time our students attend the drivers training at the Britton-Hecla school. | 1 | 2.0 | 2.0 | 8.2 |
| | Basically walk through, observe, and monitor what is doing on in the classroom. | 1 | 2.0 | 2.0 | 10.2 |
| | Building administrator that coordinates with the instructor that organizes and delivers the Dr Ed instruction. | 1 | 2.0 | 2.0 | 12.2 |
| | Driver's Education is delivered through a summer program. I am present in the building should any issues arise in the classroom or while driving. | 1 | 2.0 | 2.0 | 14.3 |
| | From classroom work and through the driving experience. | 1 | 2.0 | 2.0 | 16.3 |
| | Help set up and monitor classes within the school as the classes are going on during the summer. | 1 | 2.0 | 2.0 | 18.4 |
| | I am also the instructor. | 1 | 2.0 | 2.0 | 20.4 |
| | I am the classroom instructor of the driver education class. | 1 | 2.0 | 2.0 | 22.4 |
| | I am the driver education instructor. Curriculum and class delivery are my responsibility. | 1 | 2.0 | 2.0 | 24.5 |
| | I am the instructor of the driver's education program. I provide the driving experience for the students. | 1 | 2.0 | 2.0 | 26.5 |
| | I am the supervisor in charge of the driver's education teacher. I monitor the daily activities that the teacher implements to teach the students. | 1 | 2.0 | 2.0 | 28.6 |
| | I assist with the signing up process and will observe the classroom instruction portion of it at times. I also post the information to their transcript. | 1 | 2.0 | 2.0 | 30.6 |
| In what ways do you monitor or evaluate delivery of driver's education? | I coordinate the scheduling in getting my students to the classes. We cooperate with another district, and the classes are offered in that other district. I just manage the signing up of our students, and then coordinate the transportation to and from the class. | 1 | 2.0 | 2.0 | 32.7 |
| | I deliver the education | 1 | 2.0 | 2.0 | 34.7 |
| | I do not monitor or evaluate the delivery of the program. | 1 | 2.0 | 2.0 | 36.7 |
| | I do not monitor. | 1 | 2.0 | 2.0 | 38.8 |
| | I educate students in the driver education car and oversee the classroom instruction. | 1 | 2.0 | 2.0 | 40.8 |
| | I ensure that it is in the school's schedule and that students get enrolled. | 1 | 2.0 | 2.0 | 42.9 |
| | I evaluate the class during the instructional phase of instruction. | 1 | 2.0 | 2.0 | 44.9 |
| | I evaluate the teacher. | 1 | 2.0 | 2.0 | 46.9 |
| | I observe and evaluate our instructor to monitor what curriculum is being covered. | 1 | 2.0 | 2.0 | 49.0 |
| | I recommend the curriculum and the instructor and I discuss the material covered and how it will be covered in the class. | 1 | 2.0 | 2.0 | 51.0 |
| | I set up observation times, have students complete questionnaires and have an extremely competent instructor. | 1 | 2.0 | 2.0 | 53.1 |
| | I supervise the instructor. I do not do a formal evaluation as she has been teaching the course for many years and stays current with new laws, etc. | 1 | 2.0 | 2.0 | 55.1 |
| | I supervise the teacher. | 1 | 2.0 | 2.0 | 57.1 |
| | I teach the class and driving | 1 | 2.0 | 2.0 | 59.2 |
| | I teach the class. | 2 | 4.1 | 4.1 | 63.3 |
| | I walk through the classrooms. I meet with the teachers and state my expectations. I occasionally sit in on presentations by teacher or guest. I occasionally ride in the vehicle while student is driving and teacher guiding. | 1 | 2.0 | 2.0 | 65.3 |
| | I work with the instructor and ensure that the 30 hours of classroom instruction and 6 hours of driving is completed for all students. I observe and ensure that course goals are met. | 1 | 2.0 | 2.0 | 67.3 |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| In what ways do you monitor or evaluate delivery of driver's education? | Insure the qualifications of teacher. Review syllabus and class schedules. Develop lists of students taking the course. Periodically make contact with the instructor about questions or concerns. | 1 | 2.0 | 2.0 | 69.4 |
| | Interview teacher candidates and review the curriculum they will use. | 1 | 2.0 | 2.0 | 71.4 |
| | It is taught by our Superintendent so I review some things but basically he does the review. | 1 | 2.0 | 2.0 | 73.5 |
| | n/a | 1 | 2.0 | 2.0 | 75.5 |
| | Summary review with instructor upon completion of each program | 1 | 2.0 | 2.0 | 77.6 |
| | Supervise students during instruction. | 1 | 2.0 | 2.0 | 79.6 |
| | Teacher evaluations, student feedback. | 1 | 2.0 | 2.0 | 81.6 |
| | The driver's ed instructor comes to me and we talk about when we are going to have classes. He will inform me if we are doing something different from the past. I do show up to the class room a number of times to see how the he and the students are doing. During the summer when the students are driving, I do visit with the students periodically and with the instructor almost daily. | 1 | 2.0 | 2.0 | 83.7 |
| | The instructor handles curriculum and shares about what is happening in class and on the road with students. I am indirectly involved. | 1 | 2.0 | 2.0 | 85.7 |
| | This is a summer program only. Teachers are driver's education certified and follow the assigned curriculum. | 1 | 2.0 | 2.0 | 87.8 |
| | Through discussion's with our instructor's and their data. | 1 | 2.0 | 2.0 | 89.8 |
| | Through district approved evaluation system. | 1 | 2.0 | 2.0 | 91.8 |
| | Through observation of the classroom activity, checking lesson plans, and making sure that each student does an adequate job of driving while supervised by the instructor | 1 | 2.0 | 2.0 | 93.9 |
| | We do not do a driver's education program. | 1 | 2.0 | 2.0 | 95.9 |
| | We provide materials and use instructor comments to modify our resources | 1 | 2.0 | 2.0 | 98.0 |
| | Working with the youth who are taking the course | 1 | 2.0 | 2.0 | 100.0 |
| | Total | 49 | 100.0 | 100.0 | |
| | **Response** | **Frequency** | **%** | **Valid %** | **Cumulative %** |
| In what ways do you monitor or evaluate effectiveness of driver's education? | | 9 | 18.4 | 18.4 | 18.4 |
| | 6 driving 12 hours riding 30 hrs classroom | 1 | 2.0 | 2.0 | 20.4 |
| | Classroom visits | 1 | 2.0 | 2.0 | 22.4 |
| | Completion only. | 1 | 2.0 | 2.0 | 24.5 |
| | Constantly watch our student drivers and get feedback from the public. | 1 | 2.0 | 2.0 | 26.5 |
| | Driver training and tests completed at the end of the course. | 1 | 2.0 | 2.0 | 28.6 |
| | I am available to answer questions and discuss various scenarios with the instructor on a daily basis. | 1 | 2.0 | 2.0 | 30.6 |
| | I check on the effectiveness of the teacher. | 1 | 2.0 | 2.0 | 32.7 |
| | I deliver the program. | 1 | 2.0 | 2.0 | 34.7 |
| | I do not monitor the effectiveness of the program. I evaluate the students progress during the program but I do not do any follow up once the have completed the program. | 1 | 2.0 | 2.0 | 36.7 |
| | I do not monitor. | 1 | 2.0 | 2.0 | 38.8 |
| | I don't monitor or evaluate the effectiveness of driver's education. It is offered in another district, and we share the cost. The school pays half of the cost, and the parents pay the other half. | 1 | 2.0 | 2.0 | 40.8 |
| | I evaluate by checking their final 9 week grade to see if they get 80%. This would be a double check, because the teacher does a first check. | 1 | 2.0 | 2.0 | 42.9 |
| | I get feedback from the instructor and welcome any feedback from parents. | 1 | 2.0 | 2.0 | 44.9 |
| | I monitor the daily activities of the driver's education program. | 1 | 2.0 | 2.0 | 46.9 |
| | I monitor the grading of the students and record this on their transcripts. | 1 | 2.0 | 2.0 | 49.0 |
| | I only monitor, I do not evaluate. | 1 | 2.0 | 2.0 | 51.0 |
| | I show up to the classroom periodically. I do monitor the grades and I do visit with the instructor about how the students are doing. | 1 | 2.0 | 2.0 | 53.1 |
| | I supervise the teacher and look at pass/fail numbers. | 1 | 2.0 | 2.0 | 55.1 |

| | | | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| In what ways do you monitor or evaluate effectiveness of driver's education? | | I teach the class. | 1 | 2.0 | 2.0 | 57.1 |
| | | I touch base with the teacher. He is a very experienced and accountable instructor. I need to do very little. It may be very different if it were someone else. | 1 | 2.0 | 2.0 | 59.2 |
| | | I try to evaluate the readiness of the students to assume driving responsibilities after the completion of the course. I make adjustments as necessary before the next class. | 1 | 2.0 | 2.0 | 61.2 |
| | | Informal, including Student success in passing both tests. Parent feedback Observation. | 1 | 2.0 | 2.0 | 63.3 |
| | | Looking at stats of completed classes. | 1 | 2.0 | 2.0 | 65.3 |
| | | Monitor the number of students passing the state exam. | 1 | 2.0 | 2.0 | 67.3 |
| | | n/a | 1 | 2.0 | 2.0 | 69.4 |
| | | NA | 2 | 4.1 | 4.1 | 73.5 |
| | | No formal classroom visits, but check with progress of instruction and talk with the students. | 1 | 2.0 | 2.0 | 75.5 |
| | | Observation | 1 | 2.0 | 2.0 | 77.6 |
| | | Observation and student/parent feedback | 1 | 2.0 | 2.0 | 79.6 |
| | | Observation of classroom and student driving periods, checking lesson plans. | 1 | 2.0 | 2.0 | 81.6 |
| | | Our format for monitoring effectiveness is to look at students grades overall, and then successful completion of obtaining their driver's license. | 1 | 2.0 | 2.0 | 83.7 |
| | | review of material, dissemination of prevention materials | 1 | 2.0 | 2.0 | 85.7 |
| | | student results. | 1 | 2.0 | 2.0 | 87.8 |
| | | Student/parent/instructor feedback. | 1 | 2.0 | 2.0 | 89.8 |
| | | Summary review with instructor upon completion of the program. Review the number of students that successfully complete the program. | 1 | 2.0 | 2.0 | 91.8 |
| | | That is a tough question. A qualitative evaluation is not done. I am convinced that driver education is helpful to students and those that take it will be better drivers. | 1 | 2.0 | 2.0 | 93.9 |
| | | Through conversations with the instructor. | 1 | 2.0 | 2.0 | 95.9 |
| | | Through driving and through classroom interactions and testing. | 1 | 2.0 | 2.0 | 98.0 |
| | | We do not do a driver's education program. | 1 | 2.0 | 2.0 | 100.0 |
| | | Total | 49 | 100.0 | 100.0 | |

| | Response | | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| What published classroom textbook/curriculum/materials do teachers within your district, institution, or agency currently use? | AAA Driver Improvement Program | Unchecked | 41 | 83.7 | 91.1 | 91.1 |
| | | Checked | 4 | 8.2 | 8.9 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | AAA Driver Safety Brochures | Unchecked | 36 | 73.5 | 80.0 | 80.0 |
| | | Checked | 9 | 18.4 | 20.0 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | AAA How to Drive | Unchecked | 41 | 83.7 | 91.1 | 91.1 |
| | | Checked | 4 | 8.2 | 8.9 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | AAA Licensed to Learn | Unchecked | 41 | 83.7 | 91.1 | 91.1 |
| | | Checked | 4 | 8.2 | 8.9 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| What published classroom textbook/curriculum/materials do teachers within your district, institution, or agency currently use? | AAA Responsible Driving | Unchecked | 30 | 61.2 | 66.7 | 66.7 |
| | | Checked | 15 | 30.6 | 33.3 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | AAA Teaching Your Teens to Drive | Unchecked | 39 | 79.6 | 86.7 | 86.7 |
| | | Checked | 6 | 12.2 | 13.3 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | ADTSEA Curriculum | Unchecked | 45 | 91.8 | 100.0 | 100.0 |
| | | Checked | | | | |
| | | Total | | | | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | Drive Right (Prentice Hall) | Unchecked | 32 | 65.3 | 71.1 | 71.1 |
| | | Checked | 13 | 26.5 | 28.9 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | Handbook Plus/Today's Handbook Plus (Propulsion/NTSA International) | Unchecked | 44 | 89.8 | 97.8 | 97.8 |
| | | Checked | 1 | 2.0 | 2.2 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | License to Drive (Alliance for Safe Driving) | Unchecked | 43 | 87.8 | 95.6 | 95.6 |
| | | Checked | 2 | 4.1 | 4.4 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | National Safety Council Defensive Driving Program (DDC-4/6/8, etc.) | Unchecked | 44 | 89.8 | 97.8 | 97.8 |
| | | Checked | 1 | 2.0 | 2.2 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | TeenSMART (Prentice Hall/ADEPTDriver) | Unchecked | 44 | 89.8 | 97.8 | 97.8 |
| | | Checked | 1 | 2.0 | 2.2 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | SDDOT Driver License Manual | Unchecked | 28 | 57.1 | 62.2 | 62.2 |
| | | Checked | 17 | 34.7 | 37.8 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | Don't Know | Unchecked | 35 | 71.4 | 77.8 | 77.8 |
| | | Checked | 10 | 20.4 | 22.2 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |
| | Other (Please specify) | Unchecked | 35 | 71.4 | 77.8 | 77.8 |
| | | Checked | 10 | 20.4 | 22.2 | 100.0 |
| | | Total | 45 | 91.8 | 100.0 | |
| | | Missing System | 4 | 8.2 | | |
| | | Total | 49 | 100.0 | | |

| What published classroom textbook/curriculum/materials do teachers within your district, institution, or agency currently use: Other | | 39 | 79.6 | 79.6 | 79.6 |
|---|---|---|---|---|---|
| | AAA Responsible Driving Glencoe | 1 | 2.0 | 2.0 | 81.6 |
| | Driver's Edge | 1 | 2.0 | 2.0 | 83.7 |
| | Handouts by instructor | 1 | 2.0 | 2.0 | 85.7 |
| | Instructor is out of the building, I am unable to get the exact title of the material | 1 | 2.0 | 2.0 | 87.8 |
| | Materials from course work taken by the instructor when becoming certified. | 1 | 2.0 | 2.0 | 89.8 |
| | National Safety Council Driver's Test film | 1 | 2.0 | 2.0 | 91.8 |
| | Newspapers, guest speakers | 1 | 2.0 | 2.0 | 93.9 |
| | State Driving Manuals | 1 | 2.0 | 2.0 | 95.9 |
| | We have an instructor from a different district. I cannot answer this question exactly. | 1 | 2.0 | 2.0 | 98.0 |
| | We use DDN to bring in instruction. I was unable to locate the books that we have. | 1 | 2.0 | 2.0 | 100.0 |
| | Total | 49 | 100.0 | 100.0 | |

| | Response | | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| What type of instructor resources would benefit you most: | Support/supplement videos | Unchecked | 13 | 26.5 | 29.5 | 29.5 |
| | | Checked | 31 | 63.3 | 70.5 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |
| | Up-to-date textbook/curriculum | Unchecked | 24 | 49.0 | 54.5 | 54.5 |
| | | Checked | 20 | 40.8 | 45.5 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |
| | Parent involvement materials | Unchecked | 35 | 71.4 | 79.5 | 79.5 |
| | | Checked | 9 | 18.4 | 20.5 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |
| | Interactive classroom exercises | Unchecked | 14 | 28.6 | 31.8 | 31.8 |
| | | Checked | 30 | 61.2 | 68.2 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |
| | Instructor e-newsletter | Unchecked | 37 | 75.5 | 84.1 | 84.1 |
| | | Checked | 7 | 14.3 | 15.9 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |
| | Instructor online continuing education course | Unchecked | 33 | 67.3 | 75.0 | 75.0 |
| | | Checked | 11 | 22.4 | 25.0 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |
| | Instructor online resources library | Unchecked | 30 | 61.2 | 68.2 | 68.2 |
| | | Checked | 14 | 28.6 | 31.8 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |

| | | | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| What type of instructor resources would benefit you most: | Other (Please specify) | Unchecked | 41 | 83.7 | 93.2 | 93.2 |
| | | Checked | 3 | 6.1 | 6.8 | 100.0 |
| | | Total | 44 | 89.8 | 100.0 | |
| | | Missing System | 5 | 10.2 | | |
| | | Total | 49 | 100.0 | | |
| | | Unchecked | 46 | 93.9 | 93.9 | 93.9 |
| | All of the above would assist. | Checked | 1 | 2.0 | 2.0 | 95.9 |
| | Don't know | Total | 1 | 2.0 | 2.0 | 98.0 |
| | Highway patrol visit classroom. | Missing System | 1 | 2.0 | 2.0 | 100.0 |
| | Total | Total | 49 | 100.0 | 100.0 | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| In your district or agency, approximately how many hours of classroom instruction are students required to complete? | 21-25 hours | 1 | 2.0 | 2.4 | 2.4 |
| | 26-30 hours | 18 | 36.7 | 42.9 | 45.2 |
| | 31-35 hours | 8 | 16.3 | 19.0 | 64.3 |
| | 36-40 hours | 6 | 12.2 | 14.3 | 78.6 |
| | More than 40 hours | 2 | 4.1 | 4.8 | 83.3 |
| | Don't Know/Unsure | 7 | 14.3 | 16.7 | 100.0 |
| | Total | 42 | 85.7 | 100.0 | |
| | Missing System | 7 | 14.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| In your district or agency, approximately how many hours of behind-the-wheel instruction are students required to complete? | 6-10 hours | 28 | 57.1 | 65.1 | 65.1 |
| | 11-15 hours | 5 | 10.2 | 11.6 | 76.7 |
| | 16-20 hours | 2 | 4.1 | 4.7 | 81.4 |
| | 26-30 hours | 1 | 2.0 | 2.3 | 83.7 |
| | More than 40 hours | 1 | 2.0 | 2.3 | 86.0 |
| | Don't Know/Unsure | 6 | 12.2 | 14.0 | 100.0 |
| | Total | 43 | 87.8 | 100.0 | |
| | Missing System | 6 | 12.2 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| In your district or agency, approximately how many hours of simulator instruction are students required to complete? | 0-5 hours | 33 | 67.3 | 76.7 | 76.7 |
| | 11-15 hours | 1 | 2.0 | 2.3 | 79.1 |
| | Don't Know/Unsure | 9 | 18.4 | 20.9 | 100.0 |
| | Total | 43 | 87.8 | 100.0 | |
| | Missing System | 6 | 12.2 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| In your district or agency, approximately how many hours of observation are students required to complete? | 0-5 hours | 11 | 22.4 | 25.6 | 25.6 |
| | 6-10 hours | 16 | 32.7 | 37.2 | 62.8 |
| | 11-15 hours | 5 | 10.2 | 11.6 | 74.4 |
| | Don't Know/Unsure | 11 | 22.4 | 25.6 | 100.0 |
| | Total | 43 | 87.8 | 100.0 | |
| | Missing System | 6 | 12.2 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| Do you regularly collaborate with driver's education instructors or administrators from other locations to coordinate materials and standards? | Yes | 10 | 20.4 | 23.8 | 23.8 |
| | No | 32 | 65.3 | 76.2 | 100.0 |
| | Total | 42 | 85.7 | 100.0 | |
| | Missing System | 7 | 14.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| How many instructors teach driver's education at your institution? | 1.00 | 30 | 61.2 | 71.4 | 71.4 |
| | 2.00 | 6 | 12.2 | 14.3 | 85.7 |
| | 3-5 | 4 | 8.2 | 9.5 | 95.2 |
| | Don't Know/Unsure | 2 | 4.1 | 4.8 | 100.0 |
| | Total | 42 | 85.7 | 100.0 | |
| | Missing System | 7 | 14.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| If you are an administrator at a public school, would it be feasible for driver's education instructors to collaborate with other teachers at your school to incorporate driver's education material into other subject material (Such as physics, math, etc.) | Yes | 17 | 34.7 | 44.7 | 44.7 |
| | No | 21 | 42.9 | 55.3 | 100.0 |
| | Total | 38 | 77.6 | 100.0 | |
| | Missing System | 11 | 22.4 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| In your opinion what can be done to make the driver's education program more effective in South Dakota? | | 23 | 46.9 | 46.9 | 46.9 |
| | Raise the driving age. | 1 | 2.0 | 2.0 | 49.0 |
| | More communication between driver education programs and state officials (DOT). I would think more communication would help districts be more consistent with curriculum and tests they administer. | | | | |
| | Access to simulators, grants to get simulators into the schools. | | | | |
| | Curriculum standards/expectations for district programs. | | | | |
| | State online programs/software to assist driver education programs. Example - DOE has set up a program called achievement series for educators to help with reading and math....at the website there are assessments available for teachers to use and even create. | | | | |
| | Easier access to video materials. The ones at the state library are old, we need updated ones. | | | | |
| | Put a committee together to investigate what other states are doing and what can possibly be done to improve DE in the state of SD. Brainstorming committee. | | | | |
| | Put on some type of optional trainings throughout the year....a conference or workshop for DE instructors to attend to pick up on new ideas in DE, state law, refreshers, good practices, etc. | | | | |
| | a standard curriculum with specific standards being taught, with clear benchmark established to make sure that students have passed an expected minimum in order to even attempt to get a driver's license. | 1 | 2.0 | 2.0 | 51.0 |

| | | | | | |
|---|---|---|---|---|---|
| In your opinion what can be done to make the driver's education program more effective in South Dakota? | Be consistent across the state and keep the program information updated for everyone | 1 | 2.0 | 2.0 | 53.1 |
| | Create a driver educators professional group. Have someone at the state level in charge of driver education. Hasn't been anyone that I am aware since Dennis Johnson left the state. Have a professional conference to allow teachers to collaborate and get professional development. | 1 | 2.0 | 2.0 | 55.1 |
| | I think more support in the area would be a start. If someone had to come out and observe different programs and provide suggestions on how to update and improve the program that would be helpful. | 1 | 2.0 | 2.0 | 57.1 |
| | I think there should be standards that everyone must have. Time requirements for classroom instruction, behind the wheel driving practice, and observation should be increased. Students should not be able to get licenses until they are at least 16. I see many students in my district drive without a license. I have seen students as young as 6th grade driving in town. I have older students who make it known that they have not taken driver's education, and they do not have a license, but that they drive regularly. I worry about not only their safety, but that of other innocent people on the roads who could be hurt by their inexperience. Parents should be held accountable. I have even had parents admit to letting their children drive, unrestricted, when they don't have licenses. There needs to be a punishment for parents who allow this, and a very stiff penalty for kids who drive when they do not have a license. It is like we have an "old west" mentality, where chaos reigns, and people do whatever they want! No one seems to fear letting their children drive illegally! And not all parents feel that spending money on driver's education is a good investment, so many students never take driver's education. | 1 | 2.0 | 2.0 | 59.2 |
| | I think we do a good job of training the students we get for Drivers' Ed. As an administrator, I see very few insurance forms any more that give students a break on their premiums for successfully completing a drivers' ed course. Most that I see are for getting good grades which has little or nothing to do with their ability to drive. I realize that it is out of our hands to do anything about that, but completion of a certified drivers' program should count for reduced premiums. There is a shortage of Drivers' Ed. teachers. If we did not have the instructor we have (certified to teach DE but a non-certified teacher) we would not be able to offer the program to our students. While it could make instructors more effective to have periodic re-certification, time and expense could drive some of our existing teachers out of the business, thus creating a teacher shortage. It is difficult to become endorsed to teach the class because of the sites available to pick up the credits to do so. Having more sites located in a closer proximity may encourage more people to get the endorsement. | 1 | 2.0 | 2.0 | 61.2 |
| | I would like more information from the state on regulations and driving concerns. It took me many days to find the right person to ask several questions that I had last year. Once I was directed to the right person they were very helpful. Some helpful internet sites would be helpful. | 1 | 2.0 | 2.0 | 63.3 |
| | If the state provided a uniform curriculum programs might be more uniform. Law enforcement, high way patrol, etc., might be an excellent addition to the program. Raising the driving age or creating a more comprehensive program where an adult needs to be with the student for a certain number of hours. | 1 | 2.0 | 2.0 | 65.3 |
| | Increase the age of when a person should start to drive. | 1 | 2.0 | 2.0 | 67.3 |
| | Involve law enforcement as much as possible. It seems the issue isn't so much with how to drive but rather safety issues when driving. Texting, music, friends riding, cell phones and other distractions. Also proper winter driving techniques and driving in the country on gravel roads. Law enforcement and parent involvement would help younger people understand that they are not playing with a toy but with a 1 ton+ machine that can kill people. | 1 | 2.0 | 2.0 | 69.4 |

| | | | | | |
|---|---|---|---|---|---|
| | Just keep working at improving the current system and keep it up to date. | 1 | 2.0 | 2.0 | 71.4 |
| | Make it a graduation requirement and pay for it so all students can have the opportunity as currently students have to pay and not all do it because it is in the summer. | 1 | 2.0 | 2.0 | 73.5 |
| | Make it a requirement for graduation. | 1 | 2.0 | 2.0 | 75.5 |
| | More opportunities for simulated activities so students are not at risk when they make a mistake while learning to drive in various weather conditions. | 1 | 2.0 | 2.0 | 77.6 |
| | One thing as certified instructors reach retirement perhaps it should be easier to be certified. As of now you have to spend a fairly significant time in Aberdeen to get your certification--I would believe you could do more on-line. | 1 | 2.0 | 2.0 | 79.6 |
| | parents practice with their kids more | 1 | 2.0 | 2.0 | 81.6 |
| | Programs need to be unified throughout the state. More driving experience is needed by the student. | 1 | 2.0 | 2.0 | 83.7 |
| | Seems to be fine as it is | 1 | 2.0 | 2.0 | 85.7 |
| | standardization of programs | 1 | 2.0 | 2.0 | 87.8 |
| | State funding to support drivers education statewide. | 1 | 2.0 | 2.0 | 89.8 |
| | State sponsored exam to ensure uniformity throughout the state. There should be continued emphasis placed on driving on gravel roads. This is often times abused by people in general due to the lack of law enforcement on these roads and the greater dangers associated with their use, i.e. wildlife, poor road conditions, and heavy equipment use. | 1 | 2.0 | 2.0 | 91.8 |
| In your opinion what can be done to make the driver's education program more effective in South Dakota? | Students cannot take driver's ed until they have reached the age of 15 and cannot get their driver's license until they reach the age of 16, have passed a driver's ed course, and pass the driving and written test by the state. | 1 | 2.0 | 2.0 | 93.9 |
| | The driver's education program offered by schools in SD is adequate. The simplest and most effective strategy to reduce car accidents involving young drivers is to raise the minimum age to at least 16. Fourteen year olds do not have the intellectual maturity needed to react to many situations that they face on the road. Maturity (age 16) is the best defense against poor judgment. The Ag community will cry that they need kids to drive, but their argument carries no weight as they have 12 year olds hauling hay racks right now. Raise the age lower the accident rate. | 1 | 2.0 | 2.0 | 95.9 |
| | To address drinking and driving: I think it would be helpful if more law enforcement personnel would be available to share personal experiences of what they have seen as they work to keep our roads and highways safe. Parents who have had a child killed in a car accident and would be willing to talk with students may also have an impact. This may be difficult but a few years ago there were some very powerful public service messages on TV. Driver Simulation Stations High standards for passing exams. Require students to drive with a licensed driver for at least a year. | 1 | 2.0 | 2.0 | 98.0 |
| | With no state funding following the student into a driver education program, the programs have become "Pay as you go", and in many cases the parents cannot afford the training. As a result, driver education is only provided for those who can afford it. Until I see research that shows that students who take driver education are involved in equal numbers of accidents, I believe that we can assume that the issue is like everything else in SD, an unfunded problem. | 1 | 2.0 | 2.0 | 100.0 |
| | Total | 49 | 100.0 | 100.0 | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| South Dakota currently does a good job of regulating driver's education | Strongly Agree | 6 | 12.2 | 14.6 | 14.6 |
| | Somewhat Agree | 16 | 32.7 | 39.0 | 53.7 |
| | Neither Agree Nor Disagree | 8 | 16.3 | 19.5 | 73.2 |
| | Somewhat Disagree | 8 | 16.3 | 19.5 | 92.7 |
| | Strongly Disagree | 3 | 6.1 | 7.3 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| South Dakota should require continuing education and periodic re-certification of instructors | Strongly Agree | 6 | 12.2 | 14.6 | 14.6 |
| | Somewhat Agree | 15 | 30.6 | 36.6 | 51.2 |
| | Neither Agree Nor Disagree | 5 | 10.2 | 12.2 | 63.4 |
| | Somewhat Disagree | 9 | 18.4 | 22.0 | 85.4 |
| | Strongly Disagree | 5 | 10.2 | 12.2 | 97.6 |
| | Don't Know/Unsure | 1 | 2.0 | 2.4 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| Driver's education could be effectively taught by qualified instructors who do not possess a teacher's certificate | Strongly Agree | 7 | 14.3 | 17.1 | 17.1 |
| | Somewhat Agree | 16 | 32.7 | 39.0 | 56.1 |
| | Neither Agree Nor Disagree | 4 | 8.2 | 9.8 | 65.9 |
| | Somewhat Disagree | 5 | 10.2 | 12.2 | 78.0 |
| | Strongly Disagree | 7 | 14.3 | 17.1 | 95.1 |
| | Don't Know/Unsure | 2 | 4.1 | 4.9 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| South Dakota should require uniform standards for all driver's education programs | Strongly Agree | 16 | 32.7 | 39.0 | 39.0 |
| | Somewhat Agree | 22 | 44.9 | 53.7 | 92.7 |
| | Neither Agree Nor Disagree | 2 | 4.1 | 4.9 | 97.6 |
| | Strongly Disagree | 1 | 2.0 | 2.4 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| South Dakota should require standardized classroom curriculum and testing for all driver's education programs (or a curriculum and testing that meets standards) | Strongly Agree | 11 | 22.4 | 26.8 | 26.8 |
| | Somewhat Agree | 25 | 51.0 | 61.0 | 87.8 |
| | Neither Agree Nor Disagree | 3 | 6.1 | 7.3 | 95.1 |
| | Somewhat Disagree | 1 | 2.0 | 2.4 | 97.6 |
| | Strongly Disagree | 1 | 2.0 | 2.4 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| South Dakota should require a standardized in-car curriculum for all driver's education programs (or a curriculum that meets the standard) | Strongly Agree | 9 | 18.4 | 22.0 | 22.0 |
| | Somewhat Agree | 24 | 49.0 | 58.5 | 80.5 |
| | Neither Agree Nor Disagree | 6 | 12.2 | 14.6 | 95.1 |
| | Somewhat Disagree | 1 | 2.0 | 2.4 | 97.6 |
| | Strongly Disagree | 1 | 2.0 | 2.4 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| All driver's education programs should be required to administer the same state driver written exam | Strongly Agree | 15 | 30.6 | 36.6 | 36.6 |
| | Somewhat Agree | 22 | 44.9 | 53.7 | 90.2 |
| | Neither Agree Nor Disagree | 3 | 6.1 | 7.3 | 97.6 |
| | Strongly Disagree | 1 | 2.0 | 2.4 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| South Dakota should increase the minimum driving age | Strongly Agree | 10 | 20.4 | 24.4 | 24.4 |
| | Somewhat Agree | 7 | 14.3 | 17.1 | 41.5 |
| | Neither Agree Nor Disagree | 18 | 36.7 | 43.9 | 85.4 |
| | Somewhat Disagree | 2 | 4.1 | 4.9 | 90.2 |
| | Strongly Disagree | 4 | 8.2 | 9.8 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

| | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|
| South Dakota should consider expanding the current Graduated Driver Licensing system | Strongly Agree | 4 | 8.2 | 9.8 | 9.8 |
| | Somewhat Agree | 9 | 18.4 | 22.0 | 31.7 |
| | Neither Agree Nor Disagree | 18 | 36.7 | 43.9 | 75.6 |
| | Somewhat Disagree | 4 | 8.2 | 9.8 | 85.4 |
| | Strongly Disagree | 4 | 8.2 | 9.8 | 95.1 |
| | Don't Know/Unsure | 2 | 4.1 | 4.9 | 100.0 |
| | Total | 41 | 83.7 | 100.0 | |
| | Missing System | 8 | 16.3 | | |
| | Total | 49 | 100.0 | | |

# Appendix I: Young Driver Survey Results

| | Response | Frequency | Valid % |
|---|---|---|---|
| **What is your: Sex** | Female | 562 | 67.5 |
| | Male | 270 | 32.5 |
| | Total | 832 | 100.0 |
| | Missing System | 6 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| **What is your: Age** | 18 | 276 | 33.2 |
| | 19 | 379 | 45.6 |
| | 20 | 127 | 15.3 |
| | 21 | 30 | 3.6 |
| | 22 | 20 | 2.4 |
| | Total | 832 | 100.0 |
| | Missing System | 6 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| **Do you Currently Hold a Driver's License** | 18 | 276 | 33.2 |
| | 19 | 379 | 45.6 |
| | 20 | 127 | 15.3 |
| | 21 | 30 | 3.6 |
| | 22 | 20 | 2.4 |
| | Total | 832 | 100.0 |
| | Missing System | 6 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| **Have you ever held a Driver's License** | Yes | 16 | 59.3 |
| | No | 11 | 40.7 |
| | Total | 27 | 100.0 |
| | Missing System | 811 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| **Do you now or have you ever held a: South Dakota Drivers License** | Yes | 546 | 66.0 |
| | No | 281 | 34 |
| | Total | 827 | 100.0 |
| | Missing System | 11 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| **Do you now or have you ever held a: Iowa Drivers License** | Yes | 87 | 10.5 |
| | No | 740 | 89.5 |
| | Total | 827 | 100.0 |
| | Missing System | 11 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Do you now or have you ever held a: Minnesota Drivers License | Yes | 124 | 15.0 |
| | No | 703 | 85 |
| | Total | 827 | 100.0 |
| | Missing System | 11 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Do you now or have you ever held a: Nebraska Drivers License | Yes | 39 | 4.7 |
| | No | 788 | 95.3 |
| | Total | 827 | 100.0 |
| | Missing System | 11 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Do you now or have you ever held a: Other (Please Specify) | Yes | 53 | 6.4 |
| | No | 774 | 93.6 |
| | Total | 827 | 100.0 |
| | Missing System | 11 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Do you now or have you ever held a: Other (Please specify which state) | | 785 | 93.7 |
| | Alaska | 2 | .2 |
| | California | 1 | .1 |
| | Colorado | 2 | .2 |
| | Connecticut | 1 | .1 |
| | Florida | 1 | .1 |
| | Germany | 2 | .2 |
| | Hawaii | 1 | .1 |
| | Illinois | 2 | .2 |
| | Illinois | 1 | .1 |
| | Kansas | 1 | .1 |
| | Kansas | 1 | .1 |
| | Maryland | 1 | .1 |
| | Massachusetts | 1 | .1 |
| | Michigan | 4 | .5 |
| | New York | 1 | .1 |
| | North Dakota | 9 | 1.1 |
| | Ohio | 1 | .1 |
| | Origin Country | 1 | .1 |
| | Pennsylvania | 1 | .1 |
| | Puerto Rico | 1 | .1 |
| | Texas | 5 | .6 |
| | Utah | 1 | .1 |
| | WI | 1 | .1 |
| | Wisconsin | 6 | .7 |
| | Wisconsin Wyoming | 1 | .1 |
| | Wisconsin, Illinois | 1 | .1 |
| | Wyoming | 1 | .1 |
| | Wyoming | 2 | .2 |
| | Total | 838 | 100.0 |

| | Response | Frequency | Valid % |
|---|---|---|---|
| How long have you held a driver's license? | 0 | 1 | .1 |
| | 0 | 2 | .2 |
| | 1 year | 12 | 1.5 |
| | 2 years | 80 | 9.7 |
| | 3 years | 193 | 23.4 |
| | 4 years | 250 | 30.3 |
| | 5 years | 187 | 22.7 |
| | 6 years | 73 | 8.8 |
| | 7 years | 18 | 2.2 |
| | 8 years | 6 | .7 |
| | 13 years | 1 | .1 |
| | 15 years | 1 | .1 |
| | 16 years | 1 | .1 |
| | Total | 825 | 100.0 |
| | Missing System | 13 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Have you ever had your license suspended or revoked? | Yes | 93 | 11.3 |
| | No | 732 | 88.7 |
| | Total | 825 | 100.0 |
| | Missing System | 13 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| What type of environment did you primarily drive in, when learning to drive (please select one option unless there was perfect time sharing between the two environments)? | Rural and Small Town (population < 2,000 and > 2,000 but < 50,000) | 492 | 59.5 |
| | Urban (> 50,000) | 335 | 40.5 |
| | Total | 827 | 100.0 |
| | Missing System | 11 | |
| | Total | 838 | |

| | Response | | Frequency | Valid % |
|---|---|---|---|---|
| What type of environment did you primarily drive in, when learning to drive (please select one option unless there was perfect time sharing between the two environments): | Small Town | Yes | 388 | 46.9 |
| | | No | 439 | 53.1 |
| | | Total | 827 | 100.0 |
| | | System | 11 | |
| | | Total | 838 | |
| | Urban | Yes | 614 | 74.2 |
| | | No | 213 | 25.8 |
| | | Total | 827 | 100.0 |
| | | System | 11 | |
| | | Total | 838 | |

| | Response | | Frequency | Valid % |
|---|---|---|---|---|
| What type of environment did you primarily drive in, when learning to drive (please select one option unless there was perfect time sharing between the two environments): | Small Town | Yes | 388 | 46.9 |
| | | No | 439 | 53.1 |
| | | Total | 827 | 100.0 |
| | | System | 11 | |
| | | Total | 838 | |
| | Urban | Yes | 614 | 74.2 |
| | | No | 213 | 25.8 |
| | | Total | 827 | 100.0 |
| | | Missing System | 11 | |
| | | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Did you complete a driver's education course? | Yes | 675 | 81.6 |
| | No | 152 | 18.4 |
| | Total | 827 | 100.0 |
| | Missing System | 11 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| In what setting did you complete driver's education? | School program | 428 | 73.2 |
| | Community Program | 118 | 20.2 |
| | Private Organization | 33 | 5.6 |
| | Other | 6 | 1.0 |
| | Total | 585 | 100.0 |
| | Missing System | 253 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| At what age did you complete a driver's education program? | 12 | 1 | .2 |
| | 13 | 46 | 7.8 |
| | 14 | 265 | 45.2 |
| | 15 | 195 | 33.3 |
| | 16 | 69 | 11.8 |
| | 17 | 7 | 1.2 |
| | 18 | 2 | .3 |
| | 19 | 1 | .2 |
| | Total | 586 | 100.0 |
| | Missing System | 252 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Did you know how to drive before taking driver education? | Yes | 451 | 76.8 |
| | No | 136 | 23.2 |
| | Total | 587 | 100.0 |
| | Missing System | 251 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| Did you hold a driver license before taking driver education? | Yes | 82 | 14.0 |
| | No | 502 | 86.0 |
| | Total | 584 | 100.0 |
| | Missing System | 254 | |
| | Total | 838 | |

| | Response | | Frequency | Valid % |
|---|---|---|---|---|
| Did you take driver education seriously? | | Not Seriously At All | 10 | 1.7 |
| | | Not Seriously | 41 | 7.0 |
| | | Not Sure | 60 | 10.2 |
| | | Seriously | 333 | 56.8 |
| | | Very Seriously | 142 | 24.2 |
| | | Total | 586 | 100.0 |
| | | Missing System | 252 | |
| | | Total | 838 | |

| | Response | | Frequency | Valid % |
|---|---|---|---|---|
| Did your instructor take driver education seriously? | | Not Seriously At All | 2 | .3 |
| | | Not Seriously | 15 | 2.6 |
| | | Not Sure | 43 | 7.4 |
| | | Seriously | 241 | 41.3 |
| | | Very Seriously | 282 | 48.4 |
| | | Total | 583 | 100.0 |
| | | Missing System | 255 | |
| | | Total | 838 | |

| | Response | | Frequency | Valid % |
|---|---|---|---|---|
| During driver's education, what percentage of the time was spent on each of the following: In the classroom | In the classroom (Online) | 0 | 533 | 93.0 |
| | | 5 | 6 | 1.0 |
| | | 6 | 1 | .2 |
| | | 10 | 6 | 1.0 |
| | | 15 | 3 | .5 |
| | | 20 | 5 | .9 |
| | | 22 | 1 | .2 |
| | | 25 | 8 | 1.4 |
| | | 30 | 3 | .5 |
| | | 40 | 2 | .3 |
| | | 44 | 1 | .2 |
| | | 50 | 3 | .5 |
| | | 90 | 1 | .2 |
| | | Total | 573 | 100.0 |
| | | Missing System | 265 | |
| | | Total | 838 | |

| | Response | | Frequency | Valid % |
|---|---|---|---|---|
| During driver's education, what percentage of the time was spent on each of the following: In the classroom | In the classroom (Online) | 0 | 533 | 93.0 |
| | | 5 | 6 | 1.0 |
| | | 6 | 1 | .2 |
| | | 10 | 6 | 1.0 |
| | | 15 | 3 | .5 |
| | | 20 | 5 | .9 |
| | | 22 | 1 | .2 |
| | | 25 | 8 | 1.4 |
| | | 30 | 3 | .5 |
| | | 40 | 2 | .3 |
| | | 44 | 1 | .2 |
| | | 50 | 3 | .5 |
| | | 90 | 1 | .2 |
| | | Total | 573 | 100.0 |
| | | Missing System | 265 | |
| | | Total | 838 | |

| | | | | |
|---|---|---|---|---|
| During driver's education, what percentage of the time was spent on each of the following: | Learning in the classroom (Instructor) | 0 | 8 | 1.4 |
| | | 5 | 1 | .2 |
| | | 10 | 1 | .2 |
| | | 12 | 1 | .2 |
| | | 15 | 1 | .2 |
| | | 20 | 3 | .5 |
| | | 25 | 13 | 2.3 |
| | | 30 | 7 | 1.2 |
| | | 33 | 1 | .2 |
| | | 35 | 1 | .2 |
| | | 36 | 1 | .2 |
| | | 40 | 19 | 3.3 |
| | | 44 | 1 | .2 |
| | | 45 | 4 | .7 |
| | | 50 | 197 | 34.2 |
| | | 55 | 3 | .5 |
| | | 58 | 1 | .2 |
| | | 60 | 65 | 11.3 |
| | | 65 | 12 | 2.1 |
| | | 66 | 2 | .3 |
| | | 67 | 5 | .9 |
| | | 70 | 52 | 9.0 |
| | | 75 | 84 | 14.6 |
| | | 80 | 47 | 8.2 |
| | | 82 | 1 | .2 |
| | | 85 | 9 | 1.6 |
| | | 88 | 1 | .2 |
| | | 90 | 27 | 4.7 |
| | | 94 | 1 | .2 |
| | | 95 | 3 | .5 |
| | | 100 | 4 | .7 |
| | | Total | 576 | 100.0 |
| | | Total | 573 | 100.0 |
| | | Missing System | 265 | |
| | | Total | 838 | |

| | | | | |
|---|---|---|---|---|
| During driver's education, what percentage of the time was spent on each of the following: | Learning by driving on the road | 0 | 7 | 1.2 |
| | | 2 | 1 | .2 |
| | | 5 | 3 | .5 |
| | | 6 | 1 | .2 |
| | | 8 | 2 | .3 |
| | | 10 | 31 | 5.4 |
| | | 12 | 3 | .5 |
| | | 15 | 16 | 2.8 |
| | | 18 | 1 | .2 |
| | | 20 | 52 | 9.0 |
| | | 25 | 92 | 16.0 |
| | | 30 | 61 | 10.6 |
| | | 33 | 6 | 1.0 |
| | | 34 | 2 | .3 |
| | | 35 | 11 | 1.9 |
| | | 40 | 65 | 11.3 |
| | | 45 | 8 | 1.4 |
| | | 50 | 186 | 32.3 |
| | | 55 | 2 | .3 |
| | | 60 | 13 | 2.3 |
| | | 70 | 3 | .5 |
| | | 75 | 3 | .5 |
| | | 80 | 1 | .2 |
| | | 85 | 1 | .2 |
| | | 90 | 1 | .2 |
| | | 100 | 4 | .7 |
| | | Total | 576 | 100.0 |
| | | Missing System | 262 | |
| | | Total | 838 | |
| During driver's education, what percentage of the time was spent on each of the following: | Driving Simulator | 0 | 518 | 90.9 |
| | | 5 | 6 | 1.1 |
| | | 8 | 3 | .5 |
| | | 10 | 13 | 2.3 |
| | | 15 | 1 | .2 |
| | | 20 | 8 | 1.4 |
| | | 25 | 13 | 2.3 |
| | | 30 | 4 | .7 |
| | | 33 | 1 | .2 |
| | | 35 | 1 | .2 |
| | | 40 | 1 | .2 |
| | | 50 | 1 | .2 |
| | | Total | 570 | 100.0 |
| | | Missing System | 268 | |
| | | Total | 838 | |

| | | Response | Frequency | Valid % |
|---|---|---|---|---|
| The following topics and their affect on driving may or may not have been covered in your driver education course. Select your response based upon the degree to which you remember the topic being covered in your specific course: | Alcohol | I am sure this topic was NOT covered in my driver education course | 5 | .9 |
| | | I don't think this topic was covered in my driver education course | 2 | .3 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 19 | 3.3 |
| | | I think this topic was covered in my driver education course | 97 | 16.7 |
| | | I am sure this topic was covered in my driver education course | 459 | 78.9 |
| | | Total | 582 | 100.0 |
| | | Missing System | 256 | |
| | | Total | 838 | |
| | Drugs | I am sure this topic was NOT covered in my driver education course | 9 | 1.6 |
| | | I don't think this topic was covered in my driver education course | 23 | 4.0 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 74 | 12.8 |
| | | I think this topic was covered in my driver education course | 160 | 27.6 |
| | | I am sure this topic was covered in my driver education course | 313 | 54.1 |
| | | Total | 579 | 100.0 |
| | | Missing System | 259 | |
| | | Total | 838 | |
| | Sleep Deprivation | I am sure this topic was NOT covered in my driver education course | 5 | .9 |
| | | I don't think this topic was covered in my driver education course | 17 | 3.0 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 60 | 10.5 |
| | | I think this topic was covered in my driver education course | 159 | 27.7 |
| | | I am sure this topic was covered in my driver education course | 332 | 57.9 |
| | | Total | 573 | 100.0 |
| | | Missing System | 265 | |
| | | Total | 838 | |
| | Hazards of Cell Phone Use | I am sure this topic was NOT covered in my driver education course | 16 | 2.8 |
| | | I don't think this topic was covered in my driver education course | 49 | 8.5 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 90 | 15.6 |
| | | I think this topic was covered in my driver education course | 151 | 26.1 |
| | | I am sure this topic was covered in my driver education course | 272 | 47.1 |
| | | Total | 578 | 100.0 |
| | | Missing System | 260 | |
| | | Total | 838 | |

| | | | | |
|---|---|---|---|---|
| The following topics and their affect on driving may or may not have been covered in your driver education course. Select your response based upon the degree to which you remember the topic being covered in your specific course: | Passenger Influence (peer pressure, distractions, etc.) | I am sure this topic was NOT covered in my driver education course | 4 | .7 |
| | | I don't think this topic was covered in my driver education course | 8 | 1.4 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 22 | 3.8 |
| | | I think this topic was covered in my driver education course | 133 | 23.1 |
| | | I am sure this topic was covered in my driver education course | 410 | 71.1 |
| | | Total | 577 | 100.0 |
| | | Missing System | 261 | |
| | | Total | 838 | |
| | Protecting Vehicle Occupants | I am sure this topic was NOT covered in my driver education course | 7 | 1.2 |
| | | I don't think this topic was covered in my driver education course | 16 | 2.8 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 79 | 13.7 |
| | | I think this topic was covered in my driver education course | 175 | 30.3 |
| | | I am sure this topic was covered in my driver education course | 300 | 52.0 |
| | | Total | 577 | 100.0 |
| | | Missing System | 261 | |
| | | Total | 838 | |
| | Good Habits for Reduced Risk | I am sure this topic was NOT covered in my driver education course | 1 | .2 |
| | | I don't think this topic was covered in my driver education course | 4 | .7 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 40 | 7.0 |
| | | I think this topic was covered in my driver education course | 126 | 22.0 |
| | | I am sure this topic was covered in my driver education course | 403 | 70.2 |
| | | Total | 574 | 100.0 |
| | | Missing System | 264 | |
| | | Total | 838 | |
| | Using Vision for Vehicle Control | I am sure this topic was NOT covered in my driver education course | 3 | .5 |
| | | I don't think this topic was covered in my driver education course | 7 | 1.2 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 52 | 9.0 |
| | | I think this topic was covered in my driver education course | 109 | 19.0 |
| | | I am sure this topic was covered in my driver education course | 404 | 70.3 |
| | | Total | 575 | 100.0 |
| | | Missing System | 263 | |
| | | Total | 838 | |

| | | | | |
|---|---|---|---|---|
| The following topics and their affect on driving may or may not have been covered in your driver education course. Select your response based upon the degree to which you remember the topic being covered in your specific course: | Cooperating with Other Roadway Users | I am sure this topic was NOT covered in my driver education course | 1 | .2 |
| | | I don't think this topic was covered in my driver education course | 3 | .5 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 16 | 2.8 |
| | | I think this topic was covered in my driver education course | 122 | 21.1 |
| | | I am sure this topic was covered in my driver education course | 435 | 75.4 |
| | | Total | 577 | 100.0 |
| | | Missing System | 261 | |
| | | Total | 838 | |
| | Defensive Driving | I am sure this topic was NOT covered in my driver education course | 3 | .5 |
| | | I don't think this topic was covered in my driver education course | 8 | 1.4 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 41 | 7.1 |
| | | I think this topic was covered in my driver education course | 97 | 16.8 |
| | | I am sure this topic was covered in my driver education course | 428 | 74.2 |
| | | Total | 577 | 100.0 |
| | | Missing System | 261 | |
| | | Total | 838 | |
| | Driving Under Abnormal Road Conditions | I am sure this topic was NOT covered in my driver education course | 2 | .3 |
| | | I don't think this topic was covered in my driver education course | 5 | .9 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 20 | 3.4 |
| | | I think this topic was covered in my driver education course | 106 | 18.2 |
| | | I am sure this topic was covered in my driver education course | 448 | 77.1 |
| | | Total | 581 | 100.0 |
| | | Missing System | 257 | |
| | | Total | 838 | |
| | Lifelong Learning of Driving Tasks | I am sure this topic was NOT covered in my driver education course | 8 | 1.4 |
| | | I don't think this topic was covered in my driver education course | 30 | 5.2 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 137 | 23.7 |
| | | I think this topic was covered in my driver education course | 166 | 28.7 |
| | | I am sure this topic was covered in my driver education course | 238 | 41.1 |
| | | Total | 579 | 100.0 |
| | | Missing System | 259 | |
| | | Total | 838 | |

| | | | | |
|---|---|---|---|---|
| The following topics and their affect on driving may or may not have been covered in your driver education course. Select your response based upon the degree to which you remember the topic being covered in your specific course: | Effects of Gravity and Energy of Motion | I am sure this topic was NOT covered in my driver education course | 43 | 7.4 |
| | | I don't think this topic was covered in my driver education course | 82 | 14.1 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 177 | 30.5 |
| | | I think this topic was covered in my driver education course | 129 | 22.2 |
| | | I am sure this topic was covered in my driver education course | 149 | 25.7 |
| | | Total | 580 | 100.0 |
| | | Missing System | 258 | |
| | | Total | 838 | |
| | Maintaining Vehicle Balance and Traction Control | I am sure this topic was NOT covered in my driver education course | 15 | 2.6 |
| | | I don't think this topic was covered in my driver education course | 35 | 6.0 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 80 | 13.8 |
| | | I think this topic was covered in my driver education course | 169 | 29.1 |
| | | I am sure this topic was covered in my driver education course | 281 | 48.4 |
| | | Total | 580 | 100.0 |
| | | Missing System | 258 | |
| | | Total | 838 | |
| | Negotiating Hills and Curves | I am sure this topic was NOT covered in my driver education course | 8 | 1.4 |
| | | I don't think this topic was covered in my driver education course | 36 | 6.2 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 63 | 10.9 |
| | | I think this topic was covered in my driver education course | 149 | 25.8 |
| | | I am sure this topic was covered in my driver education course | 322 | 55.7 |
| | | Total | 578 | 100.0 |
| | | Missing System | 260 | |
| | | Total | 838 | |
| | Driving in Urban Environments | I am sure this topic was NOT covered in my driver education course | 13 | 2.2 |
| | | I don't think this topic was covered in my driver education course | 33 | 5.7 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 78 | 13.5 |
| | | I think this topic was covered in my driver education course | 146 | 25.3 |
| | | I am sure this topic was covered in my driver education course | 308 | 53.3 |
| | | Total | 578 | 100.0 |
| | | Missing System | 260 | |
| | | Total | 838 | |

| The following topics and their affect on driving may or may not have been covered in your driver education course. Select your response based upon the degree to which you remember the topic being covered in your specific course: | Driving in Rural Environments | I am sure this topic was NOT covered in my driver education course | 5 | | .9 |
|---|---|---|---|---|---|
| | | I don't think this topic was covered in my driver education course | 26 | | 4.5 |
| | | I'm not sure if this topic was or was not covered in my driver education course | 51 | | 8.8 |
| | | I think this topic was covered in my driver education course | 129 | | 22.3 |
| | | I am sure this topic was covered in my driver education course | 367 | | 63.5 |
| | | Total | 578 | | 100.0 |
| | | Missing System | 260 | | |
| | | Total | 838 | | |

| | | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| Improved Driving Skills | In-vehicle driver education | No Impact | 90 | 10.7 | 13.1 | 13.1 |
| | | Minor Impact | 56 | 6.7 | 8.1 | 21.2 |
| | | Somewhat of an Impact | 94 | 11.2 | 13.6 | 34.8 |
| | | Moderate Impact | 191 | 22.8 | 27.7 | 62.6 |
| | | Major Impact | 258 | 30.8 | 37.4 | 100.0 |
| | | Total | 689 | 82.2 | 100.0 | |
| | | Missing System | 149 | 17.8 | | |
| | | Total | 838 | 100.0 | | |
| | Classroom driver education | No Impact | 139 | 16.6 | 20.2 | 20.2 |
| | | Minor Impact | 149 | 17.8 | 21.6 | 41.8 |
| | | Somewhat of an Impact | 170 | 20.3 | 24.7 | 66.5 |
| | | Moderate Impact | 177 | 21.1 | 25.7 | 92.2 |
| | | Major Impact | 54 | 6.4 | 7.8 | 100.0 |
| | | Total | 689 | 82.2 | 100.0 | |
| | | Missing System | 149 | 17.8 | | |
| | | Total | 838 | 100.0 | | |
| | Parental instruction | No Impact | 13 | 1.6 | 1.9 | 1.9 |
| | | Minor Impact | 38 | 4.5 | 5.4 | 7.3 |
| | | Somewhat of an Impact | 101 | 12.1 | 14.4 | 21.7 |
| | | Moderate Impact | 237 | 28.3 | 33.8 | 55.5 |
| | | Major Impact | 312 | 37.2 | 44.5 | 100.0 |
| | | Total | 701 | 83.7 | 100.0 | |
| | | Missing System | 137 | 16.3 | | |
| | | Total | 838 | 100.0 | | |
| | Personal experience | No Impact | 7 | .8 | 1.0 | 1.0 |
| | | Minor Impact | 10 | 1.2 | 1.4 | 2.4 |
| | | Somewhat of an Impact | 38 | 4.5 | 5.4 | 7.9 |
| | | Moderate Impact | 99 | 11.8 | 14.2 | 22.0 |
| | | Major Impact | 545 | 65.0 | 78.0 | 100.0 |
| | | Total | 699 | 83.4 | 100.0 | |
| | | Missing System | 139 | 16.6 | | |
| | | Total | 838 | 100.0 | | |

| | | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| Improved knowledge of the rules, regulations and laws pertaining to driving | In-vehicle driver education | No Impact | 93 | 11.1 | 13.6 | 13.6 |
| | | Minor Impact | 84 | 10.0 | 12.3 | 25.8 |
| | | Somewhat of an Impact | 154 | 18.4 | 22.5 | 48.3 |
| | | Moderate Impact | 210 | 25.1 | 30.7 | 79.0 |
| | | Major Impact | 144 | 17.2 | 21.0 | 100.0 |
| | | Total | 685 | 81.7 | 100.0 | |
| | | Missing System | 153 | 18.3 | | |
| | | Total | 838 | 100.0 | | |
| | Classroom driver education | No Impact | 105 | 12.5 | 15.4 | 15.4 |
| | | Minor Impact | 60 | 7.2 | 8.8 | 24.1 |
| | | Somewhat of an Impact | 96 | 11.5 | 14.0 | 38.2 |
| | | Moderate Impact | 182 | 21.7 | 26.6 | 64.8 |
| | | Major Impact | 241 | 28.8 | 35.2 | 100.0 |
| | | Total | 684 | 81.6 | 100.0 | |
| | | Missing System | 154 | 18.4 | | |
| | | Total | 838 | 100.0 | | |
| | Parental instruction | No Impact | 20 | 2.4 | 2.9 | 2.9 |
| | | Minor Impact | 61 | 7.3 | 8.8 | 11.6 |
| | | Somewhat of an Impact | 150 | 17.9 | 21.5 | 33.1 |
| | | Moderate Impact | 264 | 31.5 | 37.9 | 71.0 |
| | | Major Impact | 202 | 24.1 | 29.0 | 100.0 |
| | | Total | 697 | 83.2 | 100.0 | |
| | | Missing System | 141 | 16.8 | | |
| | | Total | 838 | 100.0 | | |
| | Personal experience | No Impact | 17 | 2.0 | 2.4 | 2.4 |
| | | Minor Impact | 66 | 7.9 | 9.5 | 12.0 |
| | | Somewhat of an Impact | 129 | 15.4 | 18.6 | 30.5 |
| | | Moderate Impact | 218 | 26.0 | 31.4 | 62.0 |
| | | Major Impact | 264 | 31.5 | 38.0 | 100.0 |
| | | Total | 694 | 82.8 | 100.0 | |
| | | Missing System | 144 | 17.2 | | |
| | | Total | 838 | 100.0 | | |

| | | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| Improved awareness of risk factors that contribute to unsafe driving practices | In-vehicle driver education | No Impact | 116 | 13.8 | 17.1 | 17.1 |
| | | Minor Impact | 95 | 11.3 | 14.0 | 31.1 |
| | | Somewhat of an Impact | 168 | 20.0 | 24.7 | 55.8 |
| | | Moderate Impact | 171 | 20.4 | 25.2 | 81.0 |
| | | Major Impact | 129 | 15.4 | 19.0 | 100.0 |
| | | Total | 679 | 81.0 | 100.0 | |
| | | Missing System | 159 | 19.0 | | |
| | | Total | 838 | 100.0 | | |
| | Classroom driver education | No Impact | 125 | 14.9 | 18.4 | 18.4 |
| | | Minor Impact | 89 | 10.6 | 13.1 | 31.5 |
| | | Somewhat of an Impact | 147 | 17.5 | 21.6 | 53.1 |
| | | Moderate Impact | 177 | 21.1 | 26.0 | 79.1 |
| | | Major Impact | 142 | 16.9 | 20.9 | 100.0 |
| | | Total | 680 | 81.1 | 100.0 | |
| | | Missing System | 158 | 18.9 | | |
| | | Total | 838 | 100.0 | | |
| | Parental instruction | No Impact | 12 | 1.4 | 1.7 | 1.7 |
| | | Minor Impact | 58 | 6.9 | 8.4 | 10.1 |
| | | Somewhat of an Impact | 140 | 16.7 | 20.2 | 30.3 |
| | | Moderate Impact | 232 | 27.7 | 33.4 | 63.7 |
| | | Major Impact | 252 | 30.1 | 36.3 | 100.0 |
| | | Total | 694 | 82.8 | 100.0 | |
| | | Missing System | 144 | 17.2 | | |
| | | Total | 838 | 100.0 | | |
| | Personal experience | No Impact | 122 | 14.6 | 18.0 | 18.0 |
| | | Minor Impact | 138 | 16.5 | 20.4 | 38.3 |
| | | Somewhat of an Impact | 143 | 17.1 | 21.1 | 59.4 |
| | | Moderate Impact | 145 | 17.3 | 21.4 | 80.8 |
| | | Major Impact | 130 | 15.5 | 19.2 | 100.0 |
| | | Total | 678 | 80.9 | 100.0 | |
| | | Missing System | 160 | 19.1 | | |
| | | Total | 838 | 100.0 | | |

| | | Response | Frequency | % | Valid % | Cumulative % |
|---|---|---|---|---|---|---|
| Improved ability to anticipate and react to abnormal driving conditions | In-vehicle driver education | No Impact | 122 | 14.6 | 18.0 | 18.0 |
| | | Minor Impact | 138 | 16.5 | 20.4 | 38.3 |
| | | Somewhat of an Impact | 143 | 17.1 | 21.1 | 59.4 |
| | | Moderate Impact | 145 | 17.3 | 21.4 | 80.8 |
| | | Major Impact | 130 | 15.5 | 19.2 | 100.0 |
| | | Total | 678 | 80.9 | 100.0 | |
| | | Missing System | 160 | 19.1 | | |
| | | Total | 838 | 100.0 | | |
| | Classroom driver education | No Impact | 188 | 22.4 | 27.7 | 27.7 |
| | | Minor Impact | 152 | 18.1 | 22.4 | 50.1 |
| | | Somewhat of an Impact | 157 | 18.7 | 23.1 | 73.2 |
| | | Moderate Impact | 128 | 15.3 | 18.9 | 92.0 |
| | | Major Impact | 54 | 6.4 | 8.0 | 100.0 |
| | | Total | 679 | 81.0 | 100.0 | |
| | | Missing System | 159 | 19.0 | | |
| | | Total | 838 | 100.0 | | |
| | Parental instruction | No Impact | 16 | 1.9 | 2.3 | 2.3 |
| | | Minor Impact | 65 | 7.8 | 9.4 | 11.7 |
| | | Somewhat of an Impact | 146 | 17.4 | 21.1 | 32.8 |
| | | Moderate Impact | 233 | 27.8 | 33.7 | 66.5 |
| | | Major Impact | 232 | 27.7 | 33.5 | 100.0 |
| | | Total | 692 | 82.6 | 100.0 | |
| | | Missing System | 146 | 17.4 | | |
| | | Total | 838 | 100.0 | | |
| | Personal experience | No Impact | 4 | .5 | .6 | .6 |
| | | Minor Impact | 16 | 1.9 | 2.3 | 2.9 |
| | | Somewhat of an Impact | 44 | 5.3 | 6.4 | 9.3 |
| | | Moderate Impact | 118 | 14.1 | 17.1 | 26.3 |
| | | Major Impact | 509 | 60.7 | 73.7 | 100.0 |
| | | Total | 691 | 82.5 | 100.0 | |
| | | Missing System | 147 | 17.5 | | |
| | | Total | 838 | 100.0 | | |

| | | Response | Frequency | Valid % |
|---|---|---|---|---|
| Please indicate your ability to engage in the behavior noted AND maintain safe driving practices | Placing a phone call with a cell phone while driving | No effect on MY ability to drive safely | 92 | 13.2 |
| | | Minimal effect on MY ability to drive safely | 298 | 42.6 |
| | | Some effect on MY ability to drive safely | 200 | 28.6 |
| | | Moderate effect on MY ability to drive safely | 82 | 11.7 |
| | | Major effect on MY ability to drive safely | 27 | 3.9 |
| | | Total | 699 | 100.0 |
| | | Missing System | 139 | |
| | | Total | 838 | |
| | Receiving a phone call with a cell phone while driving | No effect on MY ability to drive safely | 142 | 20.3 |
| | | Minimal effect on MY ability to drive safely | 293 | 41.9 |
| | | Some effect on MY ability to drive safely | 168 | 24.0 |
| | | Moderate effect on MY ability to drive safely | 77 | 11.0 |
| | | Major effect on MY ability to drive safely | 20 | 2.9 |
| | | Total | 700 | 100.0 |
| | | Missing System | 138 | |
| | | Total | 838 | |

| | | | | |
|---|---|---|---|---|
| Please indicate your ability to engage in the behavior noted AND maintain safe driving practices | Talking on a cell phone while driving | No effect on MY ability to drive safely | 157 | 22.5 |
| | | Minimal effect on MY ability to drive safely | 308 | 44.1 |
| | | Some effect on MY ability to drive safely | 152 | 21.8 |
| | | Moderate effect on MY ability to drive safely | 62 | 8.9 |
| | | Major effect on MY ability to drive safely | 19 | 2.7 |
| | | Total | 698 | 100.0 |
| | | Missing System | 140 | |
| | | Total | 838 | |
| | Reading a Text Message while driving | No effect on MY ability to drive safely | 27 | 3.9 |
| | | Minimal effect on MY ability to drive safely | 123 | 17.7 |
| | | Some effect on MY ability to drive safely | 205 | 29.5 |
| | | Moderate effect on MY ability to drive safely | 205 | 29.5 |
| | | Major effect on MY ability to drive safely | 135 | 19.4 |
| | | Total | 695 | 100.0 |
| | | Missing System | 143 | |
| | | Total | 838 | |
| | Sending a Text Message while driving | No effect on MY ability to drive safely | 28 | 4.0 |
| | | Minimal effect on MY ability to drive safely | 80 | 11.5 |
| | | Some effect on MY ability to drive safely | 156 | 22.4 |
| | | Moderate effect on MY ability to drive safely | 211 | 30.3 |
| | | Major effect on MY ability to drive safely | 221 | 31.8 |
| | | Total | 696 | 100.0 |
| | | Missing System | 142 | |
| | | Total | 838 | |
| | Searching for a CD in your CD case while driving | No effect on MY ability to drive safely | 68 | 9.7 |
| | | Minimal effect on MY ability to drive safely | 122 | 17.4 |
| | | Some effect on MY ability to drive safely | 266 | 38.0 |
| | | Moderate effect on MY ability to drive safely | 168 | 24.0 |
| | | Major effect on MY ability to drive safely | 76 | 10.9 |
| | | Total | 700 | 100.0 |
| | | Missing System | 138 | |
| | | Total | 838 | |
| | Eating while Driving | No effect on MY ability to drive safely | 109 | 15.6 |
| | | Minimal effect on MY ability to drive safely | 252 | 36.0 |
| | | Some effect on MY ability to drive safely | 207 | 29.6 |
| | | Moderate effect on MY ability to drive safely | 110 | 15.7 |
| | | Major effect on MY ability to drive safely | 22 | 3.1 |
| | | Total | 700 | 100.0 |
| | | Missing System | 138 | |
| | | Total | 838 | |
| | Driving in Bad Weather | No effect on MY ability to drive safely | 61 | 8.7 |
| | | Minimal effect on MY ability to drive safely | 188 | 26.8 |
| | | Some effect on MY ability to drive safely | 191 | 27.2 |
| | | Moderate effect on MY ability to drive safely | 155 | 22.1 |
| | | Major effect on MY ability to drive safely | 106 | 15.1 |
| | | Total | 701 | 100.0 |
| | | Missing System | 137 | |
| | | Total | 838 | |

| | | Response | Frequency | Valid % |
|---|---|---|---|---|
| Please indicate the degree to which you feel the following behaviors have an adverse impact on OTHER DRIVERS ability to drive safely | Placing a phone call with a cell phone while driving | No effect on MY ability to drive safely | 40 | 5.7 |
| | | Minimal effect on MY ability to drive safely | 138 | 19.8 |
| | | Some effect on MY ability to drive safely | 260 | 37.2 |
| | | Moderate effect on MY ability to drive safely | 184 | 26.4 |
| | | Major effect on MY ability to drive safely | 76 | 10.9 |
| | | Total | 698 | 100.0 |
| | | Missing System | 140 | |
| | | Total | 838 | |
| | Receiving a phone call with a cell phone while driving | No effect on MY ability to drive safely | 44 | 6.3 |
| | | Minimal effect on MY ability to drive safely | 170 | 24.4 |
| | | Some effect on MY ability to drive safely | 253 | 36.4 |
| | | Moderate effect on MY ability to drive safely | 161 | 23.1 |
| | | Major effect on MY ability to drive safely | 68 | 9.8 |
| | | Total | 696 | 100.0 |
| | | Missing System | 142 | |
| | | Total | 838 | |
| | Talking on a cell phone while driving | No effect on MY ability to drive safely | 49 | 7.0 |
| | | Minimal effect on MY ability to drive safely | 161 | 23.1 |
| | | Some effect on MY ability to drive safely | 229 | 32.9 |
| | | Moderate effect on MY ability to drive safely | 182 | 26.1 |
| | | Major effect on MY ability to drive safely | 76 | 10.9 |
| | | Total | 697 | 100.0 |
| | | Missing System | 141 | |
| | | Total | 838 | |
| | Reading a Text Message while driving | No effect on MY ability to drive safely | 13 | 1.9 |
| | | Minimal effect on MY ability to drive safely | 44 | 6.3 |
| | | Some effect on MY ability to drive safely | 151 | 21.7 |
| | | Moderate effect on MY ability to drive safely | 225 | 32.3 |
| | | Major effect on MY ability to drive safely | 263 | 37.8 |
| | | Total | 696 | 100.0 |
| | | Missing System | 142 | |
| | | Total | 838 | |
| | Sending a Text Message while driving | No effect on MY ability to drive safely | 12 | 1.7 |
| | | Minimal effect on MY ability to drive safely | 40 | 5.8 |
| | | Some effect on MY ability to drive safely | 115 | 16.5 |
| | | Moderate effect on MY ability to drive safely | 196 | 28.2 |
| | | Major effect on MY ability to drive safely | 332 | 47.8 |
| | | Total | 695 | 100.0 |
| | | Missing System | 143 | |
| | | Total | 838 | |
| | Searching for a CD in your CD case while driving | No effect on MY ability to drive safely | 20 | 2.9 |
| | | Minimal effect on MY ability to drive safely | 78 | 11.2 |
| | | Some effect on MY ability to drive safely | 217 | 31.1 |
| | | Moderate effect on MY ability to drive safely | 253 | 36.2 |
| | | Major effect on MY ability to drive safely | 130 | 18.6 |
| | | Total | 698 | 100.0 |
| | | Missing System | 140 | |
| | | Total | 838 | |

| | | | | |
|---|---|---|---|---|
| Please indicate the degree to which you feel the following behaviors have an adverse impact on OTHER DRIVERS ability to drive safely | Eating while Driving | No effect on MY ability to drive safely | 40 | 5.7 |
| | | Minimal effect on MY ability to drive safely | 163 | 23.4 |
| | | Some effect on MY ability to drive safely | 265 | 38.0 |
| | | Moderate effect on MY ability to drive safely | 167 | 24.0 |
| | | Major effect on MY ability to drive safely | 62 | 8.9 |
| | | Total | 697 | 100.0 |
| | | Missing System | 141 | |
| | | Total | 838 | |
| | Driving in Bad Weather | No effect on MY ability to drive safely | 10 | 1.4 |
| | | Minimal effect on MY ability to drive safely | 59 | 8.5 |
| | | Some effect on MY ability to drive safely | 174 | 25.1 |
| | | Moderate effect on MY ability to drive safely | 235 | 33.9 |
| | | Major effect on MY ability to drive safely | 215 | 31.0 |
| | | Total | 693 | 100.0 |
| | | Missing System | 145 | |
| | | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I can safely maintain control of the vehicle under different road conditions | Strongly Disagree | 3 | .4 |
| | Disagree | 15 | 2.1 |
| | Neither agree/disagree | 62 | 8.8 |
| | Agree | 386 | 55.0 |
| | Strongly Agree | 236 | 33.6 |
| | Total | 702 | 100.0 |
| | Missing System | 136 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I am able to ignore passenger distractions while driving | Strongly Disagree | 4 | .6 |
| | Disagree | 35 | 5.0 |
| | Neither agree/disagree | 115 | 16.4 |
| | Agree | 397 | 56.6 |
| | Strongly Agree | 150 | 21.4 |
| | Total | 701 | 100.0 |
| | Missing System | 137 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I can safely drive at different times of the day | Strongly Disagree | 2 | .3 |
| | Disagree | 11 | 1.6 |
| | Neither agree/disagree | 30 | 4.5 |
| | Agree | 305 | 45.3 |
| | Strongly Agree | 326 | 48.4 |
| | Total | 674 | 100.0 |
| | Missing System | 164 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I can drive without distraction or impairment from stress or fatigue | Strongly Disagree | 11 | 1.6 |
| | Disagree | 85 | 12.6 |
| | Neither agree/disagree | 150 | 22.2 |
| | Agree | 322 | 47.7 |
| | Strongly Agree | 107 | 15.9 |
| | Total | 675 | 100.0 |
| | Missing System | 163 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I drive with adequate safety margins in traffic | Strongly Disagree | 2 | .3 |
| | Disagree | 15 | 2.2 |
| | Neither agree/disagree | 58 | 8.6 |
| | Agree | 395 | 58.9 |
| | Strongly Agree | 201 | 30.0 |
| | Total | 671 | 100.0 |
| | Missing System | 167 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I can identify potential hazards in traffic situations | Strongly Disagree | 2 | .3 |
| | Disagree | 6 | .9 |
| | Neither agree/disagree | 44 | 6.5 |
| | Agree | 395 | 58.8 |
| | Strongly Agree | 225 | 33.5 |
| | Total | 672 | 100.0 |
| | Missing System | 166 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I am able to predict immediate hazards while driving | Strongly Disagree | 1 | .1 |
| | Disagree | 17 | 2.5 |
| | Neither agree/disagree | 125 | 18.6 |
| | Agree | 345 | 51.3 |
| | Strongly Agree | 184 | 27.4 |
| | Total | 672 | 100.0 |
| | Missing System | 166 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I am comfortable driving at highway speeds (70 mph) | Strongly Disagree | 4 | .6 |
| | Disagree | 10 | 1.5 |
| | Neither agree/disagree | 17 | 2.5 |
| | Agree | 203 | 30.2 |
| | Strongly Agree | 439 | 65.2 |
| | Total | 673 | 100.0 |
| | Missing System | 165 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I can avoid obstacles and potential road hazards if necessary | Strongly Disagree | 2 | .3 |
| | Disagree | 6 | .9 |
| | Neither agree/disagree | 37 | 5.5 |
| | Agree | 354 | 52.6 |
| | Strongly Agree | 274 | 40.7 |
| | Total | 673 | 100.0 |
| | Missing System | 165 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I can maintain control of the vehicle in an emergency situation | Strongly Disagree | 4 | .6 |
| | Disagree | 19 | 2.8 |
| | Neither agree/disagree | 147 | 21.8 |
| | Agree | 327 | 48.6 |
| | Strongly Agree | 176 | 26.2 |
| | Total | 673 | 100.0 |
| | Missing System | 165 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I would like to explore strange places | Strongly Disagree | 27 | 4.0 |
| | Disagree | 114 | 17.0 |
| | Neither agree/disagree | 144 | 21.4 |
| | Agree | 213 | 31.7 |
| | Strongly Agree | 174 | 25.9 |
| | Total | 672 | 100.0 |
| | Missing System | 166 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I like to do frightening things | Strongly Disagree | 131 | 19.6 |
| | Disagree | 216 | 32.2 |
| | Neither agree/disagree | 171 | 25.5 |
| | Agree | 98 | 14.6 |
| | Strongly Agree | 54 | 8.1 |
| | Total | 670 | 100.0 |
| | Missing System | 168 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I like wild parties | Strongly Disagree | 180 | 26.8 |
| | Disagree | 193 | 28.8 |
| | Neither agree/disagree | 133 | 19.8 |
| | Agree | 97 | 14.5 |
| | Strongly Agree | 68 | 10.1 |
| | Total | 671 | 100.0 |
| | Missing System | 167 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| I get restless when I spend too much time at home | Strongly Disagree | 47 | 7.0 |
| | Disagree | 131 | 19.4 |
| | Neither agree/disagree | 169 | 25.1 |
| | Agree | 222 | 32.9 |
| | Strongly Agree | 105 | 15.6 |
| | Total | 674 | 100.0 |
| | Missing System | 164 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| | Strongly Disagree | 67 | 10.0 |
| | Disagree | 132 | 19.6 |
| | Neither agree/disagree | 119 | 17.7 |
| I would like to take off on a trip with no pre-planned routes | Agree | 193 | 28.7 |
| | Strongly Agree | 161 | 24.0 |
| | Total | 672 | 100.0 |
| | Missing System | 166 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| | Strongly Disagree | 114 | 17.0 |
| | Disagree | 121 | 18.0 |
| | Neither agree/disagree | 103 | 15.3 |
| I would like to try parachute jumping | Agree | 171 | 25.4 |
| | Strongly Agree | 163 | 24.3 |
| | Total | 672 | 100.0 |
| | Missing System | 166 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| | Strongly Disagree | 78 | 11.6 |
| | Disagree | 187 | 27.8 |
| | Neither agree/disagree | 211 | 31.4 |
| I like new and exciting experiences, even if I have to break the rules | Agree | 124 | 18.4 |
| | Strongly Agree | 73 | 10.8 |
| | Total | 673 | 100.0 |
| | Missing System | 165 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| | Strongly Disagree | 54 | 8.0 |
| | Disagree | 29 | 19.1 |
| | Neither agree/disagree | 275 | 40.7 |
| I prefer friends who are excitingly unpredictable | Agree | 160 | 23.7 |
| | Strongly Agree | 57 | 8.4 |
| | Total | 675 | 100.0 |
| | Missing System | 163 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| | Yes | 281 | 41.1 |
| | No | 403 | 58.9 |
| Have you been involved in an accident while driving (not as a passenger)? | Total | 684 | 100.0 |
| | Missing System | 154 | |
| | Total | 838 | |

| | Response | Frequency | Valid % |
|---|---|---|---|
| How many accidents have you been involved in as the driver? | 0 | 386 | 58.0 |
| | 1 | 182 | 27.4 |
| | 2 | 76 | 11.4 |
| | 3 | 17 | 2.6 |
| | 4 | 1 | .2 |
| | 5 | 1 | .2 |
| | 7 | 1 | .2 |
| | 8 | 1 | .2 |
| | Total | 665 | 100.0 |
| | Missing System | 173 | |
| | Total | 838 | |