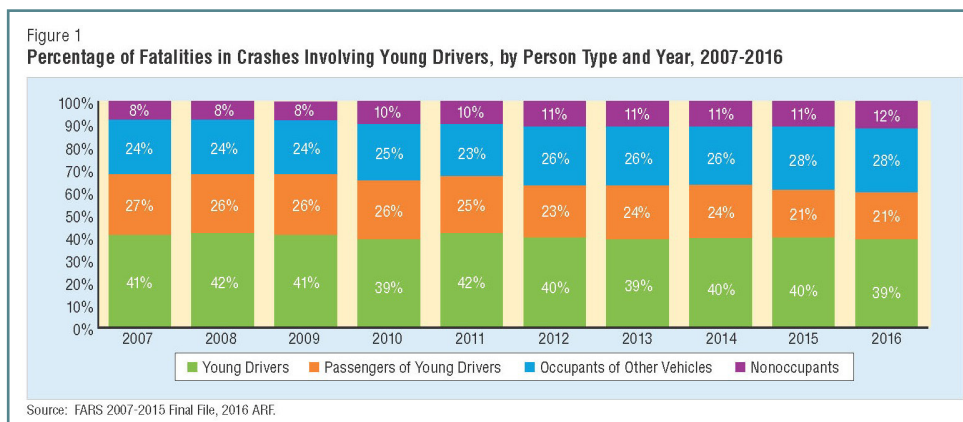


GDL Framework Safety Center Implementation Checklist

Young driver crashes continue to represent a substantial proportion of total crashes. A national perspective on young driver crashes is outlined below. For more information regarding the young driver fatal crash rate by state, see National Highway Traffic Safety Administration (NHTSA) traffic safety facts (2016). Jurisdictions are encouraged to continue adopting teen driver safety measures, and the GDL Framework checklist can help states address the young driver crash problem at a local level.



Purpose

The purpose of this checklist is to help jurisdictions assess their current young driver program practices in terms of the GDL Framework features. This checklist assesses practices and policies in relation to three main areas: features, data needs and implementation plans. More specifically, this tool helps states identify which Framework features have the most potential for implementation, what data are required to demonstrate the need for the feature, and the key steps to develop an implementation plan.

Features

The section below describes all the features in the GDL Framework. Please indicate with a checkmark those features that are already implemented in your jurisdiction, those that have the most potential to be implemented, and those that are unlikely to be supported at this time.

	Implemented	Potential to implement	No potential
Eligibility age: GDL applies to beginning drivers aged 18 to 20 years (in addition to 16 and 17 year olds).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimum learner entry age: The minimum entry age of 16 to enter the learner stage of GDL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimum duration of learner stage: The minimum length of the learner stage is at least 12 months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Log book requirements: Log books are required to increase knowledge and promote compliance with the required number of supervised hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervised hours: A minimum of 50 hours supervised driving is required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimum entry age for intermediate stage: A minimum entry age of at least 17 years is required and drivers who have completed driver education are not exempted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starting time for night restriction in the intermediate stage: Unsupervised nighttime driving restrictions begin at 9 or 10 pm and end no earlier than 5 am for all intermediate drivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of young passengers allowed in the intermediate stage: Intermediate license holders are restricted and cannot have more than one teenage passenger in the vehicle at all times, Supervising drivers and family members are exempted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimum length in intermediate stage: At least 12 months in the intermediate stage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation requirement: No graduation to a full license until the required time period for the intermediate license has been completed or age 21 is reached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Implemented	Potential to implement	No potential
Minimum exit age: The minimum age for graduation to full driving privileges is 18 years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seat belt use in learner and intermediate stages: Seatbelt use is required for drivers and passengers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cell phone use in learner and intermediate stages: Phone/electronic, including hands-free, device use by learner and intermediate drivers is prohibited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
License plate identifiers: Vehicle decals to help police enforce GDL laws and encourage compliance with GDL restrictions are required for all learner and intermediate license holders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol use by supervising drivers: Supervisors, regardless of age, are restricted to a low or zero BAC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-phase approach to driver education: The three phases include: basic driver education for learners; more advanced instruction to teach safe driving procedures for those moving from the learner to the intermediate GDL stages; and additional driving instruction of higher-order driving skills for those moving from the intermediate to the full license. These three stages are included in the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modified current tests to move from learner to intermediate license, add exit test: Learner applicants must pass knowledge and vision tests. Obtaining an intermediate license requires passing an on-road, standardized entry-test. Progress to a full, unrestricted license requires intermediate license holders to pass an advanced on-road or computer-based exit test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-vehicle monitoring: Technology (in-vehicle feedback systems, Smart Keys) and other resources and tools (online safety-oriented programs) are promoted by licensing and insurance agencies as well as driver education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Data needs

This section enables jurisdictions to identify data elements that are necessary to establish the need for various features of the GDL Framework. Data about teenage drivers are an essential foundation to demonstrate to administrators and policymakers the size and prevalence of the problem. These data are equally important to inform decision-making and planning regarding new or enhanced teen driving laws. Please indicate with a checkmark which data sources are available in your jurisdiction.

	Current (most recent data)			Past (5 years ago)		
	Drivers aged 16 to 17 years	Drivers aged 18 to 20 years	Drivers aged 25 to 45 years	Drivers aged 16 to 17 years	Drivers aged 18 to 20 years	Drivers aged 25 to 45 years
Licensing data						
Learner's license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provisional license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crash data						
Fatal crashes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Injury crashes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Property damage crashes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of crashes by time of day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Nighttime fatal crashes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Nighttime injury crashes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Nighttime property damage crashes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of crashes involving a GDL violation	<input type="checkbox"/>					
• Fatal crashes involving a GDL violation	<input type="checkbox"/>					

	Current (most recent data)			Past (5 years ago)		
	Drivers aged 16 to 17 years	Drivers aged 18 to 20 years	Drivers aged 25 to 45 years	Drivers aged 16 to 17 years	Drivers aged 18 to 20 years	Drivers aged 25 to 45 years
• Injury crashes involving a GDL violation	<input type="checkbox"/>					
• Property damage crashes involving a GDL violation	<input type="checkbox"/>					
Traffic conviction data						
Number of traffic convictions	<input type="checkbox"/>					
• Number of traffic tickets for violating GDL law	<input type="checkbox"/>					
• Number of traffic convictions for violating GDL law	<input type="checkbox"/>					

Implementation plan

This section lists key areas to consider as part of the development of an implementation plan. The key areas listed follow the typical development of an implementation plan, but do not necessarily have to be addressed sequentially. They could be pursued in parallel or in varied order.

- Resources;
- Stakeholder engagement;
- Legislation and rules;
- Community facilitation; and
- Public awareness.



These considerations are central to develop an effective implementation plan. Once potential GDL program improvements have been identified with the use of hard data to clearly articulate the magnitude of the problem, the questions below will help prompt jurisdictions to gauge necessary resources, enlist stakeholders and create partnerships with local agencies that hold a vested interest in the issue. In addition to stakeholder engagement, generating political leadership is paramount to lay the groundwork for implementation. Furthermore, reaching out to community partners through dissemination, promotion and awareness activities can shape community perceptions about the need to improve young driver safety.

Resources

1. Do you have existing resources to implement this feature (e.g., staff, finances, data management systems, training tools)? Yes / No

2. What additional resources are needed and how will they be secured?

3. Do you have an internal working group in your agency to develop and execute an implementation plan? Yes / No

Stakeholder engagement

1. Have you established partnerships with stakeholders & community groups? Yes / No

2. Do you have an interagency committee to share information and coordinate efforts? Yes / No

3. Which state agencies should serve on the interagency group and what are their roles?

4. Do you have an advisory committee/board with both public and private stakeholders, including parent and teen safety advocacy groups, to act as a sounding board for your plans, to provide guidance and support, and to advocate for implementation? Yes / No

5. Which stakeholder agencies/groups should be included on the advisory committee/board and what are their roles?

Legislation and rules

1. Which agency has rule-making authority to implement this feature?



- 2. Will you need to work with the legislature to pass a new bill/law, or to amend a current law? Yes / No
- 3. Is there political will within your state to support the bill or amendment? Yes / No
- 4. Have you identified a political leader in the legislature to move this forward? Yes / No

Community facilitation

- 1. Do you have a communication plan to educate decision makers, the media, and the public about the need for and benefits of implementation? Yes / No
- 2. Have you surveyed the public to gauge their level of knowledge about GDL and its effectiveness as well as support for implementing enhancements to the program? Yes / No
- 3. Have you conducted “town hall” meetings with residents around your state to present information about GDL and teen driver safety, to discuss the need for enhancing the program, and to hear their concerns and opinions? Yes / No

Public awareness

- 1. Have you prepared and circulated a public “consultation” report to solicit public and stakeholders’ views regarding your plans to improve GDL and teen driver safety and build consensus? Yes / No

2. What specific audiences do you need to inform and educate about your plans?

3. How will you reach these audiences?

4. What educational materials are already available or do you need to develop new ones?



Traffic Injury Research Foundation

The mission of the Traffic Injury Research Foundation (TIRF) is to reduce traffic-related deaths and injuries. TIRF is a national, independent, charitable road safety institute. Since its inception in 1964, TIRF has become internationally recognized for its accomplishments in a wide range of subject areas related to identifying the causes of road crashes and developing programs and policies to address them effectively.

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