## **New Entrant Training and Testing**

U.S. Department of Transportation
Federal Motor Carrier Safety Administration

Kelly Stowe



2024

SAFETY RESEARCH FORUM

VIRTUAL EVENT







## **Background**

In 2012, Congress directed the Secretary to establish a written proficiency exam for applicant motor carriers in Section 32101(b) of the Moving Ahead for Progress in the 21<sup>st</sup> Century Act.

(b) Written Proficiency Examination.—

Not later than 18 months after the date of enactment of this Act, the Secretary shall establish through a rulemaking a written proficiency examination for applicant motor carriers pursuant to section 13902(a)(1)(D) of title 49, United States Code. The written proficiency examination shall test a person's knowledge of applicable safety regulations, standards, and orders of the Federal government.

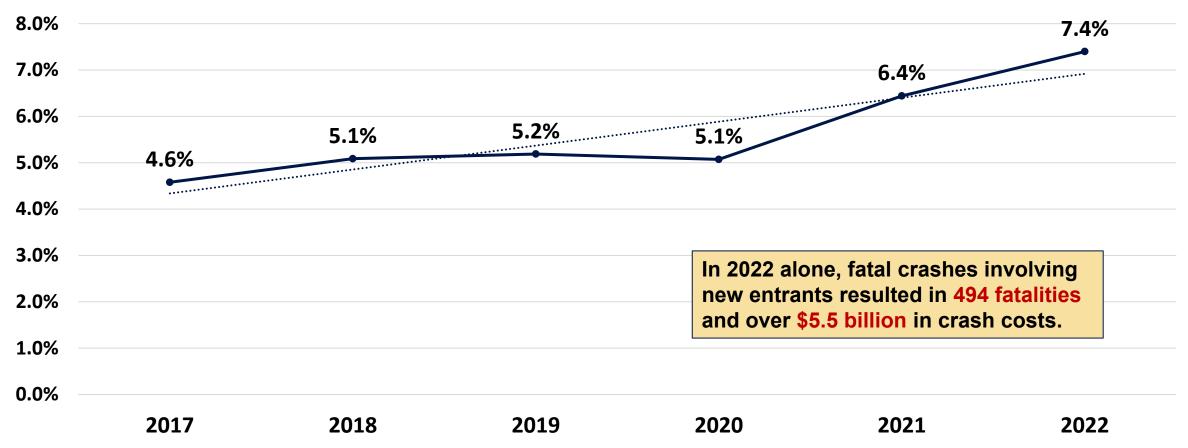
A

We are 10 years late meeting this requirement.

49 USC 13902 note. Deadline.

## New Entrants Are Accounting for More Fatal Crashes Involving Large Trucks and Buses Each Year

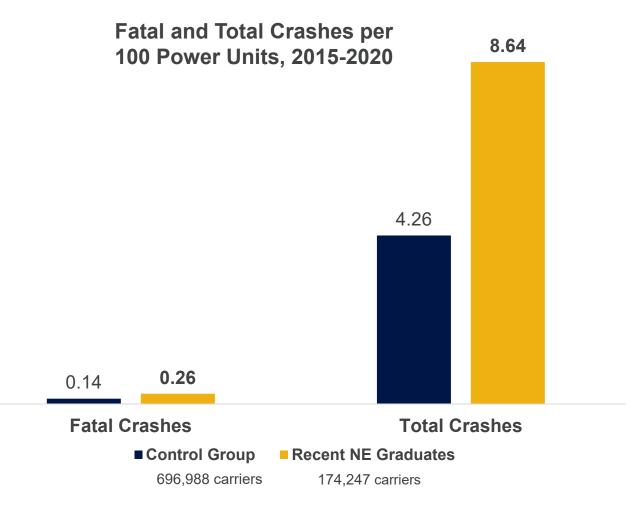




Sources: FARS/Pocket Guide, 2022 and 2023. FMCSA, MCMIS, Data Snapshot as of 12/29/2023.

## Recent New Entrant Program Graduates Have a Higher Crash Rate than Industry Peers

- An FMCSA analysis compared crash rates for carriers that graduated from the New Entrant Program from 2015-20 to crash rates of a control group of randomly selected non-new entrant carriers with similar size attributes.
- Nationally, recent NE graduates in the study group had approximately:
  - 2 times more total crashes per 100
     power units than the control group.
  - 1.9 times more fatal crashes per 100 power units than the control group.



**Note:** The crash rate is based on crashes that occurred within 24 months of graduating from the NE Program.

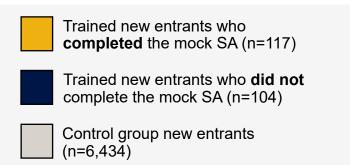
Source: Updated December 2023 Recent New Entrant Graduate Crash Data Analysis completed by FMCSA Analysis Division.

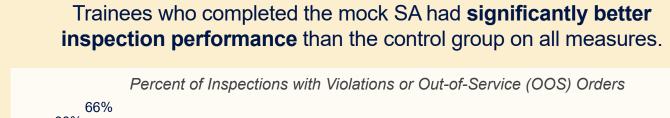
## Research Shows New Entrant Training Has Safety Benefits

#### 2005-06 Training Research Project

- 221 carriers in Montana participated
- Half-day of one-on-one training
- Content focused on the regulations

- No knowledge checks or test
- Optional mock safety audit (SA)
- Analyzed 3.5 years of safety data









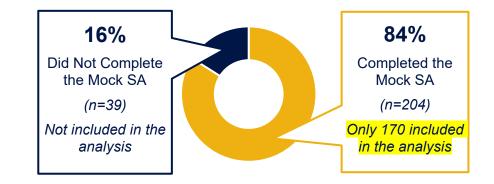


Published report available at: https://rosap.ntl.bts.gov/view/dot/208

## **Research Shows New Entrant Training Has Safety and Economic Benefits**

#### **2010-12 Training Research Project**

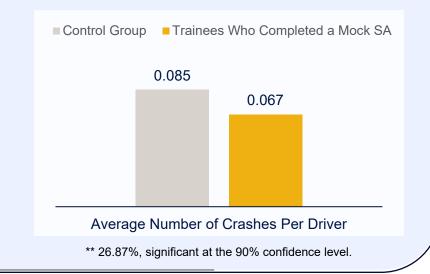
- 243 carriers in Montana participated
- Training conducted in peer groups
- Content focused on the regulations, safety culture and business survival
- Included pre-tests and post-tests
- Optional mock safety audit (SA)
- Analyzed 3 years of safety data



Trainees had significantly lower driver OOS rates, higher business survival rates, and lower SA fail rates than the control group.

Safety Performance Measure		Trained Carriers (n=170)	Control Group (n=11,561)
Driver OOS Rate Over Expected Rate		1.81%	3.28%
% of New Entrants That Became Inactive w/in 600 Days		6.5%	22.5%
Failed Safety Audit	2011	5.6%	39.2%
	2012	3.6%	25.2%
	2013	3.3%	17.1%

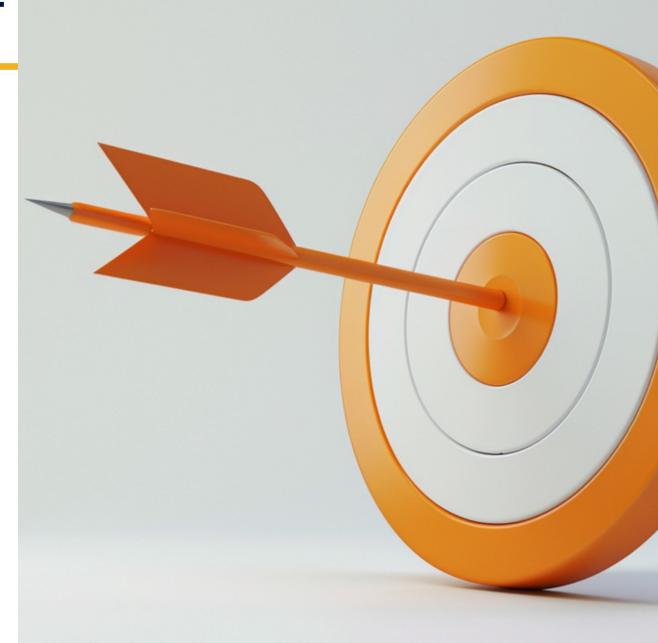
Trainees had **nearly 30% fewer crashes** per driver than the control group.\*\*



Published report available at: https://rosap.ntl.bts.gov/view/dot/208

# **New Entrant Training and Testing: Statement of Purpose**

Develop and implement an effective and efficient New Entrant Training and Testing Program that meets congressional requirements and raises the bar to entry into the motor carrier industry to improve new entrant safety outcomes and reduce crashes, injuries, and fatalities involving large trucks and buses.



## Planned Work on New Entrant Knowledge Requirements

We are here.

#### **Plan and Analyze**

Explore and analyze alternatives for meeting the congressional requirement

Collect and analyze public input through rulemaking process

#### **Develop and Evaluate**

Establish program parameters and requirements, based on analysis and public input

Develop and test new entrant proficiency exam and supporting curriculum

Develop IT components to support implementation, based on program requirements

#### **Finalize, Implement, and Assess**

Complete rulemaking process, roll out program

Conduct research and analysis to understand effectiveness and support continuous improvement



Iterative process

### **Contact Information**

**Kelly Stowe** 

Kelly.Stowe@dot.gov