**Initial ELDTAC Work Group Task Assignments**

**Core Curriculum WG**

*Scope as agreed in first meeting:*

Each curriculum work group will consider the following issues:

What are the necessary skill sets for entry-level drivers of different CMVs?

Performance-based vs. hours-based requirements. For performance-based requirements, what is the standard tested to and how is performance tested?

Should this rule prescribe ELDT requirements for the various commercial driver’s license (CDL) endorsements?

How ELDT requirements interact with CDL permitting process.

Applicability to veterans exiting military service.

*Proposed initial inquiry:*

What are the high-level topics (and main sub-topics) now covered in the curricula used by (a) carriers offering pre-CDL training, and (b) CVTA/NAPFTDS/PTDI, respectively, currently?  If there are important differences among different training curricula, please indicate the range of options in brackets.

Answers should be divided into the following headings:

Class A          Class B

Knowledge  Knowledge

BTW Skills    BTW Skills

What do we know about how many hours are currently devoted to these categories of instruction by various categories of pre-CDL training providers?

What do we know about the role of simulators/skid pads in current programs, the role of supervised driving, etc.?

**Passenger Bus WG**

Scope as agreed in first meeting:

Each curriculum work group will consider the following issues:

What are the necessary skill sets for entry-level drivers of different CMVs?

Performance-based vs. hours-based requirements. For performance-based requirements, what is the standard tested to and how is performance tested?

Should this rule prescribe ELDT requirements for the various commercial driver’s license (CDL) endorsements?

How ELDT requirements interact with CDL permitting process.

*Proposed initial inquiry:*

1. To the extent it is possible to generalize, what are the main elements of carrier training curricula for entry-level bus drivers (main topics and principal sub-topics)?
2. How do these elements compare to the elements of the Class B core curriculum?  (Please distinguish between classroom/online and BTW.)
3. Roughly how many hours are spent on (a) knowledge instruction, and (b) BTW training?   If the answer varies significantly by carrier, please indicate the range and, if possible, the frequency distribution.
4. Overall, is there a sense of the group on whether, in principle, there should be a separate pre-CDL training requirement for prospective bus drivers as part of the core curriculum?  Or is the current system of Class B + passenger endorsement Feel free to report “no consensus at this point” if that is the case.

**School Bus WG**

Scope as agreed in first meeting:

Each curriculum work group will consider the following issues:

What are the necessary skill sets for entry-level drivers of different CMVs?

Performance-based vs. hours-based requirements. For performance-based requirements, what is the standard tested to and how is performance tested?

Should this rule prescribe ELDT requirements for the various commercial driver’s license (CDL) endorsements?

How ELDT requirements interact with CDL permitting process.

*Proposed initial inquiry:*

1. Do any states/school districts now require formal training for a school bus endorsement?
2. If so, what are the main topics and sub-topics covered in that training – broken down into categories of knowledge and skills (BTW)?
3. What are the contents of typical state/local regulations governing training of school bus drivers?
4. If state practice is highly varied, please select a representative sample of 3-4 states.

**HazMat WG (deferred)**

**Certification/Accreditation/Accountability WG**

*Scope as agreed in first meeting*

1. Certification/accreditation process.
2. Certification criteria.
3. Qualifications of training providers (both organizational and individual).
4. How to design a system of accountability for trainers and organizations.
5. National registry of approved ELDT providers that would provide the ability to gather data and assess performance and success of ELDT.

*Proposed initial inquiry:*

(1) How (by what criteria and process) do states currently license ELDT programs (choose a few illustrative examples)?

(2) Who certifies training programs in the states that require training (WA and IL) currently as a pre-condition for obtaining a CDL? By what criteria and process?  What data is gathered as part of certification process?

(3) How do PTDI and CVTA oversee compliance with their standards, currently?

(4) Looking forward to our rule, what options are available for certifying compliance by training programs subject to our rule?  For each option, please specify:

(a) Who would certify training programs?

(b) By what criteria?

(c) By what process?

(d)  What data should be gathered from each training program to inform (i) evaluation of program effectiveness, and (ii) compliance oversight of training programs.”

**Implementation/Enforcement WG (deferred)**

**Data Needs WG**

*Scope not defined in first meeting*

This Working Group will seek to shed empirical light on the relationship between the costs and benefits of various levels of ELDT training.

*Proposed initial inquiry:*

The initial question for the FMCSA is what sorts of data that are conceivably collected by carriers, insurance companies and/or training providers would be useful to the agency in preparing its analysis?

The questions for the rest of the work group are: what kinds of data on relevant types of training, levels of training, costs of training, and benefits of training do you (or your members, if you represent a trade association) collect, or could you collect to support an accurate and defensible analysis of the costs and benefits of this rule? We know that large truck carriers often gather significant amounts of data that may be relevant to the costs and benefits of their in-house training programs. These will be very important data to gather and analyze. But we also need to consider, at the next meeting, the degree to which findings based on large carrier experience are transferable to small carriers -- and we should explore what cost-benefit relevant data may be available not only from truck carriers, but from passenger bus lines and school bus carriers as well.