INTRODUCTION

The Administrator Guide provides an introduction and overview of the Speed Measuring Device Operator Training Course.

NOTE: To understand the class and exercise flow, **read the entire Administrator Guide and Instructor Manual prior** to giving the class.

In order to deliver the foundational instruction of the Speed- Measuring Device Operator Training Course in a consistent and thorough manner, the procedures outlined in this guide are strongly recommended. The National Highway Traffic Safety Administration (NHTSA) recognizes that individual States or jurisdictions will have varying approaches and requirements associated with the certification (or determination of successful completion) of the course for law enforcement officers. The acceptance of speed enforcement is reliant in large part to establishing trust that law enforcement officers are properly trained and using speed-measuring devices correctly to collect evidence of traffic violations.

The Course Manager is generally responsible for the planning, logistics, instructor selection, and execution of this course. The time required for successful completion will be determined by the State or local jurisdiction, but should be based on ensuring:

- That all of the training objectives of the content have been met
- Students have successfully completed a written examination testing their knowledge and understanding of the course content
- Have demonstrated proficiency in the use of the speed-measuring device to the satisfaction of the instructor

Course Managers are strongly recommended to review the content of this manual to assist in planning and delivery of the course in a manner consistent with the instructional intent and to assure continuity with the foundational content for all law enforcement officers in RADAR or LIDAR operations.

The content of the modules within this curriculum serve as foundational knowledge related to the function and operating principles of RADAR and LIDAR speed-measuring devices. Within the content, emphasis is based upon long-established practice that has resulted in judicial notice of the accuracy and reliability of speed-measuring technology. At the completion of the course, the student should be able to:

- Describe the basic operating principle of each technology and how it measures speed
- Describe and demonstrate proficiency in setting up and correctly using the speed- measuring device for the collection of evidence
- Describe how to identify potential malfunctions or inaccurate readings from a speed- measuring device and what action to take to resolve the issue

Background

Speeding - exceeding the posted speed limit or driving too fast for conditions - has consistently been estimated to be a contributing factor in approximately one-third of all fatal crashes with significant impacts on families, communities, as well as negatively affecting the efficient movement of people and commerce. The precise role of speeding in crashes can be difficult to ascertain, as speeding is often defined in broad terms, and determining if speeding was involved in a crash is often based on the judgment of the investigating law enforcement officer.

Speeding is a highly complex issue, involving public attitudes, road-user behavior, vehicle performance, roadway design and characteristics, posted speed limits, and enforcement strategies. The enforcement of speed laws is a critical component of any speed management program and is a cornerstone activity of law enforcement in addressing traffic violations.

State, Local, and Federal Roles in Speed Management

State and local governments are responsible for determining and enforcing speed limits. The Federal role has traditionally been to compile data and safety statistics, conduct and coordinate research, provide basic training curricula for use in the States, and fund National highway and safety programs that include provisions for the purchase of speed-measuring equipment.

The primary reason for regulating individual speed choices is the significant risks drivers can impose on themselves and others. For example, a driver may decide to drive faster, accepting a higher probability of a crash, injury, or even death in exchange for a shorter trip time. This driver's decision may not adequately take into consideration the risk this choice imposes on other road users. This imposition of risk on others, and the desire to protect public safety, are the primary reasons for setting speed limits.

The decisions in determining the balance between risk and mobility with respect to setting speed limits, and how violations are enforced, are the exclusive province of States and local jurisdictions and not the Federal government. As a result, NHTSA does not make recommendations or provide direction to the States with respect to the enforcement of speed statutes. However, support and technical assistance regarding speed management and/or enforcement is available to any State or local jurisdiction through the NHTSA Regional Office or Headquarters in Washington, D.C.

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SPEED-MEASURING DEVICE OPERATOR TRAINING

COURSE ADMINISTRATION GUIDE

A. Purpose of This Document

The Administrator Guide is intended to facilitate planning and implementation of the Speed-Measuring Device Operator Training Course. The course consists of three primary modules (CORE, RADAR, and LIDAR), with sub-sections that organize the content into a format that enables the student to advance through the course in a logical manner.

The Guide outlines the recommended practices for conducting the course, including:

- Delivery of instruction of the modules for consistent understanding of the operating principles of RADAR and LIDAR devices
- Describing appropriate procedures for setting up and using each technology for the collection of evidence of traffic violations and being able to identify potential from malfunctions improper use and how to correct or respond to such issues

Additionally, the course includes field work in which the student will practice with RADAR and/or LIDAR devices and then demonstrate proficiency in the use of the device as well as an understanding and application of the concept of visual speed estimating.

The Guide also outlines the preparatory work that should be accomplished (primarily at the departmental or academy level) before the course can be conducted and outlines recommended follow-up and refresher training concepts to ensure the desired outcomes of the training are realized and maintained.

The content of this curriculum is the product of a comprehensive review process and updating of the December 2001 version of NHTSA's *Speed-Measuring Device Operator Training*. The updated content does not reflect changes in the basic principles of how speed-measuring devices operate or depart from the fundamental deployment of RADAR or LIDAR.

The curriculum is organized into three broad categories:

- Core content that addresses speed, enforcement, and basic concepts necessary for the student to understand in the use of RADAR and LIDAR devices
- RADAR content that speaks to the use of devices that function using sound waves to measure speed
- LIDAR content that speaks to the use of devices that use light waves (LASER) to measure speed

B. Course Overview

1. Who is the audience for the training?

   This course is primarily intended for sworn law enforcement officers. Additionally, civilian law enforcement personnel with limited enforcement authority are strongly recommended to complete the course if their duties include the use of speed-measuring devices.

2. What is the purpose of the training?

   The fundamental purpose of this training course is to provide the student with the knowledge and skills necessary to correctly, accurately, and fairly enforce speed laws. The correct and consistent use of speed-measuring devices is critical to maintaining the public trust and judicial acceptance developed in recent decades for speed enforcement.

3. What will the participants get out of the training?

   The content provides the foundational knowledge related to the function and operating principles of RADAR and LIDAR speed-measuring devices. Within the content, the emphasis is based upon long-established practice that has resulted in judicial notice of the accuracy and reliability of speed-measuring technology. At the completion of the course, the student should be able to:

   - Describe the basic operating principle of each technology and how it measures speed
   - Describe and demonstrate proficiency in setting up and correctly using the speed- measuring device for the collection of evidence
   - Describe how to identify potential malfunctions or inaccurate readings from a speed-measuring device and what action to take to resolve the issue

4. What subject matter does the course cover?

   The course presents a body of information that will provide the student with an understanding of the need and purpose of speed enforcement, legal concepts of speed limits, understanding enforcement site selection and set up, and understanding the basic function and operating principles on which RADAR and LIDAR technology measure speed. Key elements of the subject matter include:

   - The involvement of speeding in traffic crashes, deaths and injuries, both Nationally and within the participants' State(s)
   - The concept of general deterrence through enforcement
   - Identification of enforcement targets and the concepts of establishing cause for measuring speeds, using the RADAR or LIDAR, and taking enforcement action

- Familiarizing the student with sufficient knowledge to describe the concepts and principles on which RADAR and LIDAR devices measure speed
- Determining if the device is being used and is working properly, recognizing potential malfunctions, and what action should be taken

5. What activities take place during the training?

   The principal activity of this course is classroom instruction provided by subject matter experts in the use of speed-measuring technology. Classroom instruction concludes when the student has successfully passed a written examination displaying their understanding and retention of key issues related to speed enforcement and the use of RADAR and/or LIDAR.

   Classroom instruction is followed by practical field exercises in the use of speed-measuring devices; visual speed estimating under the guidance of instructors; becoming familiar with the devices the student will use in the field; and, demonstrating overall proficiency in visual speed estimating supported by confirmation of the RADAR or LIDAR.

   NHTSA recognizes that each jurisdiction will decide how much practice in estimating speeds, learning to use the RADAR or LIDAR, and how these efforts are documented for certification will vary. At a minimum, it is recommended that instructors provide sufficient time to work with students that enables the consistent demonstration of proficiency to endorse their use of speed-measuring device for enforcement purposes.

6. How long does the training take?

   The Core curriculum, along with the RADAR and LIDAR modules require **- two and a half to three days of instruction**, including lunch and breaks. The time allotted may vary and reflect a shorter or longer timeframe. NHTSA recommends that instructors use the time necessary to ensure that all training objectives have been met and that students have satisfactorily demonstrated proficiency with the use of RADAR and/or LIDAR instruments prior to being certified/authorized to use them for evidence collection in the field.

The sequence and anticipated duration of the sessions are listed below.

Module	Chapter and Section Title	Duration (min)
CORE	Chapter 1: Course Introduction	30
CORE	Chapter 2: Purpose of Speed Enforcement	45
CORE	Chapter 3: Speed Laws	25
CORE	Chapter 4: Site Selection	45
CORE	Chapter 5: Tracking History	30
CORE	Summary and Section Review	15
RADAR	Chapter 1: Introduction/History	15
RADAR	Chapter 2: Scientific Principles	60
RADAR	Chapter 3: Function	60
RADAR	Chapter 4: RADAR Effects	85
RADAR	Chapter 5: Set-Up	20
RADAR	Chapter 6: Testing	10
RADAR	Chapter 7: Legal Considerations	30
RADAR	Summary and Section Review	15
RADAR	Chapter 8: Operate	Varies
LIDAR	Chapter 1: Introduction/History	20
LIDAR	Chapter 2: Scientific Principles	30
LIDAR	Chapter 3: Function	40
LIDAR	Chapter 4: LIDAR Effects	15
LIDAR	Chapter 5: Set-Up	5
LIDAR	Chapter 6: Testing	10
LIDAR	Chapter 7: Legal Consideration	30
LIDAR	Summary and Section Review	20
LIDAR	Chapter 8: Operate	Varies
All	Summary – Written Test	60

7. How flexible is the course content?

   All of the training objectives and course content are considered essential for law enforcement officers who must become proficient at detecting speed violations, applying knowledge obtained in the course, and using speed-measuring devices correctly. All subject matter is considered necessary to achieve those objectives. All learning activities are needed to ensure the participants master the subject matter.

   State and/or local jurisdictions may choose to add content or supplement material within the course to meet legislative or policy requirements. The course has flexibility in that it can easily be **expanded** and decisions to do so are made at the State or local level. NHTSA does not provide direction to States or political subdivisions regarding additional requirements.

C. General Administrative Requirements

1. Facility Requirements

   The presentation/demonstration sessions of the course require a classroom with sufficient table/desk space to accommodate each student; a computer and multi-media projector, screen, or video display; a dry erase board and/or 20" x 23" easel pad (or similar). Artificial or natural lighting should be sufficient to ensure good visibility for classroom instruction and have a clearly marked exit in the event the classroom or building must be evacuated.

   Safety equipment should be present and clearly marked. During introductory remarks, the instructor(s) should identify the location of the nearest fire exit, fire extinguisher, Automatic External Defibrillator (AED), and fire alarm pull stations. In locations, and at times when severe weather is possible (e.g., tornadoes), or seismic events (e.g., earthquakes) are likely to occur, the instructor should identify the location of emergency shelters in or near the classroom facility.

   Additionally, the facility should have separate restroom facilities for the students and their locations noted during course introductions.

2. Instructor Qualifications

   It is highly recommended that instructors for this course have substantial law enforcement experience, specifically in the use and application of RADAR and LIDAR devices in the field. Such experience helps to ensure the instructor is highly knowledgeable and proficient in the use of the device. While technical expertise is important for the purposes of instructing this course, it is equally important the instructor is capable of teaching and conveying information in an accurate manner with reasonable surety that the course participants will understand and can apply the information.

To ensure instructors are well prepared and qualified to present the material in the course, successful completion of an accredited Instructor Development Course (or similar POST instructor certification class or training from a qualified institution) is strongly recommended before teaching this course.

Additionally, instructors must be capable of applying course content and instruction when working with students during field exercises. The ability to impart information in the use of the RADAR or LIDAR correctly is critical as is the ability to apply course standards in the evaluation of student performance during proficiency demonstrations. Consistency in the application of such standards is paramount to help ensure that all students are certified using a fair process.

3. Class Size

This course is interactive in nature to enhance the lecture elements of the overall learning experience. The ratio of instructors to students should be sufficient to ensure effective management of the classroom and that all participants have the opportunity to interact directly to ask questions or seek clarification of classroom content. A minimum of two (2) classroom instructors is recommended for classes of normal size (15-20 participants).

NOTE: The instructor should break the class into groups to give students the opportunity for hands-on practice with the device(s) they will be using in their departments. It is recommended that the groups be no larger than four students to one instructor or aide. Student group size can be smaller if additional instructors or approved device operators are available.

For field exercises, practice, and proficiency demonstration, sufficient numbers of instructors must be present to monitor the activities of the students and provide individualized instruction or assistance. In determining the number of instructors required for proficiency demonstration, consideration must be given to the characteristics of the training site, lighting conditions (day or night), roadway geometry, and traffic volume. Maintaining a safe learning environment during field exercises, practice, and certification activities is a critical concern and responsibility of the instructors and Course Manager.

4. Equipment

NOTE: Prior to class, the lead instructor is responsible for ascertaining what equipment students have and informing students to bring instruction manuals for their devices.

RADAR- LIDAR Devices: For the purposes of classroom instruction and field exercises/proficiency demonstration, a sufficient number of RADAR and/or LIDAR devices should be available for the students to have the opportunity to familiarize themselves with the operation and function of the device. The number of available devices will have a direct impact on the time necessary for field exercises. Therefore, careful preparation for conducting the course is needed to ensure an efficient delivery.

CRITICAL: ALL devices used in the training course must be in good working order, have all components and necessary equipment present, and be capable of correctly processing and displaying a simulated target speed (external tuning fork/s for RADAR); or successfully pass internal circuit checks, sight alignment, range/fixed distance function, and Delta (Differential) function tests. All tests/checks made on each device should be documented on the log or instrument records and retained by the agency or entity conducting the training. It is recommended that complete testing of the device be conducted prior to beginning instruction at the start of the day and at the conclusion of the day's instruction to further assure the devices are functioning properly.

- NHTSA strongly recommends that ALL of the equipment associated with the specific instrument be present, including power cords, tuning forks, operator manual (provided by manufacturer), and maintenance history to support the accuracy of the device.

Any device that does not successfully meet all checks for the assurance of proper function MUST NOT be used to demonstrate accurate speed measurements, but may be used to demonstrate improper function if prefaced by a clear disclaimer. Ensuring that students practice and demonstrate proficiency with devices that have met all minimal checks for accuracy and proper function is the responsibility of the instructors and Course Manager.

CONFORMING PRODUCT LIST: NHTSA maintains and publishes a Conforming Product List (CPL) that provides law enforcement agencies and State Highway Safety Offices with information on specific RADAR and LIDAR devices that have been subjected to, and successfully tested against, established technical specifications for speed-measuring devices. Instructors are recommended to verify the devices used in the course appear on the CPL as approved, or as previously certified, but no longer in production.

Additional Equipment Considerations: During field practice and proficiency demonstration, it is strongly recommended that the Course Manager and instructors conduct a site safety briefing and all students have the safety equipment present and ready for use based on legislative requirements or agency policy. The following equipment is recommended at a minimum:

- Reflective traffic/safety vest for each student
- High visibility color traffic cones, traffic barricades, or other devices to control the movement of traffic
- Applicable signage as required by State or local statutes/ordinances
- Flares or electronic (LED or similar) road flares
- Portable lighting (night-time instruction)
- Medical bag and/or resources posted
- Water
- Shade structure (if applicable)
- Measuring wheel and/or certified odometer (for distance estimations)

D. The Written Examination

A written knowledge examination (post-test) is included in the instructor course content. The test is comprehensive in nature and measures the student's understanding and retention of important concepts, direction, and subject knowledge to use speed-measuring devices for the collection of evidence.

States or local jurisdictions may expand the test to meet specific legal or policy requirements related to the subject. Instructors are responsible for ensuring that all course content is covered especially content that is subject to testing. Instructors are reminded to present information in a manner that is consistent with the curriculum as written so that students are tested against a common standard and understanding of the content.

NOTE: Pre/Post tests are the same, and they are to be closed-book. The final passing score and remedial/re-testing is at the discretion of the certifying entity.

It is recommended that participants score a minimum of 80% on the written test to successfully complete this training.

F. Recommendations for Refresher Training

NHTSA strongly recommends that States and local jurisdictions consider refresher training for operators of RADAR or LIDAR devices as appropriate and necessary to ensure continued proficiency in the use and understanding of the core principles of the function and operation of the devices. Refresher training is recommended for law enforcement officers who may have received prior certification, but have experienced long gaps in time in using the devices. Ensuring that law enforcement officers are familiar with, knowledgeable, and proficient with new or updated equipment after lengthy periods of time of non-use is critical to maintaining public confidence in the use of speed-measuring devices.

NHTSA Region 1
55 Broadway-Kendall Square
Cambridge, MA 02142
(617) 494-3427

MA, ME, NH, RI, VT

NHTSA Region 2
245 Main Street, Suite 210
White Plains, NY 10601-2442
(914) 682-6620

CT, NJ, NY, PA, PR, VI

NHTSA Region 3
31 Hopkins Plaza, Room 902
Baltimore, MD 21201
(410) 962-0063

DC, DE, KY, MD, NC, VA

NHTSA Region 4
Atlanta Federal Center
61 Forsyth Street, SW, Suite 17T30
Atlanta, GA 30303
(404) 562-3739

AL, FL, GA, SC, TN

NHTSA Region 5
4749 Lincoln Mall Drive, Suite 300B
Matteson, IL 60443-3800
(708) 503-8822

IL, IN, MI, MN, OH, WI

NHTSA Region 6
819 Taylor Street, Room 8A38
Fort Worth, TX 76102-6177
(817) 978-3653

LA, MS, NM, OK, TX, Indian Nations

NHTSA Region 7
901 Locust Street, Room 466
Kansas City, MO 64106
(816) 329-3900

AR, IA, KS, MO, NE

NHTSA Region 8
12300 West Dakota Avenue, Suite 140
Lakewood, CO 80228-2583
(720) 963-3100

CO, ND, NV, SD, UT, WY

NHTSA Region 9
John E. Moss Federal Building
650 Capitol Mall, Suite 5-400
Sacramento, CA 95814-4708
(916) 498-5058

AZ, CA, HI, PI

NHTSA Region 10
915 Second Avenue, Suite 3140
Seattle, WA 98174
(206) 220-7640

AK, ID, MT, OR, WA

G. Traffic Safety Resource Prosecutor (TSRP) Contacts (Current as of July 1, 2018)

Alabama
Bill Lindsey
Traffic Safety Resource Prosecutor
515 South Perry St.
Montgomery, AL 36103
Phone: 334.242.4191
Fax: 334.240.3186
Email: william.lindsey@alabamada.gov
Web: http://alabamaduiprosecution.com

Alaska
CURRENTLY VACANT

Arizona
L. Beth Barnes
Asst City Prosecutor, City of Phoenix
300 West Washington, 8th Floor
Phoenix, AZ 85003
Phone: 602.262.6461
Email: beth.barnes@phoenix.gov
Web: http://phoenix.gov/LAW/tsrp.html

Arkansas
Mark L. Carpenter
Traffic Safety Resource Prosecutor
Office of the Prosecutor Coordinator
323 Center St, Ste 750
Little Rock, AR 72201
Phone: 501.682.3576
Email: Mark.Carpenter@arkansas.gov

California
Hoon Chang
Traffic Safety Resource Prosecutor
Orange County District Attorneys Office
401 W. Civic Center Drive
Santa Ana, CA 92701
Phone: 714.347.8620
Email: hoon.chang@da.ocgov.com

Alyssa Staudinger
Traffic Safety Resource Prosecutor
Orange County District Attorney's Office
401 W. Civic Center Drive
Santa Ana, CA 92701
Alyssa.Staudinger@da.ocgov.com

Colorado
Jennifer R. Knudsen
Traffic Safety Resource Prosecutor
Colorado District Attorney's Council
3600 S. Yosemite St., Ste. 200
Denver, CO 80237
Email: jen@cdac.state.co.us
T. (303) 830-9115 (main)
(303) 957-2547 (direct)
F. (303) 830-8378
www.cdacweb.com

Connecticut
Brenda Hans
Traffic Safety Resource Prosecutor
300 Corporate Place
Rocky Hill, CT 06067
Phone: (860) 258-5926
Email: Brenda.Hans@ct.gov
Fax (860) 258-5838

Delaware
Barzilai Axelrod
Deputy Attorney General
Delaware Department of Justice
820 North French Street, 7th Floor
Wilmington, DE 19801
Phone: 302.577.5173 (direct)
Fax: 302.577.2496
Email: Barzilai.axelrod@state.de.us

District of Columbia
Melissa G. Shear
Assistant Attorney General
Office of the Attorney General
Public Safety Division - Criminal Section
441 4th Street, NW, Suite 1060N
Washington, DC 20001
Phone: 202.724.6633
Fax: 202.730.1478
Email: Melissa.Shear@dc.gov

Florida
Vincent Petty
Traffic Safety Resource Prosecutor
Unit 107 PMB 108
14851 State Road 52
Hudson, FL 34669-4061
Phone: 850-566-9021
Email: VinPetty@FloridaTSRP.com

Georgia
Gilbert A. Crosby
Prosecuting Attorney's Council of GA
1590 Adamson Parkway, 4th Floor
Morrow, GA 30260-1755
Phone: 404.969.4001
Fax: 404.969.4020
Email: gcrosby@pacga.org

Jason Samuels
Sr Traffic Safety Resource Prosecutor
Prosecuting Attorney's Council of ga
1590 Adamson Parkway, 4th Floor
Morrow, GA 30260-1755
Phone: (770) 282-6282
Mobile: (404) 295-7300
Email: jsamuels@pacga.org

Hawaii
Stephen L. Frye
Deputy Prosecuting Attorney
Office of the Prosecuting Attorney – County of Hawaii
81-980 Haleki'i St., Suite #150
Kealakekua, HI 96750
Phone: 808-322-2552
Fax: 808-322-6584
Email: Stephen.Frye@HawaiiCounty.gov

Ramsey Ross
Deputy Prosecuting Attorney
County of Kaua'i
3990 Ka'ana Road
Lihue, Kaua'i 96766
Phone: 808-241-1911
Email: rross@kauai.gov

Idaho
Jared Olson
Idaho Prosecuting Attorneys Association
Idaho POST Academy
700 S. Stratford Drive
Meridian, ID 83642
Phone: 208.884.7325
Fax: 208.884.7295
Cell: 208.559.1217
Email: Jared.olson@post.idaho.gov
Web: www.TSRP-Idaho.org

Illinois
Jennifer L. Cifaldi
IL Traffic Safety Resource Prosecutor
Institute For Legal, Legislative And Policy Studies
Univ. of Illinois Springfield, Center for State Policy and Leadership
One University Plaza, MS PAC 451
Springfield, IL 62703-5407
Phone: (217) 257-5050
Email: jcifaldi3@gmail.com

Indiana
Christopher Daniels
Indiana Prosecuting Attorneys Council
302 W. Washington Street, E-205
Indianapolis, IN 46204-2767
Phone: 317.232.1836
Fax: 317.233.3599
Email: chdaniels@ipac.in.gov

Iowa
Jeremy Peterson
Assistant Iowa Attorney General
Office of the Attorney General of Iowa
Prosecuting Attroneys Trng Coordinator
Div.
1305 E. Walnut Street
Des Moines, IA 50319
Main: (515) 281-5428 |
Fax-(515)-281-6771(Attn.:PATC)
Email: jeremy.peterson@ag.iowa.gov

Kansas
Corey Kenney
Assistant Attorney General - Traffic
Safety Resource Prosecutor
Office of KS Atty General Derek Schmidt
120 SW 10th Avenue, 2nd Floor
Topeka, KS 66612
Office: (785) 296-3750
FAX: (785) 291-3875
Email: Corey.Kenney@ag.ks.gov

Kentucky
Tom Lockridge
Office of the Attorney General
1024 Capitol Center Drive
Frankfort, KY 40601-8204
Cell: 859 351 7878
Email: tlockridge@prosecutors.ky.gov

Louisiana
Rachel Smith
Louisiana District Attorneys Association
1645 Nicholson Drive
Baton Rouge, LA 70802-8143
Phone: 225.343.0171
Fax: 225.387.0237
Email: Rachel@LDAA.org

Maine
Scot Mattox, Esq.
Traffic Safety Resource Prosecutor
Maine Bureau of Highway Safey
Dirigo Safety, LLC
225 First Flight Dr. STE. 2B
Auburn, ME 04210
Phone: (207) 376-7325
E:mail scott.mattox@dirigosafety.com
www.dirigosafety.com

Maryland
David Daggett
Maryland State's Attorneys Association
3300 North Ridge Road, Ste 185
Ellicott City, MD 21043
Phone: 410.203.9881
Cell: 410.979.3356
Email: ddaggett@mdsaa.org

Massachusetts
Andrea Nardone
Mass. District Attorneys Association
1 Bulfinch Place, Suite 202
Boston, MA 02114
Phone: 617.723.0642
Fax: 617.367.1228
Email: Andrea.Nardone@state.ma.us
Web: www.mass.gov/mdaa

Michigan
Ken Stecker
Traffic Safety Resource Prosecutor
Prosecuting Attorneys Association of MI
116 West Ottawa, Suite 200
Lansing, MI 48913
Phone: 517.334.6060 ext 827
Fax: 517.334.7052
Email: steckerk@michigan.gov
Web: www.paamtrafficsafety.com

Kinga Canike
Traffic Safety Resource Prosecutor
Prosecuting Attorneys Association of MI
116 West Ottawa, Suite 200
Lansing, MI 48913
Phone: 517.334.6060 ext 816
Fax: 517.334.7052
Email: gorzelewskik@michigan.gov
Web: www.paamtrafficsafety.com

Minnesota
Bill Lemons
Minnesota County Attorney Association
100 Empire Drive, Suite 200
St. Paul, MN 55103
Phone: 651. 289.8451
Email: blemons@mcaa-mn.org
Web: www.mcaa-mn.org

Mississippi
Molly Miller
Mississippi Attorney General's Office
Walter Sillers Bldg.
550 High Street, P.O. Box 220
Jackson, MS 39205
Phone: 601.359.4265
Fax: 601.359.4200
Email: mmill@ago.state.ms.us

Missouri
Susan Glass
Missouri Office of Prosecution Services
P.O. Box 899
Jefferson City, MO 65102
Phone: 573.301.2630
Fax: 573.751.1171
Email:
Susan.Glass@prosecutors.mo.gov

Stephanie Watson
Missouri Office of Prosecution Services
P.O. Box 899
Jefferson City, MO 65102
Phone: 573.751.2415
Fax: 573.751.1171
Email:
Stephanie.Watson@prosecutors.mo.gov

Montana
CURRENTLY VACANT
Contact: Ole Olson
Training Director
Montana Attorney General's office
215 N Sanders St, Helena, MT 59601
Email: oolson@mt.gov
406 444 2026

Nebraska
Ed Vierk
Attorney General's Office
2115 State Capital
Lincoln, NE 68509
Phone: 402.471.1886
Fax: 402.471.3591
Email: Ed.Vierk@nebraska.gov

Nevada
Bruce Nelson
Deputy District Attorney
200 Lewis Ave
Box 552212
Las Vegas, NV 89155-2212
Phone: 702.671.2807
Email:
bruce.nelson@clarkcountyda.com

Chris Halsor
Traffic Safety Resource Prosecutor
Office of the Attorney General
100 N. Carson Street
Carson City, NV 89701-4717
Phone: 775 430-0322
Email: chris.halsor@ag.nv.gov.

New Hampshire
CURRENTLY VACANT

New Jersey
Robyn Mitchell
Division of Criminal Justice
25 Market Street
PO Box 086
Trenton, NJ 08625-0086
Phone: 609 3760 2398
Fax: 609.341.2077
Email: mitchellr@njdcj.org

Erin Shamy
Deputy Attorney General
Division of Criminal Justice
25 Market St.
P.O. Box 085
Trenton, NJ 08625-0085
Phone: 732 282 6054
Email: shamye@njdcj.org

Jamie Gallagher
Deputy Attorney General
Division of Criminal Justice
25 Market Street
P.O. Box 085
Trenton, NJ 08625
Phone: (609) 376-2394
Fax: (609) 341-2077
Email: Gallagherj@njdcj.org

New Mexico
CURRENTLY VACANT

New York
Lauren D. Konsul
New York Prosecutors Training Institute
107 Columbia Street
Albany, NY 12210
Phone: 518.432.1100 x. 203
Fax: 518.432.1180
Email: lauren.konsul@nypti.org
Web: www.nypti.org

Mary Tanner-Richter
Attorney
Albany County District Attorney's Office
6 Lodge Street
Albany, NY 12207
Phone: 518-487-5460
Mary.Tanner-Richter@albanycountyny.gov

North Carolina
Isaac T. Avery, III
The Avery, P.C.
P. O. Box 10174
Raleigh, NC 27605-0174
Phone: 919.829.2523
Fax: 919.834.9812
Email: isaac.t.avery@aoc.nccourts.org

Sarah Z. Garner
NC Conference of District Attorneys
P. O. Box 3159
Cary, NC 27519
Phone: 919.890.1500
Fax: 910.641.4502
Email: Sarah.z.garner@nccourts.org

North Dakota
Aaron Birst
1661 Capitol Way
P.O. Box 877
Bismarck, ND 58502-0877
Phone 701.328.7342
Fax 701.328.7308
Email: aaron.birst@ndaco.org

Kristi Pettit Venhuizen
311 South 4th Street, Suite 103
Grand Forks, ND 58201
Phone: 701.780.9276
Fax: 701.780.0786
Email: kpettit@kalashpettitlaw.com

Ohio
Holly Reese
Traffic Safety Resource Prosecutor
Ohio Traffic Safety Office
% Stark County Sheriff's Office
4500 Atlantic Blvd., N.E.
Canton, OH 44705
Phone: 330.904.8971
Email: hreesetsrp@gmail.com

Oklahoma
Jeff Sifers
District Attorney's Council
421 N.W. 13th Street, Ste 290
Oklahoma City, OK 73103
Phone: 405.264.5000
Fax: 405.264.5099
Email: jeff.sifers@dac.state.ok.us

Oregon
Deena Ryerson
Senior Assistant Attorney General
Oregon Department of Justice
2250 McGilchrist
Salem, OR 97302
Phone: 503.934-2030
Mobile: 503 991-0313
Email: Deena.a.ryerson@doj.state.or.us

Amy Seely
Assistant Attorney General
DUII Resource Prosecutor
Oregon Department of Justice
2250 McGilchrist St. SE, Salem, OR 97302
Office: 503.934.2082
Cell: 503.871.9608
Email: amy.seely@doj.state.or.us

Pennsylvania
Ashley Goshert
Traffic Safety Resource Prosecutor
Pennsylvania District Attorneys Association
2929 North Front Street
Harrisburg, PA 17110
(717) 238-5416

Rhode Island
John Corrigan
Assistant Attorney General
RI Attorney General
150 South Main Street
Providence, RI 02903
Phone: (410) 274-4400 ext 2009
Email: jcorrigan@riag.ri.gov

South Carolina
Mattison Gamble
Traffic Safety Resource Prosecutor
S.C. Common Prosecution Coordination
P. O. Box 11561
Columbia, SC 29211
Phone: 803.343.0765
Fax: 803.343.0766
Email: mgamble@cpc.sc.gov

South Dakota
Paul Bachand
PO Box 1174
Pierre, SD 57501-1174
Phone: 605.224.0461
Email: pbachand@pirlaw.com

Tennessee
Terry Wood
Tenn. District Attorneys General Conf.
226 Capitol Blvd., Suite 800
Nashville, TN 37243-0890
Phone: 615 253 6734
Email: tewood@tndagc.org
Web: www.dui.tndagc.org
Blog: http://tnduiguy.blogspot.com/

Linda Walls
Tennessee District Attorneys General Conference226 Capitol Blvd., Suite 800
Nashville, TN 37243-0890
Phone: 615 945 2040
Alternate ph: 615 476 4107
Email: Ldwalls@tndagc.org
Web: www.dui.tndagc.org
Blog: http://tnduiguy.blogspot.com/

Texas
W. Clay Abbott
Texas District & County Attorneys Association
505 W. 12th, Suite 100
Austin TX, 78701
Phone: 512.474.2436
Email: Clay.Abbott@tdcaa.com
Web: www.tdcaa.com

Utah
Tyson K. Skeen
Traffic Safety Resource Prosecutor
Utah Prosecution Council
5272 College Drive
Murray, UT, 84123
Phone: 801.281.1209
Cell: 801.391.9667
Email: tskeen@agutah.gov

Vermont
Heather J. Brochu
Traffic Safety Resource Prosecutor
Dept of State's Attorneys and Sheriffs
110 State Street
Montpelier, VT 05633-6401
Phone: 802 828 2891
Fax: 802 828 2881
Email: heather.brochu@vermont.gov

Virginia
Walter E. Hibbard
Traffic Safety Resource Prosecutor
Commonwealth's Attorneys' Services Council
P.O. Box 3549
Williamsburg, VA 23187-3549
Phone: 757.253.4994
Email: whibbard@wm.edu
Web: www.cas.state.va.us

John C. Bowers
Traffic Safety Resource Prosecutor
Commonwealth's Attorneys' Services Council
P.O. Box 3549
Williamsburg, VA 23187-3549
Phone: 540.847.2678
Email: jcbowers@wm.edu
Web: www.cas.state.va.us

Washington

Moses F. Garcia
Traffic Safety Resource Prosecutor
MRSC
2601 Fourth Ave., Suite 800
Seattle, WA 98121-1280
Phone: 206.625.1300
Email: mgarcia@mrsc.org
Web: www.duiprosecutor.com

Courtney Popp
Traffic Safety Resource Prosecutor
King County Sheriff's Office
ATTN: CID ATU
500 4th Ave., Suite 200
Seattle, WA 98104
Phone:
Email: cpopp@cjtc.state.wa.us
Web: www.duiprosecutor.com

Miriam Norman
Traffic Safety Resource Prosecutor
701 Fifth Avenue, Suite 2050
Seattle, WA 98104-7097
Phone: 206-684-8526
Cell: 206-850-5260
FAX: 206-684-4648
Email: miriam.norman@seattle.gov

Anastasiya E. Krotoff
Traffic Safety Resource Prosecutor
Spokane County Prosecutor's Office
Spokane, WA 99260-0270
Phone: 509-477-2854
Email: akrotoff@spokanecounty.org

West Virginia

Nicole Cofer-Fleming
Traffic Safety Resource Prosecutor
Kanawha County Prosecuting Attorney's Office
301 Virginia St. E
Charleston, WV 25301
Phone: 304-357-5143
Fax: 304-357-0342
Email: ncofer@kanawhaprosecutor.com

Wisconsin

Tara Jenswold
Traffic Safety Resource Prosecutor
Assistant Attorney General
Wisconsin Department of Justice
17 W. Main Street
Madison, WI 53707
Phone: 608.266.8908
Fax: 608.267.2778
Email: jenswtm@doj.state.wi.us

Emily Thompson
Traffic Safety Resource Prosecutor
Assistant Attorney General
Wisconsin Department of Justice
17 W. Main Street
Madison, WI 53707
Phone: 608.266.8941
Fax: 608.267.2778
Email: thompsonel@doj.state.wi.us

Wyoming
Ashley C. Schluck
Wyoming Traffic Safety Resource Prosecutor
Wyoming Highway Safety Program
P.O. Box C
Laramie, WY 82073
Phone: 307.721.5321
Fax: 307.721.5318
Email: acastor@cityoflaramie.org

National Traffic Law Center
Tom E. Kimball
Director, National Traffic Law Center
National District Attorneys Association
1400 Crystal Drive, Suite 330
Arlington, VA 22202
Phone: 703.519.1641
Fax: 703.836.3195
Email: tkimball@ndaajustice.org
Web: www.ndaajustice.org

M. Kimberly Brown
Senior Attorney, NTLC
National District Attorneys Association
1400 Crystal Drive, Suite 330
Arlington, VA 22202
Phone: 703.519.1645
Fax: 703.836.3195
Email: mkbrown@ndaajustice.org
Web: www.ndaajustice.org

Romana Lavalas (Commercial Motor Vehicles)
Senior Attorney, NTLC
1400 Crystal Drive Suite 330
Arlington, VA 22202
Phone: 703.519.1674
Fax: 703.836.3195
Email: rlavalas@ndaajustice.org
Web: www.ndaajustice.org

Tiffany Watson
Staff Attorney, NTLC
1400 Crystal Drive Suite 330
Arlington, VA 22202
Phone: 703.519.1698
Fax: 703.836.3195
Email: twatson@ndaajustice.org
Web: www.ndaajustice.org

Jeanine Howard (Commercial Motor Vehicles)
Staff Attorney, NTLC
1400 Crystal Drive, Suite 330
Arlington, VA 22202
Phone: 703-519-1650
Fax: 703.836.3195
jhoward@ndaajustice.org
Web: www.ndaajustice.org

Peter Grady
Senior Attorney, NTLC (part time)
1400 Crystal Drive, Suite 330
Arlington, VA 22202
Email: pgrady@ndaajustice.org
Web: www.ndaajustice.org

Metria Hernandez
Senior Project Coordinator
National District Attorneys Association
1400 Crystal Drive, Suite 330
Arlington, VA 22202
Phone: 703.519.1683
Fax: 703.836.3195
Email: mhernandez@ndaajustice.org
Web: www.ndaajustice.org

NAPC Program
Thomas M. Robertson
Executive Director
8283 Williams Road
Dewitt, MI 48820
517-402-8177
Email: Trob@napc.us
Web: http://www.napc.us/