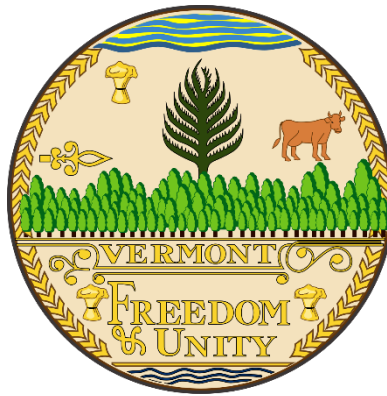


STATE OF VERMONT

TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



September 2022 - December 2022

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The Vermont SHSO provided the funding for this assessment. It is with great appreciation the TAT acknowledges SHSO's support and presents this Final Report and Response Workbook.

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The TAT Assessors thank each of the participants in the assessment process for the time and energy they invested. The participants' candor and thoroughness in discussing driver education in the State of Vermont assisted the TAT Assessors in conducting a complete assessment.

The TAT Assessors would like to commend the Vermont SHSO and driver education stakeholders for being the first State to conduct a second Driver Education Assessment. The TAT Assessors believe this report will contribute to the State's efforts to enhance the effectiveness of its driver education program in preventing injuries, saving lives, and reducing economic costs of young novice driver motor vehicle crashes on Vermont's roadways. The TAT Assessors have included an additional section in Vermont's Response Workbook and the Appendices of this report to reflect on the findings from 2011 compared to the findings herein.

Teaching a novice driver is not a solo mission. It requires hard work, dedication, and coordination between multiple parties. Improving communication between all driver education stakeholders through sharing knowledge, providing tools, and helping all parties understand the big picture, can take Vermont one step further to zero fatalities on the road.

The TAT Assessors recognize the assessment is a review of the State's driver education activities compared to the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) and commends all who are involved in the day-to-day efforts to improve driver education and highway safety in Vermont.

This report is a TAT Assessor's report; it is not a NHTSA document. Vermont may use the assessment report as the basis for planning driver education program improvements, assessing legislative priorities, providing for additional training, and evaluating funding priorities.

Introduction

Motor vehicle crashes are among the leading causes of unintentional injury and death in the United States¹. In addition, motor vehicle crashes are one of the leading causes of teen deaths for those between the ages of 15-19 years².

The mission of NHTSA is to save lives, prevent injuries and reduce economic costs due to road traffic crashes, through education, research, safety standards and enforcement activity. In its ongoing efforts to reduce traffic crashes and subsequent fatalities and injuries, NHTSA provides technical program assessments including driver education to States upon request.

A NHTSA Assessment is a technical assistance tool offered to States that uses an organized, objective approach with well-defined procedures to (1) provide an overview of the program's current status; (2) note the program's strengths and opportunities; and (3) provide recommendations for improvement. Often, the NHTSA Assessments are cooperative efforts among State Highway Safety Offices, NHTSA's Office of Research and Program Development (NPD), and NHTSA's Offices of Regional Operations and Program Delivery (ROPD).

A Driver Education Program State Assessment is based on the information included in the NTDETAS. The foundation of the NTDETAS originated from the Uniform Guidelines for State Highway Safety Programs: Highway Safety Program Guideline No. 4, Driver Education³. The NTDETAS were developed with support from NHTSA by the Association of National Stakeholders in Traffic Safety Education (ANSTSE) and representatives from the driver education professional community. The five major sections in the standards include:

- Program Administration
- Education/Training
- Instructor Qualifications
- Coordination with Driver Licensing
- Parent/Guardian Involvement

NHTSA serves as a facilitator in the Assessment process by assembling a Team composed of non-federal subject matter experts who have expertise in at least one of the five key NTDETAS sections.

Assessment Process

While all States may participate in a similar assessment process, each State will have a unique output and set of findings or recommendations. Every State has a different set of laws, organizational structure, social/environmental atmosphere, economic levels, and unique demographic classifications of people. NHTSA Headquarters, with support from NHTSA Region 1, facilitated the Vermont Driver Education Program Assessment. The Assessment was conducted over a period of three months from October 1, 2022 – December 23, 2022, using a remote response or hybrid

¹ CDC, NCIPC (2020). Ten leading causes of death and injury by age group, United States 2018. Retrieved from https://www.cdc.gov/injury/wisqars/LeadingCauses_images.html

² CDC, NCIPC (2020). Ten leading causes of injury deaths by age group highlighting unintentional injury deaths, United States 2018. Retrieved from https://www.cdc.gov/injury/images/lc-charts/leading_causes_of_death_by_age_group_unintentional_2018_1100w850h.jpg

³ NHTSA (2009). Guidance documents, Uniform Guidelines for State Highway Safety Programs. Highway Safety Program Guideline No. 4, Driver Education, March 2009. Retrieved from <https://www.nhtsa.gov/laws-regulations/guidance-documents#uniform-guidelines-state-highway-safety-programs-52986>

approach process. NHTSA would like to acknowledge both the State and the TAT Assessors for their efforts in making the Assessment a success and in contributing to lessons learned for the next State that will participate in a remote or hybrid Assessment process.

One of the first steps for Vermont was to complete the ANSTSE State Self-Assessment and to prepare a set of objectives for what they hoped to obtain as a result of the NHTSA Assessment. In addition to assessing Vermont's overall Driver Education Program, the State identified specific objectives they hoped to accomplish including:

- Increase behind-the-wheel (BTW) training requirements from six (6) hours to ten (10) hours.
- Establish a standing advisory board who meets on a regular basis.
- Develop a regional instruction plan that includes an online and in-person component together where Agency of Education (AOE) and Department of Motor Vehicles (DMV) instructors work together.
- Review and update state rules and policies in alignment with AOE and DMV.

The State should utilize the recommendations found in this report to enhance their program overall and utilize the NTDETAS to begin to address the Assessment objectives included herein. If the State finds that additional guidance is still needed after conducting a review of the Assessment findings and strategic planning process, further technical assistance should be requested from ANSTSE.

Efforts were made to select TAT Assessors that reflected the needs and interests expressed by the Vermont SHSO team during pre-assessment web meetings and in response to their identified objectives.

The assessment consisted of the following activities:

- A Kick-Off meeting to officially begin the State Assessment process.
- Completion of the ANSTSE State Self-Assessment.
- Bi-weekly meetings between the Vermont SHSO, TAT Lead Assessor, and NHTSA.
- Development of an online Data Collection Resource Library of reference materials and other supporting documents allowing TAT Assessors to verify State information.
- Documentation in an Assessment Response Workbook including specific information on each of the five NTDETAS Sections, Standards, Strategy Evaluations, responses from the State reflecting how the State's Driver Education system is performing relative to the NTDETAS, and a new section specific to Vermont as they are the first State to repeat an assessment. This new section in the Response Workbook is a reflection of the 2011 Assessment priority recommendations and the status of those recommendations found during this Assessment.
- Two rounds of electronic online question/response periods using the Assessment Response Workbook between members of the Vermont SHSO, assembled State representatives, and the TAT Assessors.
- Remote interviews with members of the Vermont SHSO, assembled State panelists, driver education school owners, instructor training program representatives, driver education school instructors, law enforcement, parents/guardians, and students were held in a three-hour session and a two-hour session to verify details on which to base Assessment findings and recommendations (agenda attached in Appendices).

- Submission of a final Response Workbook with Summary worksheets and a written narrative report was provided to the Vermont SHSO with documentation of the States strengths, opportunities for improvement, and/or areas already planned for future change.
- The Appendices include an additional short narrative to compare the reflection of the 2011 Assessment recommendations and the findings as a result of this 2022 Assessment.
- A final briefing was conducted to share the results and to report back to the State, discussing major points of focus and next steps for implementation.

The Assessment Response Workbook and the accompanying narrative report provide information on each area identified in Table 1 below.

Table 1: NTDETAS Sections and Number of Standards and Strategies

NTDETAS Section	# of Standards	# of Strategies	# of Strategy Questions
Program Administration	4	18	109
Education & Training	4	20	214
Instructor Qualifications	6	14	86
Coordination with Driver Licensing	4	9	15
Parent/Guardian Involvement	4	6	19

The conclusions drawn by the TAT Assessors included herein are based upon the facts and information provided by the State during the full Assessment process. The conclusions are presented as Summary worksheets as part of the Response Workbook and in a consensus report by the TAT Assessors. The recommendations are based on the unique characteristics of the State and what the TAT Assessors believed the State, its political subdivisions, and partners can do to improve the effectiveness and comprehensiveness of their driver education and GDL efforts for novice drivers.

In response to the COVID-19 pandemic, an additional section was added, cataloged as Risk Management Planning. According to the Project Management Institute (PMI)⁴ and the Project Management Body of Knowledge (PMBOK Guide)⁵, “risk is an uncertain event or condition, that if it occurs, has a positive or negative effect on one or more project objectives such as scope, schedule, cost, or quality” (p.237). By utilizing the theories from PMI, an organization can be better positioned to manage or mitigate emergency situations, should they arise.

Following the Assessment, the State’s next steps are to take the information shared in this report and the Assessment Response Workbook to move towards implementation. To get the most from the findings, Vermont must review the recommendations provided in this Final Report along with supporting documentation found in the Assessment Response Workbook. The Assessment Response Workbook includes worksheets for each Section of the NTDETAS as well as a Reflection Worksheet that includes the priority recommendations from the 2011 Driver Education Assessment. These worksheets provide a snapshot of what the Assessors verified as part of their role with the Assessment. The Assessment Response Workbook includes a determination of how

⁴ Project Management Institute, 2008. The meaning of risk in an uncertain world. Retrieved from <https://www.pmi.org/learning/library/project-risks-uncertain-world-8392>

⁵ Project Management Institute, 2017. Project management body of knowledge (PMBOK Guide). Newton Square, PA.

the TAT Assessor felt the State's driver education program is performing relative to the NTDETAS, using the following standardized scales:

- ✓ Not Started – State provided no evidence that work has started, did not respond, or did not follow up on a round in response to questions from TAT Assessors.
- ✓ Early Progress – Some supporting evidence but is less than 50% completed or not substantiated by corroborative evidence.
- ✓ Underway – Supporting evidence that substantiates the State is headed in the right direction but not all questions or evidence show the State meets the Standard.
- ✓ Substantial Progress – Strong supporting evidence is provided showing State progress in the area between 80% to 99% completed. Not all responses are substantiated or corroborated with substantive evidence.
- ✓ Completed – State meets the description of the ideal with substantive evidence and complete responses.

The Assessment Response Workbook also includes Summary worksheets for each section of the NTDETAS. These worksheets summarize the findings overall and include the TAT Assessors priority findings.

The State should use the Assessment Response Workbook in conjunction with the findings outlined within this report to develop a workplan. Within the Response Workbook, the individual sections provide the space for the State to strategically plan implementation through a prioritizing process. Partners statewide should be engaged in reviewing future-plans, strengths, and opportunities and the prioritization process to extend the reach and importance of the investment made in this Assessment.

Additionally, State officials should consider contacting the ANSTSE to request technical assistance. Such assistance should be requested through the submission of a written letter that explains the purpose, goals, and specific areas of interest (i.e., instructor training, program administration). Contact [ANSTSE](#) for more information or to submit a Technical Assistance request.

It is to be noted that there are a variety of education and outreach initiatives conducted throughout Vermont in the area of driver education and traffic safety. It is not the intent of this report to thoroughly document all such activities, nor credit the large number of individuals at all levels who are dedicated to driver education.

State Background

Population

According to the 2021 United States Census, Vermont has a population of about 645,570 and consists of 14 counties. The State of Vermont is located in the northeastern (New England) region of the United States and is primarily forested. The most populated cities in Vermont are Burlington with a population of 44,781, Essex with a population of 22,251, and South Burlington with a population of 20,282. Statewide, Caucasians represent 94% of the population, Hispanic or Latino 2.2%, Asian 2.0%, Black or African American 1.5%, and Native American 0.4%⁶.

Transportation

According to the Vermont Agency of Transportation (VTRANS), Vermont's public road system consists of 15,761 miles. The State Highway System has 2,708 miles. There are 139 miles of Class 1 roads, 2,790 miles of Class 2 roads, 8,536 miles of Class 3 roads, and 1,587 miles of Class 4 roads. The major roadways fall under the jurisdiction of VTRANS, which operates the State highway system⁷.

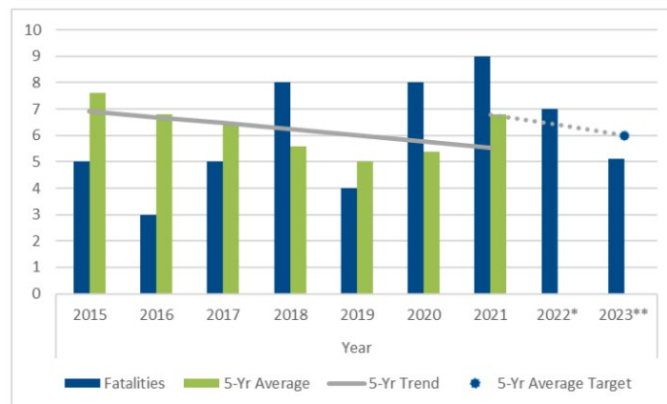
Highway Safety

The following was included in Vermont's 2023 Highway Safety Plan⁸ and 2021 Annual Report⁹:

- Vermont experienced 74 total fatalities on its roadways in 2021 and is projecting there will be 89 deaths in 2022.
- Vermont had 1.03 deaths per 100 million miles traveled.

Included Figure 1 below shows teen drivers 20 years of age and younger involved in fatal crashes and a projected trendline based on a 5-year average.

Figure 1: Number of Vermont Fatalities and Projected Fatalities by Year 2015-2023 for those 20 Years of Age and Younger



⁶ U.S. Census Bureau (2021). *QuickFacts – Vermont*. Retrieved from <https://www.census.gov/quickfacts/VT>

⁷ Vermont Agency of Transportation (2022). State of Vermont, Agency of Transportation: General statistics. Retrieved from <https://vtrans.vermont.gov/planning/maps/stats>

⁸ Vermont Agency of Transportation (2022). Vermont 2023 highway safety plan. Retrieved from <https://shso.vermont.gov/sites/ghsp/files/documents/VT%20Highway%20Safety%20Plan%20FY2023.pdf>

⁹ Vermont Agency of Transportation (2022). Highway safety plan annual report 2021. Retrieved from <https://shso.vermont.gov/sites/ghsp/files/documents/Vermont-FY21-Annual-Report%20-%202022.21.2022.pdf>

Drivers under 25 years accounted for 28% of serious injuries and fatalities between 2016-2020 and were overrepresented in fatalities and serious injuries, despite making up only around 15% of the State’s population.

Table 1 provides additional information on the number of fatalities for drivers aged 20 years or younger. For the years 2022 and 2023, the data displayed are estimates based on the current numbers of fatalities and those being forecasted for the State.

Table 1: Number of Vermont Fatal Crash Deaths for those Under 20 Years

Year	Drivers Age 20 or Younger	5-Year Average
2015	5	7.6
2016	3	6.8
2017	5	6.4
2018	8	5.6
2019	4	5.0
2020	8	5.6
2021	9	6.8
2022*	7	7.2
2023**	6	6.8

*Projected based on current number.
 **Forecasted based on trendline

Vermont continues to have a relatively small number of fatalities in this category. With the small data set for fatalities, trend analysis is challenging. In the next year, Vermont hopes to maintain an average of 6.8 drivers aged 20 and under involved in fatal crashes.

Priority Recommendations

Program Administration

- 1.1.1 Create an advisory board for both public driver education and private driver training school programs which includes program stakeholders.
- 1.1.2 Fund a full-time funded State AOE administrator for driver education.

Education and Training

- 2.1.2 Require driver education providers to use formalized written curricula and written lesson plans for classroom, BTW, observation time, simulation, and driving ranges that include goals, objectives, and outcomes for learning.” The following sub-components are not yet met active learning/higher-order critical thinking skills, an opportunity for learner reflection, and curricula that is culturally competent.
- 2.4.5 Establish legal requirements for the delivery of online driver education, if permitted, to ensure that online providers protect learner privacy, verify learner participation and test taking and comply with state/federal requirements for driver education and certification.

Instructor Qualifications

- 3.3.1 Require new instructors to teach with an experienced mentor or to complete a student teaching practicum, to deliver course content (both classroom and in-vehicle) during a regularly scheduled driver education course to novice students while being supervised and evaluated.
- 3.5.4 Require instructors to successfully complete other pre or post courses as required by the State, such as a course in first aid, CPR, and automated external defibrillators (AED).

Coordination with Driver Licensing

- 4.1.1 Establish a formal communication, coordination, and collaboration process between the DMV’s Operations Division and the AOE and DMV driver education/training Administrators to share information, resolve issues and to improve and assess the total Junior License Program.
- 4.3.1, 4.3.2 and 4.3.3 Develop and implement a judicial outreach program for court personnel, prosecutorial, and law enforcement representatives to ensure sanctions for Junior Driver License requirements are enforced uniformly.

Parent/Guardian Involvement

- 5.2.2 Require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen’s driver education and training course. This session should outline the parent’s responsibility and opportunity to reduce their teen’s crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of the GDL and parent involvement.
- 5.3.1 Require driver education providers to inform parents/guardians of their teen’s progress throughout the driver education course and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver. Provide feedback to the parents on their teen's in-car driving skills using a proficiency-based grading system to measure student achievement.

Assessment Findings

Section 1. Program Administration

Summary

Vermont’s progress is underway in the Program Administration section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Two-thirds of the Program Administration standards are considered complete or show substantial progress and one-third are underway or in early progress.

Vermont has coordinated agencies, Agency of Education (AOE) and Department of Motor Vehicles (DMV), that have the authority and responsibility for the implementation, monitoring, evaluation, and enforcement of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) and State standards. The AOE oversees the public school driver and traffic safety

education providers and the DMV oversees the private driver training school providers. There is informal interaction between the AOE and the DMV staff for the management of the driver education programs. An advisory board that includes owners, managers, instructors, and stakeholders of the State's driver education program has not been established. However, when any change to the program is being considered, the AOE, the DMV, the Vermont Driver and Traffic Safety Educators Association, individual instructors and other interested parties are brought into the discussion for their guidance and input. This was most recently utilized during COVID with the increase of the Third-Party Testers program and the development and implementation of the Virtual Classroom Model.

The AOE and DMV communicate with parents, the public, and other entities about driver education issues. The AOE uses the telephone, email, and the Knowledge Center on the AOE website to communicate with parents, the public, and driver education providers about driver education issues and driving laws. The DMV uses the telephone, email, and its website to communicate with parents, the public, and driver education providers about driver education issues and driving laws. In addition, the DMV uses in-person driver training school audits to communicate with school owners and instructors.

The State administrators for driver education are employees of the agencies that have oversight of driver education. The AOE has one .30 staff person with the title of Education Consultant II and the DMV has a full-time staff person with the title of Highway Safety Program Specialist. These individuals are qualified to manage and oversee all aspects of the State's functions in driver education and are familiar with the delivery of driver education. These state administrators do not meet or exceed the qualifications and training required by the State for novice driver education instructors.

The AOE and DMV funding is provided by the State's General Fund. The General Fund also pays the reimbursement (\$71 per pupil) to public schools for students who complete (pass or fail) a driver education program. The driver education programs overseen by the AOE are free to all students who are enrolled in a public or approved independent high schools as well as those who are home schooled and choose to take a driver education program at their local high school. The course fees charged by the private driver training schools can range from \$700-\$900.

All of the driver education and driver training providers are required to conform to applicable State standards but not federal standards. Both the AOE and the DMV have an application and review process for driver education providers. The providers whose programs conform to the applicable State standards are approved.

The AOE nor the DMV have requirements to ensure that driver education programs are culturally competent by reflecting multicultural education principles. The curricula that are culturally competent are dependent upon the individual school provider or instructor as there is no State requirement to be followed. Students may be referred to specialized programs for accommodations or modifications, as applicable. The *Vermont Driver's License Manual* that is available to the public and all driver education programs is in the English and Spanish language.

The AOE's and DMV's driver education and driver training providers maintain teacher/instructor licensing and re-licensure (certification and recertification) documentation, vehicle registration and

insurance information, program information and student records (Name, DOB, License Number and Pass/Fail/Incomplete or Drop status). The DMV requires each private driver training school to maintain the following records setting forth the name, date of birth, license or learner permit number, start and finish dates of instruction, total fees collected from each student and student's certificate number if applicable; instruction license number of the instructor who provided the instruction, and the number of hours and category of instruction provided. Such records are open to inspection by any properly identified employee of the DMV during reasonable business hours.

For re-licensure (recertification), the public school driver and traffic safety education teachers must go through renewal. Each teacher needs to have a certain number of continuing education hours (one credit or 15 hours specific to driver education) to renew. The Level I teacher renews in three (3) years and needs three (3) credits or 45 hours, Level II teacher renews in five (5) years and needs six (6) credits or 90 hours, and a retired teacher renews in three (3) years and needs three (3) credits or 45 hours. Private driver training school instructors and schools renew every two (2) years. The instructors go through a background check, record check and needs 40 hours of continuing education.

The DMV lists the approved private driver training schools on its website. The AOE lists the Vermont school directories, Union schools, and approved or recognized independent (private) schools. Each approved public-school program is required to identify their driver education program administrator on their program approval form, which is most often the school principal but can also be the teacher themselves or other staff. The private driver training schools internally will appoint their own employee as program administrator.

The local school districts, AOE's Licensing and Legal teams deal with the public schools' compliance to State standards and provider compliance. The DMV conducts regular compliance checks (once per 2-year license period) to ensure private driver training schools are following the State's statute, rules, and regulations. During initial licensing of private driver training schools, the DMV reviews and the private driver training schools agree to follow the Driver Training School and Instructor General Reference Manual. The DMV also audits classroom instruction and in-car instruction.

If a compliance issue occurs, the AOE and DMV first discuss the issues with teachers/instructors. If this does not resolve the compliance issue, their respective supervisors will be included in conversations and if necessary, continue with the chain of command until a resolution is found. The AOE has not imposed financial and/or administrative sanctions for non-compliance with the State requirements. The DMV has the authority to impose financial and/or administrative sanctions for non-compliance with the State requirements. The AOE and the DMV have no formal conflict resolution system developed or written.

Some public and private driver training school providers obtain parental/guardian authorization for minors to participate in the course to verify that the learner has not secured driver education without parental consent. However, this is not required by State statute, rules, or policy.

The State has a system to maintain data elements (e.g.: driver's license number) for students and it can be linked with the driver record data. The system follows State and federal legal requirements for the transmission of personal and/or confidential information reported electronically. The AOE

and DMV created a Driver Education Certification Service (DECS) which is a secure site used by driver education instructors and state administrators. The instructors securely enter students (permit/license number which will then auto populate the student's name and DOB as it appears in the Department of Motor Vehicles system) into the system. The instructors report both pass, failure, incomplete and drop status data of the driver education course. This system then communicates with the DMV to do a nightly permit validation check to see if a student's permit has been suspended or if it is in good standing. To avoid violating FERPA laws, currently only the DMV staff has access to the data. The instructors and State administrators are notified if a student's permit/license has been suspended. This information is not shared with the public nor is the information evaluated to measure progress toward the established goals and objectives of the driver education program to optimize the allocation of resources.

Vermont has developed and implemented communication strategies directed at supporting policy and program elements. The AOE and DMV do inform the public and parents/guardians on their respective websites concerning the State Graduated License Law and the state guidelines/regulations of driver education. Information on at-risk target populations, materials that are culturally competent and reflect multicultural education principles, and the role of parental monitoring/involvement are not communicated. The State Highway Safety Office in the Vermont Strategic Highway Safety Plan 2023 does have a *Young Driver Action Plan* that includes the following contributing agencies:

- DMV, expanding and incentivizing initial driver education and advanced skills training for novice drivers, including education on risk management;
- DMV, VT Driver & Traffic Safety Education Association, providing resources and training opportunities to mentors of younger drivers including driver educators;
- Local Motion, conducting education and outreach to younger drivers to raise awareness of alternatives to driving;
- VTrans Highway Division and DMV, supporting and disseminating data to inform statutes and legislation on the VT graduated driver licensing (GDL) law for younger drivers;
- VTrans Highway Division and DMV, using data and analysis to support and coordinate with organizations to promote mandated driver education for all novice drivers at or under age 25; and
- VTrans Highway Division, continuing to research statistics, trends, and legislation that can help improve understanding of how to influence the culture and mindset of younger drivers.

Planned Initiatives

Vermont's planned actions for Section 1: Program Administration include:

- 1.1.1 Establishment of a standing advisory board who meets on a regular basis.
- 1.1.1 Review and update state rules and policies in alignment with AOE and DMV.

Strengths

Vermont's strengths for Section 1: Program Administration include:

- 1.1.1 Has coordinated agencies, Agency of Education (AOE) and Department of Motor Vehicles (DMV), to regulate, administer and oversee all novice driver education programs.
- 1.1.1 The Vermont Driver's License Manual is available to schools, parents/guardians, and students.
- 1.1.2 The DMV has a full-time funded State Administrator for driver education.
- 1.1.3 The AOE has an Education Consultant II (not full time but .30) that is funded for Driver Education out the of State's General Fund.
- 1.1.4 Driver education providers meet applicable state laws and rules.
- 1.2.1 Driver education programs conform to applicable state are approved.
- 1.2.2 The DMV conducts compliance and quality assurance visits periodically.
- 1.2.3 The DMV conducts regular compliance checks on private driver training schools.
- 1.2.4 The AOE and the DMV have an identified person to administer day-to-day operations, including responsibility for the maintenance of student records and filing of reports with the State in accordance with State regulations.
- 1.2.5 Driver education providers maintain program and course records.
- 1.2.6 Providers follow state and/or federal legal requirements for the transmission of personal and/or confidential information electronically or in hard copy format.
- 1.2.7 State requires that both successful and unsuccessful completion of the course and results of learners are recorded and kept in a secure file/location as required by the state regulating authority.
- 1.2.8 Some providers obtain parental/guardian authorization for minors to participate in the course; to verify that the learner has not secured driver education without parental consent.
- 1.3.1 Student identification, performance and other data is reported to the secure Driver Education Certification Service (DECS) once the student obtains a permit number.
- 1.3.2 Student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations.
- 1.3.5 The State requires the responsible agency for driver education to maintain data elements (e.g., driver's license number) on students that can be linked to driver record data.
- 1.4.1 AOE and DMV have developed and implemented communication strategies directed at supporting policy and program elements.
- 1.4.1 The State Highway Safety Office, in collaboration and cooperation with driver education and training, driver licensing, and highway safety partners, have developed a statewide communications plan and campaign.

Opportunities/Recommendations

Vermont's opportunities/recommendations for Section 1: Program Administration:

- **1.1.1 Create an advisory board for both public driver education and private driver training school programs which includes program stakeholders.**
- **1.1.2 Fund a full-time funded State AOE administrator for driver education.**
- 1.1.2 Have the AOE and the DMV State administrators meet or exceed the qualifications and training required by the State for a novice driver education instructor.
- 1.2.1 Approve driver education programs that conform to applicable federal and national standards.
- 1.2.1 Have requirements to ensure that driver education programs are culturally competent by reflecting multicultural education principles.
- 1.2.2 Conduct public school driver education in person compliance and quality assurance visits by the AOE.
- 1.2.8 Obtain directly parental/guardian authorization for minors to participate in the course to verify that the learner has not secured driver education without parental consent by all providers. Indirectly, Vermont is requiring parental/guardian authorization when student applies for the permit test and at some schools where driver education is listed on the course schedule.
- 1.3.1 Evaluate DECS data and make summary reports available to the public (e.g. pass/fail, number of completers).
- 1.3.3 Develop a comprehensive evaluation program to measure progress toward the established driver education/training program goals and objectives to optimize the allocation of resources.
- 1.3.4 Track data and utilize the reports for the improvement of the Vermont driver education/training program.

Section 2. Education & Training

Summary

Vermont's progress is underway in the Education and Training section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Almost half of the standards in this area are completed or show substantial progress while the other have not been started or show early progress.

The Department of Motor Vehicles (DMV) (vt. Stat. tit. 23 § 702) provides the rules governing driver training and the Agency of Education (AOE)¹⁰ provides the Rules governing driver education for the State (Vermont State Board of Education Rules Series 2300 Section 2351ff). Driver education school curriculum is established by these Rules. Effectively January 1, 2017, approved textbooks include *Drive Right*, *Responsible Driving*, and *How to Drive*. The *How to Drive* curriculum is used by most providers, because the first two are out of date. The State ensures that approved curriculum meets the content standards established by the American Driver and Traffic Safety Education Association (ADTSEA). Student's curriculum was approved following a meeting with the boards of the Vermont Driver Education Association, the Vermont Driver and Traffic Safety Education Association and officials from the DMV.

The DMV pays for interpreter services if requested, there is no cost to the student or school. They also provide the manual in two languages, the knowledge test in 12 languages and their license application in 13 languages with the intention of adding American Sign Language, in the near future. There is no guidance by the State to meet the multicultural educational needs of students. Students may be referred to specialized programs for accommodations or modifications. The State may consider how to support instructors with multicultural initiatives and training.

Vermont's requirement for driver education classroom instruction is 30 hours. No more than two hours of classroom instruction may be provided on any calendar day. Additionally, all students shall receive on the road instruction consisting of no less than six hours of BTW instruction, not to exceed one hour of BTW instruction and one hour of observation for a student on any calendar day. Classroom and BTW instruction can be conducted in an integrated, concurrent format, unless the instructor determines that a student has not mastered a skill necessary to progress to the next driving skill. For driver training schools, courses may not be completed in less than 33 days and summer classes may not be completed in less than 26 days.

The student/teacher ratio for classroom instruction is no more than 30 students for one teacher. A classroom teacher may not teach more than one class at a time. For BTW instruction, the number of students in the vehicle per lesson is not regulated. Currently, there is an overabundance of students and a dearth of instructors and classes offered in public school. Therefore, some students are completing their drives after the end of the classroom instruction which is inconsistent with the concurrent and integrated standard.

The State does not provide guidance or criteria of the type, timing, or method of evaluation for both public and driver training schools. It is up to driver training schools to develop methods of evaluation beyond the hour's requirement. Local control gives public schools the responsibility to create and execute a plan that evaluates student progress to assure course objectives are met. Public schools evaluate using Proficiency-Based Grading Practices. Driver education easily fits into this evaluation strategy. Evaluation of student progress is done over the entire course; therefore, the instructor will know when a student has met the required outcomes. A final exam will be a validation of what the student has already demonstrated throughout the course. The Driver

¹⁰ Vermont State Board of Education (ND). Vermont state board of education manual of rules and practices. Retrieved from: <https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2300.pdf>

Education Certification Service (DECS) system is available to the school, district, State, and DMV; it documents student completion.

Vehicles are inspected annually. Vermont has completed progress since their previous assessment and now requires vehicles to have an instructor brake, a mirror with an unobstructed view to the rear, and an eye-check mirror for the instructor to view the driver's eye movement and head checks.

Vermont does not have Rules for the online delivery of driver education, including, but not limited to, standards that govern instructor training, a process for State approval, or maximum time allowed per session. State approved American Automobile Association (AAA) *How to Drive* curriculum includes online independent learning components. To date, Vermont has only approved online training with a blended synchronous delivery. Beginning in 2020 due to the COVID-19 pandemic, schools were allowed to provide remote instructor-led classroom education. DMV and AOE approved online or distance learning during the pandemic and provided policy guidance emailed to instructors.

Planned Initiatives

Vermont's planned initiatives for Section 2: Education and Training

- 2.1.3 Requiring core driver instructional hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination.
- 2.1.3 Requiring increased minimum instruction hours consisting of 10 hours of BTW.
- 2.4.2 Developing a regional instruction plan that includes an online and in person component together where AOE and DMV instructors work together.

Strengths

Vermont's strengths for Section 2: Education & Training include:

- 2.1.1 Driver education curricula meets or exceeds current nationally recognized content standards.
- 2.1.5 Each student is provided a textbook to use as an integral part of the program.
- 2.1.6 End of course knowledge and skill assessment examinations are required.
- 2.2.1 Ensures that providers and instructors deliver timely and ongoing feedback to students.
- 2.2.2 Requires on-going classroom, and BTW evaluations, at a minimum.
- 2.3.1 Limits the number of students per class based on State student/teacher ratios for the classroom.
- 2.3.2 Requires providers to make available seating and writing space for each student.
- 2.3.3 Stipulates that an instructor can only teach one class at a time.

- 2.3.4 Requires training vehicles for driver education BTW and driving range instruction to meet equipment requirements, insurance requirements, and condition requirements.
- 2.4.2 States shall establish requirements for the structural design of online delivery of driver education.

Opportunities/Recommendations

Vermont’s opportunities/recommendations for Section 2: Education & Training:

- **2.1.2 Require driver education providers to use formalized written curricula and written lesson plans for classroom, BTW, observation time, simulation, and driving ranges that include goals, objectives, and outcomes for learning.” The following sub-components are not yet met written lesson plans for classroom, BTW, observation time, active learning/higher-order critical thinking skills, an opportunity for learner reflection, and curricula that is culturally competent.**
- 2.1.3 Adopt legislation and/or regulation that:
 - Increase minimum classroom hours from 30 to 45 hours.
 - Requires ten (10) hours of additional flexible, verifiable instruction.
 - Requires second stage driver education of at least ten (10) hours.
- 2.1.7 Require a course provider to conduct valid post-course evaluations of driver education programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program.
- 2.3.5 Establish, if applicable, requirements for maximum substitution hours of simulation or driving range instruction for BTW instruction. For courses with ten (10) hours or more of BTW instruction, no more than two (2) hours of any combination may be substituted.
- 2.3.6 Allow computer-based independent student learning.
- 2.4.3 Establish requirements for the evaluation/testing/assessment of online delivery of driver education, if permitted, that refers to how and what type of evaluation will be carried out for learners, the course, and online instructors.
- 2.4.4 Establish requirements for the technological design and capabilities of online delivery of driver education, if permitted, that refers to minimum technological tools and/or capabilities required by online driving educators in order to provide online education and requirements needed by learners to take online driver education.
- **2.4.5 Establish legal requirements for the delivery of online driver education, if permitted, to ensure that online providers protect learner privacy, verify learner participation and test taking and comply with state/federal requirements for driver education and certification.**

Section 3. Instructor Qualifications

Summary

The State is well underway in the Instructor Qualification section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). There are fourteen standards in this section. All standards show either that Vermont's efforts are underway or that they have made substantial progress in their efforts in this section. Only one standard (3.1.2) is lagging behind showing efforts are not started.

The Vermont Agency of Education (AOE) provides oversight of the driver education instructors in public schools and the Vermont Department of Motor Vehicles (DMV) provides oversight of the instructors working with private driver training schools. Vermont has the following prerequisites for new driver education instructor candidates: must have a valid Vermont driver's license; be 21 years of age; have five years of driver experience; pass federal and state criminal background checks and provide a satisfactory driving record from the DMV.

AOE requires a Vermont teaching license with a driver education and training endorsement to teach classroom and BTW instruction to students in public schools. AOE and DMV require driver education teacher candidates to complete the same higher education driver education courses to obtain a driver education and training endorsement on a current Vermont teaching license or a DMV issued driver training instructor license. Since there is no current higher education option for driver education teachers in Vermont, these courses are currently being offered through Keene State College and White Mountains Community College, both located in New Hampshire. DMV has many licensed teachers who teach in private driver training schools; however, they also offer alternative pathways for licensing those individuals who may not have a teaching license. For those individuals, DMV requires an additional 60 hours of teaching experience and an additional course such as Educational Psychology, which provides knowledge and skills pertaining to the principles of teaching and learning.

Both Keene State College and White Mountains Community College provide courses that deliver a solid foundation for new driver education teachers. These programs offer the component courses required for provisional certification: Introduction to Traffic Safety, Driver Education Classroom Methods and In-Vehicle Driver Education Methods. Additional courses, Alcohol, Drugs and Driving, Learning and Teaching Styles, Adolescent Growth and Development and Special Education in the Schools are required for instructors to obtain a Standard Certification that must be completed within two years of receiving a Provisional Certification. Vermont has made substantial progress in providing a consistent and required model for teacher training as suggested in the NTDETAS, Section 3.2.

Instructor candidates are required to participate in practice teaching activities during the Driver Education Classroom Methods and In-Vehicle Driver Education Methods classes. Candidates are required to produce written lesson plans and teach lessons in front of their peers in a classroom setting. During in-vehicle lesson practice teaching sessions, groups of two or three candidates take turns providing practice driving lessons with their peers. Classroom and in-vehicle instructors provide evaluation and feedback for the practice teaching lessons.

After being credentialed to teach driver education in Vermont, there is no State requirement that a new instructor must complete a student teaching practicum with a mentor teacher. There is

evidence that local school districts and some private driver training providers do help new instructor candidates by pairing them with an experienced instructor for a short period of time. Some DMV credentialed instructors who do not have a Vermont teacher's license are supervised and observed by experienced instructors while obtaining the 60 hours of teaching experience that is required for licensure. On-going professional development is required for public school driver education teachers and private driver training school instructors. AOE requires documentation of three credits or 45 hours of professional learning for each renewal cycle and one credit or 15 hours that must address the specific knowledge and performance standards of the driver education endorsement in renewing a Level 1 license (three-year educator license) or a Level II License (five-year educator license). DMV issued instructor licenses are renewed every two years and 40 hours of professional development is required. Instructors can obtain professional development hours by attending conferences, such as the Vermont Driver and Traffic Safety Education Association, New England Traffic and Safety Association, American Driver and Traffic Safety Education Association, or through opportunities provided by local school districts, and private driver training school providers.

Strengths

Vermont's strengths for Section 3: Instructor Qualifications include:

- 3.1.1 The AOE and DMV have prerequisites for instructor candidates receiving training.
- 3.2.1 Vermont requires instructor candidates to successfully complete a course detailing classroom content, BTW lessons and State specific information from State approved driver education curricula.
- 3.2.2 Vermont requires instructor candidates to successfully complete a course in teaching and learning theories.
- 3.2.3 Vermont requires instructor candidates to successfully deliver a series of practice teaching assignments during the instructor training course, including both classroom and BTW lessons.
- 3.4.1 Instructor candidates are required to pass exit assessments beyond the state driver licensing test, to demonstrate their knowledge, skills and attitudes for the operation of a motor vehicle to successfully complete the driver education instructor preparation program.
- 3.5.1 Driver education instructors are required to receive regular continuing education and professional development, as approved by the State.

Opportunities/Recommendations

Vermont's opportunities/recommendations for Section 3: Instructor Qualifications:

- 3.1.2 Require driver education instructor candidates to take an entry level knowledge and driving assessment to demonstrate their knowledge, skills and attitudes for the safe operation of a motor vehicle to gain entry into the driver education instructor preparation program.
- 3.1.3 Require public and private driver training schools to pre-screen individuals to determine if they are an acceptable candidate to enter the instructor program.

- **3.3.1 Require new instructors to teach with an experienced mentor or to complete a student teaching practicum, to deliver course content (both classroom and in-vehicle) during a regularly scheduled driver education course to novice students while being supervised and evaluated.**
- 3.5.2 Require a regular driving record review for instructors.
- **3.5.4 Require instructors to successfully complete other pre or post courses as required by the State, such as a course in first aid, CPR, and automated external defibrillators (AED).**

Section 4. Coordination with Driver Licensing

Summary

Vermont’s progress is underway in the Coordination with Driver Licensing section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). The standard related to the GDL (4.2) and Knowledge and Skills Tests (4.4) shows substantial progress while the remaining sections are either in early progress or not started.

Completion of a driver education/training course is a requirement for 15–17-year old’s seeking a Junior (Provisional) License. Communication, cooperation and collaboration between driver licensing staff and driver education/training administrators should be a priority. The Department of Motor Vehicles collects an abundance of licensing information and has connections with law enforcement and the court system regarding citations and adjudications. Accessing and sharing this information for planning joint activities to assess and improve the driver education/training and Junior Licensing programs is important.

Two agencies administer Vermont’s required driver education/training efforts. The Agency of Education (AOE) administers the high school driver education program, and the Department of Motor Vehicles’ (DMV) Enforcement and Safety Division administers the driver training schools. Communication between driver education/training and licensing staffs is informal and on an as needed basis through emails, phone calls and occasional meetings. Currently, there are no joint licensing and driver education/training activities or projects underway to assess or improve the Junior Licensing Program. All the involved individuals in the AOE and DMV’s Divisions understand their roles and the requirements for the Junior Driver License program. Driver testing and licensing is the responsibility of DMV’s Operations Division.

Vermont has completed the process for adopting and implementing a formal multi-stage Graduated Driver Licensing (GDL) program for applicants ages 15 through 17 seeking a Junior Driver License. A Junior License allows individuals to receive a provisional license at age 16. At age 18, individuals may obtain a full unrestricted license by passing the Learner’s Permit knowledge and road tests.

A Junior Driver License is a provisional license. Applicants must be a minimum age of 15, have a “clean” driving record for the two previous years and pass the DMV’s driving knowledge test to

obtain a Learner's Permit. The Learner's Permit is valid for two years. The Permit must be held for one year before scheduling a licensing road test. While holding the Learner's Permit, applicants must maintain a clean driving record, complete an approved driver education/training course, and complete 40 hours of supervised practice driving (10 hours at night) with an unimpaired licensed parent/guardian or an adult at least 25 years old. Junior Driver License Applicants must be at least 16 and have a clean driving record for six (6) months prior to taking the licensing road test. At age 18 the Junior License holder can convert to a full unrestricted license provided they have maintained a clean driving record for the previous six months.

Individuals holding a Junior Driver License, in addition to avoiding moving violations, must comply with the following restrictions¹¹:

- Maintain a clean driving record;
- May not operate a vehicle in the course of employment for one (1) year or reaching the age of 18;
- May not carry passengers for hire;
- Drive alone for the first three (3) months (passengers are only permitted if an unimpaired parent/ guardian, a certified/licensed driver education instructor or a licensed unimpaired adult at least 25 years old is in the vehicle);
- Carry family members in the second three months of holding the license; and
- Not operate handheld electronic devices while driving.

Individuals adjudicated for violating Learner's Permit or Junior License restrictions or receiving traffic violations may have their permit or license recalled by the DMV Commissioner for up to 90 days, accumulate points, and/or pay fines.

The AOE and the DMV have made no progress in providing information and education on Junior License requirements and restrictions to judges, prosecutors, courts and law enforcement officials in several years. Courts and law enforcement rely on their internal systems to understand and enforce the Junior Licensing laws. Information on citations and adjudications is available on request and through online reports. Vermont does not have any active or planned Junior Driver License enforcement evaluation projects.

Any of the following violations of the Junior License restrictions could result in a withdrawal of the license by the DMV Commissioner.

- Carry passengers for hire – 90-day recall
- Driving for employer or employment – 90-day recall
- Recommendation from a Diversion/Reparative Board – 30-day recall

¹¹ Agency of Transportation (2022). Department of motor vehicles: Graduated license laws. Retrieved from <https://dmv.vermont.gov/licenses/types-of-licenses-ids/junior-drivers-license/graduated-license-laws>

- Junior Operator points accumulation - 90-day recall (for single violation three points, speeding six points)
- Junior Operator texting – 30-day recall, fine of at least \$100 and up to two points
- Parents/guardians may also request the Commissioner to recall a Junior License. Recall of a Junior License results in a restart of the provisional period.

Enforcing Junior License restrictions is complex and difficult because restriction violations can only be determined if the driver is stopped for moving violations and if the violation occurred in the designated six-month period. No information on Junior License recalls was provided.

The DMV has completed progress on the Vermont *Driver's License Manual*, Learner's Permit knowledge test and road test. The knowledge and road tests are based on the information contained in Vermont *Driver's License Manual* and developed based on the American Association of Motor Vehicle Administrators (AAMVA) guidelines:

- <https://www.aamva.org/getmedia/fcdfd4ac-907b-4bd9-abfb-4a036dcfdf72/Model-Driver-s-License-Manual.pdf>

The Vermont *Driver's License Manual* provides detailed information for both the Junior License program and what is needed to operate a vehicle on public roads. The *Driver's License Manual* is available online. The *Driver's License Manual* is reviewed and updated by DMV Operations staff and AOE and DMV driver education administrators on a regular basis. On occasion, driver education/training providers and instructors may be asked for suggestions. The DMV has a tutorial online to prepare individuals for the knowledge test.

The Learner's Permit knowledge test is automated and may be completed at a DMV Office or remotely online. Although some concerns were voiced about the online remote testing, the DMV has not identified any serious issues and is satisfied with this online testing process. No information was provided on pass/fail rates for in-office or online knowledge Learner's Permit testing.

Applicants seeking the Junior License must schedule an appointment to take the road test. They must be at least 16 years old, completed the required driver education course, completed 40 hours of supervised driving and held their Permit for at least a year. The Driver Education Completion System (DECS) allows driver education/training providers to electronically report the completion of driver education to the AOE and DMV. DECS is a valuable tool for gathering driver education/training information and automatically updates the DMV licensing records overnight. Junior License applicants must have a "yes" in the driver education completion field before a road test may be scheduled.

The DMV approves some driver education providers (third-party) to administer the licensing road test. The driver education instructors approved to administer this test are considered DMV Examiners and trained by the DMV. Driver training school examiners are observed by the DMV driver training administrators on a regular basis to ensure the tests are administered correctly. Examiners at high schools are the responsibility of their schools. No information was provided on the number of road tests completed on an annual basis by the high school or driver training school

examiners. The DMV is satisfied with this “third-party” testing process because it has been used successfully in other license testing (motorcycle rider education and CDL).

Strengths

Vermont’s strengths for Section 4: Coordination with Driver Licensing include:

- 4.1.1 The AOE and DMV driver education/training administrators and DMV Operations Division licensing staff continue to maintain informal communications through emails, phone calls and occasional meetings.
- 4.1.1 An abundance of DMV information is available online and upon request that may be useful for focusing, assessing, and improving the driver education/training and Junior License programs.
- 4.2.1 The multi-stage (Graduated Driver License) Junior Driver License program is meeting Vermont’s objectives.
- 4.2.2 Driver education/training is required for 15 through 17-year old’s seeking a Junior License.
- 4.2.2 The Driver Education Completion System (DECS) collects driver education/training information and automatically updates an applicant’s driving record at the DMV.
- 4.2.3 The completion of the required driver education/training course does not reduce the time or requirements for the Junior Licensing program.
- 4.3.1 & 4.3.2 Adjudicated violations of Junior License restrictions and moving violations may result in the license being recalled by the Commissioner.
- 4.3.1 & 4.3.2 Parents/guardians may request the Commissioner to recall a Junior License.
- 4.3.1 & 4.3.2 A recall of a Junior Driver License results in a restart of the provision period.
- 4.4.1 The Vermont *Driver’s License Manual* and online tutorial help prepare applicants for the Learner’s Permit knowledge test.
- 4.4.1 The Vermont *Driver’s License Manual* and knowledge test are reviewed on a regular basis by AOE, DMV and occasionally with driver education/training providers and instructors.
- 4.4.1 & 4.4.2 DMV’s Learner’s Permit knowledge test is automated, available in several languages and may be completed at a DMV office or remotely online.
- 4.4.1 & 4.4.2 Quality assurance visits on driver training school instructors and approved road test examiners are completed on a regular basis.

Opportunities/Recommendations

Opportunities/recommendations for Section 4: Coordination with Driver Licensing:

- **4.1.1 Establish a formal communication, coordination, and collaboration process between the DMV’s Operations Division and the AOE and DMV driver education/training Administrators to share information, resolve issues and to improve and assess the total Junior License Program.**
- 4.1.1 Establish a system to monitor, report, and analyze crash and citation data to determine opportunities for improvements to the Junior License Program and focus driver education/training instruction.
- **4.3.1, 4.3.2 and 4.3.3 Develop and implement a judicial outreach program for court personnel, prosecutorial, and law enforcement representatives to ensure sanctions for Junior Driver License requirements are enforced uniformly.**
- 4.3.1, 4.3.2 and 4.3.3 Educate law enforcement to identify Junior License restriction violations.
- 4.3.1, 4.3.2 and 4.3.3 Evaluate Junior License sanctions enforcement to determine their effectiveness.
- 4.4.1 Review the current knowledge and road tests to assure they meet the guidelines established by the AAMVA (e.g., number of questions, question bank, response selection, examiner training, consistency of test administration, etc.).

Section 5. Parent/Guardian Involvement

Summary

The State of Vermont is underway towards meeting the recommendations outlined in the Parent/Guardian Involvement section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). There are six strategies included with this Standard and all are underway except for one (Section 5.1.2), where substantial progress has been made.

A quality driver education program is the foundation of a collision-free society. Three major factors that can put a novice driver in a position to succeed: quality classroom instruction, extensive BTW training and parent/guardian involvement. For the purposes of this section, we have focused on how the State of Vermont is working to engage the parents/guardians of novice drivers in their student’s driver education journey.

Vermont has already completed some work in areas of major importance to improve parent/guardian involvement. Vermont has provided parents/guardians with online resources that assist the parent/guardian in understanding their responsibilities, graduated driver licensing (GDL) requirements, and logging their driving practice hours.

Vermont has both an extended learner’s permit period of six months and a parent/guardian-supervised intermediate licensing phase. These regulations ensure that students’ driving privileges increase with their knowledge and experience. Parents/guardians are required to supervise 40 hours of practice driving with the novice teen.

Vermont does not have a required parent/guardian seminar that focuses on parent/guardian's responsibilities and opportunities related to driving. There are individual driver education programs around the State that use materials to engage parents/guardians on a voluntary basis. Also, Vermont does not require formal communication with a parent/guardian and driver education providers during BTW or classroom instruction.

A planned initiative by Vermont to mandate parent education and develop educational standards and learning outcomes would directly ensure the improvement of parent/guardian involvement. These initiatives will affect how parents/guardians are receiving information regarding their GDL responsibilities and improve communication with driver education providers.

Vermont does not require providers to inform parents/guardians of their teen's progress throughout the course, or to receive a post course final assessment. Some providers do so through verbal updates and parent-teacher conferences.

Vermont provides some resources to parents/guardians to assist in supervising their teen's learning-to-drive experience, mainly through the DMV website. The information provided includes: 1) rules, regulations, and licensing requirements; 2) a list of State approved driver education schools; and 3) a tool for logging required hours of supervised practice, which is also included in *The Parent's Supervised Driving Program* manual. The State does not provide access to a model "Parent-Teen Driver Agreement" document and providers do not cover or provide a "Parent-Teen Driver Agreement" directly to a parent/guardian.

Parents/guardians play a vital role that should support and enhance driver education in the novice teen's learning-to-drive experience. The parent/guardian is responsible for providing driving practice, regulating the novice's driving exposure, being prepared to play their role, and assisting the novice in the learning-to-drive experience.

Strengths

Vermont's strengths for Section 5: Parent/Guardian Involvement include:

- 5.1.1 Vermont has established and identified GDL laws with penalties that meet the national standards.
- 5.1.2 Most of the driver education programs in Vermont are aware of the importance of educating the students and parents about the GDL laws.
- 5.2.1 Most driver education programs and providers value the importance to conduct parent/guardian education sessions and provide parent/guardians the opportunity to be involved in their student's educational success.
- 5.3.1 Vermont public school programs provide multiple platforms of communication between the instructor and parents/guardians.
- 5.3.1 Parents/Guardians and students in the public school system are provided the opportunity to take program surveys.
- 5.3.1 Vermont private driver education schools communicate course requirements and expectations to the student and parents/guardians.

- 5.3.1 Progress reports are provided to parents/guardians in the public school system programs through written progress reports, phone calls, and parent teacher conferences. Intervention meetings and action is taken in the public schools for students who are not performing adequately.
- 5.3.1 Vermont DMV has a website location to communicate to parents/guardians and allows parents/guardians to comment and provide feedback.
- 5.3.1 Private driver training schools in Vermont delay BTW lessons when they feel parents/guardians need to do more supervised driving time with the student.
- 5.4.1 Vermont has a focused platform for communicating with parents/guardians.
- 5.4.1 Availability and distribution of *The Parent's Supervised Driving Program* manual.
- 5.4.1 Availability of the downloadable RoadReady app at www.PSDPonline.com.

Opportunities/Recommendations

Vermont's opportunity/recommendations for Section 5: Parent/Guardian Involvement:

- 5.1.1 Increase the supervised practice driving requirement from 40 hours to a minimum of 50 hours.
- 5.1.1 Increase the minimum age requirement to receive a learner's permit to age 16.
- 5.1.1 Include nighttime driving restrictions to increase the strength of the GDL.
- 5.1.2 Create a mandatory parent education and parent involvement during driver education to be more focused by providing learning intentions for parents as well as a success criteria for instructors and programs.
- 5.1.2 Require a written agreement between the teen and parent that reflects the expectations of both the teen and the parent, and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to earn, and for the parent to grant progressively broader driving privileges.
- 5.2.1 Create a mandatory Parent education and parent involvement during driver education to be more focused by providing learning intentions for parents as well as success criteria for instructors and programs.
- 5.2.1 Establish a formal education program management team or advisory board to manage driver education program expectations, research, evaluation, and coordinate responses at the statute and administrative rule levels regarding parent education.
- **5.2.1 and 5.2.2 Require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen's driver education and training course. This session should outline the parent's responsibility and opportunity to reduce their teen's crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of the GDL and parent involvement.**

- 5.2.1 Require a parent to complete a debriefing with the driver training instructor to inform the parent of their responsibility, progress and proficiency of the teen driver, which could include a parent-teen drive at the end of the course prior to the briefing.
- 5.2.1 Use data and statistics to prioritize your content focus to engage parent support and empower parents to be involved with their teens' training.
- 5.2.1 Set learning outcome goals and complementary program goals focused on parent education and parent communication.
- **5.3.1 Require driver education providers to inform parents/guardians of their teen's progress throughout the driver education course and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver. Provide feedback to the parents on their teen's in-car driving skills using a proficiency-based grading system to measure student achievement.**
- 5.3.1 Conduct a valid post course evaluation to be completed by parents/guardians and students that measures the effectiveness of the program.
- 5.4.1 Increase access to resources to assist parents/guardians to supervise their teen's learning-to-drive experience, including a sample Parent-Teen Driving Agreement.
- 5.4.1 Improve Vermont's AOE and DMV communication platforms to include education and support materials for parents/guardians and ensure the two sites link together.
- 5.4.1 Establish a formal GDL outreach program to inform court and law enforcement of GDL requirements.
- 5.4.1 Distribute the Parent's Supervised Driving Program.
- 5.4.1 Develop a method to analyze and evaluate GDL traffic citations and court actions to determine the effectiveness and enforcement of GDL restrictions.
- 5.4.1 Require a written Parent-Teen Driving Agreement between the teen and parents that reflects the expectations of both the teen and the parent, and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to earn, and the parent to grant progressively broader driving privileges.

Risk Management Planning

Summary

The definition of Risk has been accepted as part of the International Organization of Standardization (IOS). IOS is an independent, non-governmental body of international organizations. The definition of risk was developed by an international committee representing over 30 countries and is based on the input of several thousand subject matter experts¹². According to Project Management Institute (PMI), Risk Management is “the identification, assessment, and

¹² Dittmer, J. (2013). Risk management and the PMBOK. Retrieved from https://pmiwdc.org/sites/default/files/presentations/201310/PMIW_LocalCommunity_WashingtonCircle_PresentationSlides_2013-09.pdf

prioritization of risks followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events or to maximize the realization or opportunities. Risk can involve both known and unknown risks. The ideal situation would be to implement a planned risk response, should either occur. It is therefore essential for organizations to act in a proactive manner to develop a strategy for managing risks.

It is recommended that Vermont conduct a process to determine if the State has developed a Risk Management plan for their Motor Vehicle Administration that includes driver education. While PMI recommends a set of six steps, implementing even a few basic steps will help Vermont as they continue to address the COVID-19 pandemic and to address emergency preparedness in the event there is a future need for such action. A Continuity of Operations Planning (COOP) should be considered.

Opportunities/Recommendations

- Conduct a group process to identify potential risks in driver education. Include a description of the risk, timeframe and assign a risk manager (Do not name a person but assign it to a role or position. This will help in the event of staff turn-over or attrition.)
- Perform a qualitative risk analysis to further understand your organizational risks in driver education and to help plan risk response strategies.
- Develop a risk response plan for driver education. This plan will help determine when to accept, avoid, mitigate, transfer, or take some other action to address a risk, should it arise.
- Develop a COOP for driver education. The COOP addresses how essential and critical operations can continue in the event of a broad range of circumstances including all-hazard emergencies as well as natural, manmade, and technological threats and national security emergencies¹³.

¹³ GPO, (2020). COOP continuity of operations enables continuation of essential functions. Retrieved from [https://www.gpo.gov/continuity-of-operations-programs-\(coop\)](https://www.gpo.gov/continuity-of-operations-programs-(coop))

Appendices

Appendix 31– 2011-2022 Reflection

Reflected herein is the assessors' attempt to provide a comparison between the 2011 Assessment findings and the 2022 Assessment findings. This reflection is a subset of the 2022 findings. For more detail, the State should use both the final narrative report and the Response Workbook to fully interpret these findings.

It is to be noted that between the years of 2011 and 2022, there were revisions to the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) and the two editions, 2009 and 2017, had to be compared. The Assessors have done their best to match the Standards between the two editions as reflected herein.

Section 1: Program Administration

Section 1.1.1

2011 Finding:

Have a single agency, or coordinated agencies, informed by an advisory board of stakeholders and charged with overseeing all novice teen driver education and training programs. That agency should have authority and responsibility for the implementation, monitoring, evaluation, and enforcement of these standards. This agency should also be charged with developing and executing communication strategies to inform parents and the public about driver education and training issues. In addition, the agency should inform providers in a timely fashion about changes to laws, regulations, and procedures.

2022 Finding:

- Vermont has not established an advisory board of all stakeholders for the implementation, monitoring, evaluation and enforcement of the Novice Teen Driver and Training Administrative Standards and Vermont standards.
- **The AOE and the DMV have strengthened their administrative communication and collaboration.***

2022 Recommendation:

- **Establish an advisory board of all stakeholders for the implementation, monitoring, evaluation and enforcement of the Novice Teen Driver and Training Administrative Standards and Vermont standards.****

Section 1.1.2

2011 Finding:

Carefully choose a State agency that is best suited and ideally not a direct provider of driver education to administer a statewide education and training program that can provide needed and appropriate regulatory environment, oversight, monitoring, evaluation, review and approval processes, professional development, and all other administrative actions that make available a quality driver education and training program to all age-eligible residents.

2022 Finding:

- The AOE has one .30 staff person with the title of Education Consultant II to coordinate, oversee and support Vermont's public-school driver and traffic safety education.
- The DMV has increased its staffing levels to oversee and support private driver training schools.
- Have the AOE and the DMV State administrators meet or exceed the qualifications and training required by the State for a novice driver education instructor.
- The AOE and DMV approve programs that conform to applicable State standards, but not federal standards.
- The AOE nor the DMV have requirements to ensure that driver education programs are culturally competent by reflecting multicultural education principles. The curricula that are culturally competent are dependent upon the individual school provider or instructor as there is no State requirement to be followed.
- The AOE and the DMV staff are funded from the State's General Fund.

2022 Recommendation:

- **1.1.2 Fund a full-time funded State AOE administrator for driver education.** **
- 1.1.2 Have the AOE and the DMV State administrators meet or exceed the qualifications and training required by the State for a novice driver education instructor.
- 1.2.1 Approve driver education programs that conform to applicable federal and national standards.
- 1.2.1 Have requirements to ensure that driver education programs are culturally competent by reflecting multicultural education principles.

Section 1.1.4**2011 Finding:**

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.

2022 Finding:

- The local school districts, AOE's Licensing and Legal teams deal with the public-schools compliance to State standards and provider compliance. However, at this time, the AOE does not conduct in-person compliance audits.
- **The DMV conducts regular compliance checks (once per 2-year license period) to ensure private schools are following the State's statute, rules, and regulations.***

2022 Recommendation:

- 1.2.2 Conduct public school driver education in person compliance and quality assurance visits by the AOE.

Section 2: Education & Training

Section 2.1.1 & 2.1.2

2011 Finding:

Have driver education and training that meets or exceeds current nationally accepted content standards and benchmarks. 2.1.2 approve curricula that are based on nationally recognized standards such as ADTSEA and DSAA – Attachments E and F. Each State retains authority in determining what curricula meet its State standards. Other resources include AAA4 and NIDB.

2022 Finding:

- Driver education curricula meets or exceeds current nationally recognized content standards.

2022 Recommendation:

No recommendations

Section 2.1.5

2011 Finding:

Require a course provider to conduct valid post-course evaluations of driver education and training programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program (a resource for help in conducting these evaluations is the AAA Foundation for Traffic Safety).

2022 Finding:

- **2.1.5 Each student is provided a textbook to use as an integral part of the program. ***

2022 Recommendation:

No recommendation

Section 2.1.6

2011 Finding:

Require core driver educational hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination. To enable States to select the appropriate guidelines for contact hours to meet the desired outcomes, the following instructional time should be:

- First stage education;
 - Minimum of 45 hours of classroom/theory;
 - Minimum of 10 hours of BTW instruction;
 - 10 hours of in-car observation;
- Second stage education;
 - Minimum of 10 hours; and
 - The in-car instruction can be enhanced with simulation or driving range instruction.

2022 Finding:

- **2.1.6: End of course knowledge and skill assessment examinations are required. Due to how they assess, students are assessed throughout the entire program and must show proficiencies to show a passing grade. ***
- It is a planned initiative to increase BTW instruction from six (6) to ten (10) hours.

2022 Recommendation:

No recommendation.

Section 3: Instructor Qualifications

No priority recommendations were included in the 2011 Assessment Report.

Section 4: Parent/Guardian Involvement

Section 4.1.1

2011 Finding:

Require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen’s driver education and training course. This session should outline the parent’s responsibility and opportunity to reduce his or her teen’s crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of GDL and parental involvement

2022 Finding:

- Create a mandatory Parent education and parent involvement during driver education to be more focused by providing learning intentions for parents as well as success criteria for instructors and programs.
- Vermont does not have a required parent/guardian seminar that focuses on parent/guardian’s responsibilities and opportunities related to driving. There are individual driver education programs around the State that use materials to engage parents/guardians on a voluntary basis. Also, Vermont does not require formal communication with a parent/guardian and driver education providers during BTW or classroom instruction.

2022 Recommendation:

- 5.2.1 States shall require the parent of a teen driver to complete a parent seminar prior to or at the start of the course.
- **5.2.2 States should ensure that the parent seminar outlines the parent’s responsibility and opportunities to reduce his or her teen’s risk. ****

Section 4.1.2

2011 Finding:

Require a parent to complete a debriefing with the driver training instructor to inform the parent of the progress and proficiency of the teen driver. This final session should include a reminder that it is the parent who must ultimately determine the teen’s readiness to obtain a license with full driving privileges and of the parent’s responsibility and important role in helping the teen to become a safe driver.

2022 Finding:

- 5.2.2 Require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen’s driver education and training course. This session should outline the parent’s responsibility and opportunity to reduce their teen’s crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of the GDL and parent involvement.
- Vermont does not require providers to inform parents/guardians of their teen’s progress throughout the course, or to receive a post course final assessment. Some providers do so through verbal updates and parent-teacher conferences.

2022 Recommendation:

- 5.3.1 States shall require the driver education provider to ensure parents are informed about their teen’s progress throughout the driver education course, and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver

Section 5: Coordination with Driver Licensing

Section 5.1.1

2011 Finding:

Have a formal system for communication and collaboration between the State driver education and training agency and the State driver licensing authority. This system should allow sharing of information between driver education and training program/course administrators and the State’s driver licensing authority.

2022 Finding:

- 4.1.1 The 2022 narrative and workbook indicate this in early progress. Informal communications between driver education/training administrators continues to be informal and on an as needed basis.
- No representatives from the DMV Operations Division’s licensing staff participated in the 2022 assessment

2022 Recommendation:

- **4.1.1: Continue to work on establishing a formal communication, coordination and collaboration process between the DMV’s Operations Division and the AOE and DMV driver education/training Administrators to share information, resolve issues and to improve and assess the total Junior License Program. ****

Section 5.1.2

2011 Finding:

5.1.2 Have a GDL system that includes, incorporates, or integrates driver education and training. Completion of driver education and training should not reduce the time requirements in the GDL process.

2022 Finding:

- This is DECS and is mentioned several times in sections of the narrative.
- 4.2.2: The Driver Education Completion System (DECS) collects driver education/training information and automatically updates an applicant's driving record at the DMV.

2022 Recommendation:

No recommendation

* Indicates the finding is a strength for the State

** Indicates it is a priority recommendation in the 2022 Assessment

Appendix 2 – Team Credentials

Reginald A. Flythe, MA Ed

Driver Education Consultant

RAFlythe Consulting

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Reginald Flythe earned his undergraduate and graduate degrees in education and has spent his entire working career teaching and training others in the State of North Carolina. He has been involved in driver education since 1996, beginning his career teaching classroom and behind-the-wheel instruction for Jordan Driving School. In 1997, Reginald became lead driver education teacher at Southeast Raleigh Magnet High School and was instrumental in incorporating computerized instruction into the driver education program. In 2008, Mr. Flythe became the Driver Education Coordinating Teacher in the Wake County Public School System, responsible for overseeing operations for the school district. In 2013, Reginald began his tenure as Driver Education Consultant to the North Carolina Department of Public Instruction. Mr. Flythe provided guidance in the improvement of statewide driver education by adopting the driver education national standards, establishing an advisory board of driver education stakeholders and guided the State through a NHTSA Driver Education Assessment in May 2015. In November 2015, Mr. Flythe retired from the North Carolina Department of Public Instruction and opened RAFlythe Consulting, a driver education administrative and management solutions company.

Mr. Flythe has served on the North Carolina Driver and Traffic Safety Education Association board, holding a variety of positions including President in 2011 – 2012. He has also served on the national board of the American Driver and Traffic Safety Education Association (ADTSEA) and served as President in 2016 – 2017. Reginald served as Secretary/Treasurer for the Driver Education and Training Administrators (DETA) from 2013 – 2015. Mr. Flythe is a life member of the North Carolina Coaches Association.

Richard Hanson, MS Ed

Consultant, DTS Consulting

Instructor Trainer, Western Oregon University

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Mr. Hanson Graduated from Oregon State University in 1978. He began teaching science in 1978 at Riverdale School. He moved to Tigard High School in 1980 and taught driver education for 21 years (1995-2016). He became an Oregon Trainer of Trainers in 2003. He was a contributor for the first version of the Oregon Risk Prevention Curriculum CD with a team of writers and trainers in 2003. He contributed to the development of the Oregon teacher training curriculum in 2004 and 2017. He earned a MS degree in 2010 in Instructional Design for Online Learning from Capella University. He has presented at 14 different ADTSEA conferences in the Secondary Division,

Administrative Division, and Higher Education Division. He has presented at the following State Conferences: Oregon, Washington, Vermont, New Hampshire, Iowa, Pennsylvania (This was a regional safety conference sponsored by the Lehigh Valley Medical Center), Wisconsin, Kansas, Missouri, Illinois, North Dakota, South Dakota, Montana, Hawaii, and Virginia. He has presented at two regional conferences: Pacific Northwest Conference and the New England Conference.

Curriculum Consulting and Authoring for the Oregon Risk Prevention Curriculum and the Oregon Playbook, Washington Curriculum Update, North Dakota, Montana, and New York State. He conducted teacher training for: Oregon Trainer of Trainers, Vermont Teacher Training, ANSTE Teacher Training Pilot 1 in North Carolina, ANSTE Teacher Training Pilot 3 in Oregon, Teacher Training program for Manitoba Public Insurance, Winnipeg, MB.

He was part of the ANSTE Teacher Training Work Group that developed and refined the national teacher training standards and was a contributing member of the committee that put together the ANSTSE Model Teacher Training Curriculum. He has worked with four colleges and universities to create and teach online classes for training driver education teachers:

Western Oregon University, Oregon Castleton University/Higher Education Collaborative, Vermont Keene State College, New Hampshire Chemeketa Community College, Oregon

Awards Related to Driver Education include: Oregon Driver Education Teacher of the Year, 2005, ADTSEA Teacher of the Year 2006, Silvernale Award, 2018 (Michigan) for work on the Teacher Training Work Group, Kaywood Award 2019 for Contributions to traffic safety education.

He has conducted NHTSA Technical Assessment in the area of Teacher Preparation for North Dakota, North Carolina, and Washington State. He has conducted ANSTSE Technical Assistance for Washington for teacher training, North Carolina, for Behind-the-Wheel Training, Tennessee for Instructor preparation development.

Andrew Krajewski, MS Ed

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Andrew Krajewski has 40+ years' experience in driver and traffic safety. He retired from the Maryland Motor Vehicle Administration (MVA) in 2014 after 30 years of service. At the MVA he served as the Director for Driver Safety, Director of Driver Programs (four divisions – Driver Licensing, Administrative Adjudication, Driver Wellness and Safety, Driver Instructional Services) and State Motorcycle Safety Coordinator. As the Director of Driver Programs at the MVA, he managed the implementation of Maryland's Graduated Licensing System for all new drivers. He has participated in several National Highway Traffic Safety Administration (NHTSA) technical assessments for motorcycle safety, traffic records and driver education. He has served on national work groups and committees associated with motorcycle safety, driver education, highway safety, traffic safety research and program standards. He has taught courses, classroom and online, on the high school and university levels and also for government and private organizations. He has a

Bachelor of Science degree from the Pennsylvania State University, a Master of Science degree from the University of Central Missouri and completed workshops and seminars in computer software, time management, project management, business writing, grant writing, ethics and minority relations. He has been a consultant for Highway Safety Services, the Motorcycle Injury Prevention Institute and the Center of Urban Transportation Research at the University of South Florida. He has been a member of the National Association of State Motorcycle Safety Administrators since 1984 and served on its Executive Committee as Chairperson. He was also Chairperson for the American Association of Motor Vehicle Administrators (AAMVA) Test Maintenance Subcommittee.

Elizabeth Madden

Owner, Executive Director, Instructor
A+ Academy Driving School
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Elizabeth Madden graduated from University of Texas at Arlington in 2018, with a Bachelor of Business Administration in Management and Entrepreneurship Certification. She owns and operates A+ Academy Driving School in the Dallas-Fort Worth Metroplex. Her company has been honored three years in a row by her alma mater association as one of the fastest growing alumni-owned businesses.

Elizabeth currently serves on the Texas Department of Licensing and Regulation (TDLR) Driver Training and Traffic Safety Advisory Committee and the American Driver and Traffic Safety Association (ADTSEA) Central Region and Education Committees. She has been a presenter for American Driver and Traffic Safety Association (ADTSEA) and the Driving Schools Association of the Americas (DSAA).

Nina Jo Saint, PhD

Executive Director
Driver Education and Training Administrators (DETA)
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Nina Jo Saint, PhD, is the Executive Director for Driver Education and Training Administrators (DETA). In addition, she is the Education Director for SafeWay Driving in Houston, Texas. She has also worked as a public-school driver education teacher, commercial school driver education instructor and a driver education state administrator for the Texas Education Agency. She has over forty-four years of experience in the field of education and over forty years of experience in the field of driver education/traffic safety.

Dr. Saint serves on the Texas Department of Licensing and Regulation (TDLR) Driver Education and Safety Advisory Board for Texas' driver education community. She serves or has served on many national and state traffic safety organizations including Association of National Stakeholders

for Traffic Safety Education (ANSTSE); American Driver and Traffic Safety Education Association (ADTSEA); Driving School Association of the Americas (DSAA); Texas Motorcycle Safety Coalition, Texas Impaired Driving Taskforce; Texas Chapter of the National Association for Multicultural Education; and the Texas Driver, Traffic Safety Education Association (TDTSEA), and the Transportation Research Board. She has served as a member of NHTSA's Driver Education Program Assessment team in Oregon, Vermont, Kansas, Delaware, Idaho, North Dakota, New Jersey, Rhode Island, and Utah. One of her most current projects had been working with Association for Driver Rehabilitation Specialists (ADED) on the standards for teaching students with disabilities for the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).

Dr. Saint has published peer-reviewed articles and has been a speaker at multiple driver education and traffic safety conferences/workshops. She has received awards for her work in driver education and traffic safety including the Texas Driver and Traffic Safety Education Associations (TDTSEA) Gene Wilkins Honor Award and TDTSEA's Teacher of the Year Award. She has received the prestigious Driving School Association of the Americas' H. B. Vinson Award, Hensel Leadership Award and the ADTSEA's Richard Kaywood Award.

Audra Urie, M. Ed.

Utah State Board of Education

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Audra Urie currently works for the Utah State Board of Education (USBE) as the Driver Education Specialist and Program Director for the State of Utah. During her short time in Utah, she has participated in two National Highway Traffic Safety Administration (NHTSA) state driver education and bicycle and pedestrian assessments. She has been an integral part of assessing and rewriting law and policy to implement parent/guardian education requirements. She has also designed and implemented a roadway examiners training course and mentoring standards to ensure driver education instructors are appropriately teaching students and administering road examinations. Prior to serving in Utah, she was the Idaho State Driver Education Director for eight years and was involved in three NHTSA assessments. She designed and implemented driver education instructor training and program standards to meet the national standards.

She has a Bachelor of Science degree from Boise State University and a master's degree in Educational Administration and Leadership from the University of Idaho. She spent ten years teaching high school and, after leaving the classroom, spent fourteen years as a police officer specializing in traffic safety and crash reconstruction. She has worked with traffic safety stakeholders and agencies for over twenty years serving as a highway safety commissioner, and a board member with Operation Lifesaver and the Teen Driving Taskforce.

Appendix 3 – Assessment Web-Interface Schedule

November 9 - Day 1 Proposed Agenda 9am – 12pm EST		
Welcome/Introductions		
9am – 9:10am	NHTSA – Jackie Milani Assessment Team Lead – Reggie Flythe Vermont Team – Susan McAvoy, Evelyn McFarlane	
Section 2: Education and Training – Rich Hanson		
9:10am – 9:35am (25min)	Session 1 Justin McLane, Pat McManamon, Tammy Pregent, Karren Meyer, Gabriella Netsch	Topic: How instructors give student evaluation and feedback Guests: Seasoned instructors Topic: Evaluation and feedback to the student Guests: State owner of the requirements
9:35am – 10am (25min)	Session 2 Same as above	Education and Training Conversation Continued
10am – 10:25am (25min)	Session 3 Same as above	Education and Training Conversation Continued
10:25am – 10:35am	BREAK	
Section 5: Parent/Guardian Involvement – Audra Urie		
10:35am – 11am (25min)	Session 4 Mike Roj Parent - Erin Lovett Sherman Students – Miles A. and Miles B. Pat McManamon	Topic: Consumer experience with driver education Guests: Parents and teens Topic: How do you know if what you are doing works. How do you know parents are participating? Guests: Data and evaluation analysts Topic: Parent module content standards Guests: State owner of the standard Topic: Parent engagement Guests: Seasoned instructors
11am – 11:25am (25min)	Session 5 Same as above	Parent/Guardian Involvement Conversation Continued
Section 3: Instructor Qualifications – Reggie Flythe		

11:25am – 12noon (35min)	Session 6 Kevin Masse, Gabriella Netsch, Justin McLane, Tammy Pregent, Pat McManamon	Topic: Instructor training standards Guests: Seasoned instructors that use NTDETAS and also seasoned instructors that use their own content developed by their school
		Topic: Instructor qualifications requirements Guests: State owner of the standards
		Topic: Testing of instructor candidates Guests: State owner of the standards
		Topic: Recent instructor graduate experiences Guests: Graduates from schools using NTDETAS and also using training standards developed by the school
DEBRIEF		

November 10 - Day 2 Proposed Agenda 9am – 12pm EST		
Welcome/Introductions		
9am – 9:05am	Assessment Team Leaders	
Section 3: Instructor Qualifications – Reggie Flythe		
9:05am – 9:30am (25min)	Session 7 Rod Hull, Justin McLane, Tammy Pregent, Pat McManamon	Instructor Qualifications Conversation Continued
Section 4: Coordination with Driver Licensing – Andy Krajewski		
9:30am – 9:55am (25min)	Session 8 Tammy Pregent, Justin McLane, Pat McManamon	Topic: Outreach to law enforcement and the judiciary Guests: Law enforcement/judiciary liaisons Topic: Driver licensing examination and procedures Guests: DMV Driver Licensing
9:55am – 10:05am	BREAK	
10:05am – 10:30am (25min)	Session 9 Same as above	Coordination with Driver Licensing Conversation Continued
Section 1: Program Administration – Nina Saint		
10:30am – 10:55am (25min)	Session 10 Tammy Pregent, Justin McLane, Pat McManamon	Topic: Documentation of policy and procedures Guests: State DE Administrator
		Topic: Strategic plan Guests: State DE Administrator
		Topic: Role of the Technical Review Panel, advisory committee, and education profession liaison Guests: State DE Administrator
10:55am – 11:20am (25min)	Session 11 Same as above	Program Administration Continued
11:20am – 11:45am (25min)	Session 12 Same as above	Program Administration Continued
11:45am – 12noon	Debrief	

