

# STATE OF NEW HAMPSHIRE

## TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



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**National Highway Traffic Safety Administration  
Technical Assistance Team**

Troy E. Costales  
Christie Falgione  
Reginald Flythe, MAEd.  
Andrew Krajewski  
Dale Ritzel, Ph.D., FAASE  
Brett Robinson

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The TAT Assessors thank each of the participants in the assessment process for the time and energy invested in their participation. The participants' candor and thoroughness in discussing driver education in the State of New Hampshire greatly assisted the TAT Assessors in conducting a complete 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 New Hampshire's roadways. 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 New Hampshire 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 comparatively 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 New Hampshire.

This report is a TAT Assessor's report; it is not a NHTSA document. New Hampshire 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. On behalf of the Assessment Team, NHTSA presents this final report to the New Hampshire DMV.

## Introduction

Motor vehicle crashes are among the leading cause of unintentional injury and death in the United States<sup>1</sup>. Motor vehicle crashes are one of the leading causes of teen (age 15-19) deaths in the United States<sup>2</sup>.

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 Education<sup>3</sup>. 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, social/environmental atmosphere, economic levels, and unique demographic classifications of

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<sup>1</sup> 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](https://www.cdc.gov/injury/wisqars/LeadingCauses_images.html)

<sup>2</sup> 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](https://www.cdc.gov/injury/images/lc-charts/leading_causes_of_death_by_age_group_unintentional_2018_1100w850h.jpg)

<sup>3</sup> 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>

people. NHTSA Headquarters, with support from NHTSA Region 1, facilitated the New Hampshire Driver Education Program Assessment. The Assessment was conducted over a period of months from March 3 – May 12, 2021 using a remote response or hybrid approach process. New Hampshire is the third State to participate in a remote Driver Education Assessment. 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 New Hampshire 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 New Hampshire’s overall Driver Education Program, the State identified specific objectives they hoped to accomplish including: 1) assist the New Hampshire DMV to develop a standardized curriculum that can be massaged and changed as technology and learning methods change; and 2) develop and implement a hybrid online/classroom model. The intent of this Technical Assessment is not to develop a standardized curriculum; however, we recommend referencing Section 2 Education and Training, Attachment A: American Driver and Traffic Safety Education Association (ADTSEA) Curriculum Standards and Attachment B: Driving School Association of the Americas (DSAA) Curriculum Standards of the NTDETAS to assist in developing a standardized curriculum or approving curricula which meet these curriculum standards. As well, this Technical Assessment cannot assist in developing a hybrid/online classroom model, however, we recommend referencing Section 2.4 Online Delivery Standards in the NTDETAS and Attachments A and B to assist.

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 New Hampshire DMV 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.
- Weekly meetings between the New Hampshire DMV, NHSP, NHTSA, and TAT Lead Assessor.
- 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 and responses from the State reflecting how the State’s Driver Education system is performing relative to the NTDETAS.
- Two rounds of electronic online question/response periods using the Assessment

Response Workbook between the New Hampshire DMV, NHSP members and the TAT Assessors.

- Remote interviews with New Hampshire DMV members, NHSP, New Hampshire Driver Education Teachers Association, commercial driver training school owners, instructor training program representatives, public school and commercial driver training school instructors, law enforcement, parents/guardians and students were held in two separate three-hour sessions to verify details on which to base Assessment findings and recommendations.
- Submission of a final Response Workbook with Summary worksheets and a written narrative report was provided to the New Hampshire DMV with documentation of the States strengths, opportunities for improvement, and/or areas already planned for future change.
- 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.

An additional section has been added to this narrative report in response to the COVID-19 pandemic and is cataloged as Risk Management Planning. According to the Project Management Institute (PMI)<sup>4</sup> and the Project Management Body of Knowledge (PMBOK Guide)<sup>5</sup>, “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

<sup>4</sup> 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>

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

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, New Hampshire 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. 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 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 New Hampshire 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 2019 United States Census<sup>6</sup>, New Hampshire has a population of about 1,359,711 persons. New Hampshire consists of 10 counties. New Hampshire has three primary geographic regions: The Coastal Lowlands, the Eastern New England Upland, and the White Mountain Region.

The most populated cities in New Hampshire are Manchester with a population of 112,109 and Nashua with a population of 88,815. Statewide, Caucasians represent 93.1% of the population, Hispanics or Latinos/Latinas 4%, Asian 3%, Black or African Americans 1.8% and American Indian and Alaska Natives 0.3%.

### *Transportation*

According to the New Hampshire Department of Transportation (DOT) the New Hampshire's public road system consists of 16,622 miles. The State Highway System has 4,603 miles. City and town-maintained roads total 12,019 miles. The major roadways fall under the jurisdiction of the New Hampshire DOT, which operates the State highway system.

### *Highway Safety*

New Hampshire 2019 Traffic Safety Facts<sup>7</sup> reveal:

- New Hampshire experienced 101 fatalities on its roadways, which was a 1.4% decrease from the previous year (2018).
- New Hampshire had .73 deaths per 100 million miles traveled.
- Teen drivers, aged 15-20, represented 5% of all drivers involved in fatal crashes.
- Teen drivers were involved in 8 fatal crashes out of 101 total traffic fatalities. See Figure 1 for more information.

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<sup>6</sup> U.S. Census Bureau (2019). *QuickFacts – New Hampshire*. Retrieved from <https://www.census.gov/quickfacts/fact/table/NH/BZA210218>

<sup>7</sup>NHTSA (2019). *Traffic Safety Facts – New Hampshire 2015-2019*. Retrieved from: <https://cdan.nhtsa.gov/stsi.htm#>



**Figure 1**

**Traffic Safety Performance (Core Outcome) Measures\* For New Hampshire**

Core Outcome Measures		Year									
		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Traffic Fatalities	Total (C-1)	128	90	108	135	95	114	136	102	147	101
	Rural	86	64	60	87	48	66	75	51	78	58
	Urban	42	26	48	48	47	48	61	51	69	42
	Unknown	0	0	0	0	0	0	0	0	0	1
Fatalities Per 100 Million Vehicle Miles Driven	Total (C-3)	0.98	0.71	0.84	1.05	0.73	0.87	1.01	0.75	1.07	0.73
	Rural	1.50	1.15	1.03	1.72	0.94	1.28	1.40	0.94	1.42	1.04
	Urban	0.57	0.36	0.68	0.61	0.60	0.61	0.75	0.62	0.83	0.51
Passenger Vehicle Occupant Fatalities (All Seat Positions)	Total	91	66	70	91	58	74	96	70	98	61
	Restrained	28	13	20	35	13	27	25	19	28	21
	Unrestrained (C-4)	62	53	50	56	45	47	69	51	68	38
	Unknown	1	0	0	0	0	0	2	0	2	2
Alcohol-Impaired Driving Fatalities (BAC=.08+)** (C-5)		45	27	32	45	29	32	40	26	46	40
Speeding-Related Fatalities (C-6)		62	39	39	66	47	56	77	58	71	35
Motorcyclist Fatalities	Total (C-7)	28	14	29	24	17	26	19	15	28	30
	Helmeted	8	2	10	7	3	10	11	7	6	15
	Unhelmeted (C-8)	20	12	19	17	14	16	8	8	21	14
	Unknown	0	0	0	0	0	0	0	0	1	1
Drivers Involved in Fatal Crashes	Total	168	120	147	168	126	142	173	142	193	144
	Aged Under 15	0	0	0	0	0	0	0	0	0	0
	Aged 15-20	17	10	14	17	9	9	20	15	13	8
	Aged Under 21 (C-9)	17	10	14	17	9	9	20	15	13	8
	Aged 21 and Over	150	110	133	151	117	132	152	127	180	136
	Unknown Age	1	0	0	0	0	1	1	0	0	0
Pedestrian Fatalities (C-10)		9	5	8	12	12	8	17	11	9	10
Bicyclist and Other Cyclist Fatalities**** (C-11)		0	4	0	4	3	3	2	2	2	0
Observed Seat Belt Use**** (B-1)		72.2	75.0	68.6	73.0	70.4	69.5	70.2	67.6	76.4	70.7

In 2019, teens aged 15-20 were involved in 9,372 crashes out of 34,248 total crashes with 6,121 teens identified as drivers in those crashes. In 2019, there were 3 teens killed in crashes (a 14-year-old passenger, an 18-year-old driver and a 19-year-old motorcycle operator). In 2018, teens aged 15-20 were involved in 8,732 crashes out of 34,361 total crashes with 5,811 teens identified as drivers in those crashes. In 2018, there were 11 teens killed in crashes (a 13-year-old passenger, 17-year-old driver, three 18-year-old drivers and two passengers and one 19-year-old driver and three passengers). See Figure 2 for more information.

**Figure 2**

15-20 YOs	Crashes	Teens Involved	Teen Drivers
2018	34,361	8,732	5,811
2019	34,248	9,372	6,121

In April 2021, there were 48,361 active licensed teens (15-20 years-old) out of 1,123,177 total active licensed drivers, meaning 4% of licensed drivers are teens.



## Priority Recommendations

### *Program Administration*

- Create an advisory board for both public and commercial school driver education programs which includes program stakeholders. See [\*ANSTSE's Guidelines for Establishing State Driver Education Advisory Boards\*](#) for more information.
- Establish a driver education program management team, for the two lead State agencies, to manage driver education program expectations, research, evaluation, and coordinate responses at the statute and administrative rule levels.

### *Education and Training*

- Require all driver education providers to conduct valid post-course evaluations to be completed by students and parents/guardians that measures the effectiveness of the driver education program.
- Establish driver education curriculum content standards (e.g., ADTSEA and DSAA).
- Establish and implement standards for online driver education in accordance with the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) Section 2.4.

### *Instructor Qualifications*

- Conduct the learning theories course at Keene State College and White Mountain Community College prior to or in conjunction with the Classroom and BTW courses.
- Require instructor candidates, while enrolled in the driver education classroom and BTW courses, to deliver a series of practice teaching assignments using lesson plans as specified by the Instructor Qualification Standard 3.2.3.
- Implement an in-vehicle teaching skills assessment utilized at the end of the two-year driver education provisional certification to ensure a minimum level of proficiency in teaching driver education BTW.

### *Coordination with Driver Licensing*

- Implement an Instructional Permit requirement for individuals applying for their initial driver license so they are screened (vision, medical and knowledge) prior to driving, requiring them to hold an official document allowing them to practice driving and verifies age, which can be monitored by the Bureau of Licensing to ensure the completion of the licensing process.
- Allow individuals age 15 years 6 months to enroll in a driver education course so they may participate in the course with a trained professional while they concurrently practice driving with a parent/guardian.

### *Parent/Guardian Involvement*

- **Require parents/guardians to supervise an extended permit period of at least six months.**
- **Require parents/guardians to complete a seminar prior to or at the start of the driver education course.**
- **Require driver education providers to inform parents 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.**

# Assessment Findings

## Section 1. Program Administration

### *Summary*

New Hampshire's progress is underway in the Program Administration section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). One-third of the Program Administration standards are considered complete, another third are underway, with the remaining third not started or addressed.

Coordination and leadership of the State's driver education program rests with one State agency; the New Hampshire Department of Safety (DOS). Within the Department, the direct program responsibility lies with the Division of Motor Vehicles (DMV) and staffing of the headquarters function at DMV is by the New Hampshire State Police (NHSP). This oversight responsibility was given to DOS approximately 10 years ago. The State's driver education headquarters staff are engaged and energetic. There are two primary positions and a supervisor that carry out the responsibilities of the program. The Trooper position is considered full-time dedicated to driver education. None of the State agency personnel have completed the instructor development courses.

The program funding is provided through DMV fees for the headquarter positions. Course registration fees cover the costs for the providers and there is no statutory or administrative rule cap on the fees charged by providers. There is a consistent and uniform process for application reviews and audits of driver education schools that are provided by public schools and commercial driver training schools (hereafter referred to as public and commercial schools). A formal agreement between the two agencies (DMV and NHSP) regarding the overall management of driver education does not exist. No statewide curriculum standards have been established. Materials such as the *New Hampshire Driver Manual* are used and available to all programs. Driver education program rules for schools and instructors regarding course structure, administrative reporting, continuing education for instructors, audits, and student evaluation are the same for public and commercial schools.

The interaction of the DMV and NHSP staff for the management of the driver education program is through ad-hoc meetings on an as-needed basis. There is no advisory board that includes owners, managers, instructors and stakeholders of the State's driver education program. Primary communication is through e-mail and the State/regional driver education association conferences.

Records of the participants and instructors for public and commercial schools are submitted in hard copy which allows the information to be held in a confidential filing system. Authority exists and is expressed through statute and administrative rule for the protection of personally identifiable information. There is limited evaluation of the information provided to the headquarters office. A link between the driver education course and the driver license record is not in place.

Classroom and behind-the-wheel (BTW) delivery of driver education is reviewed through announced and covert audits. State level information from these assessments, as well as individual program performance, is tracked but currently the information is not being used to help manage the overall program in New Hampshire. Driver education program delivery in the public and commercial schools can be tailored to the local community and instructor preferences. Curriculum that is culturally competent is dependent on the individual school or instructor.

A strategic guidance document, performance measures, research, or data evaluation plan for the driver education program is not currently in place.

### ***Strengths***

New Hampshire's strengths for Section 1: Program Administration include:

- Public and commercial schools have one single State office for oversight and leadership.
- The State driver education program staff are funded through DMV fees, public school programs are funded locally and through course registration fees (if applicable), and commercial driver training schools are funded through course registration fees.
- Program expectations are carried in administrative rule and are applicable to public and commercial schools equally.
- Audits, announced and unannounced (covert), are conducted.
- The application process for public schools, commercial schools, and instructors are established and reviewed under the same set of program rules.
- Student, instructor, and course data is collected at the State level.
- The *New Hampshire Driver Manual* is available and used in many courses.
- Most State level resource and educational materials are available to the public, public schools and commercial school providers.

### ***Opportunities/Recommendations***

New Hampshire's opportunities/recommendations for Section 1: Program Administration:

- **Create an advisory board for both public and commercial school driver education programs which includes program stakeholders. See [\*ANSTSE's Guidelines for Establishing State Driver Education Advisory Boards\*](#) for more information.**
- **Establish a driver education program management team, for the two lead State agencies, to manage driver education program expectations, research, evaluation, and coordinate responses at the statute and administrative rule levels.**
- Require State driver education program staff to attend the instructor development training that is required for front line instructors.
- Track and report information on students that fail the driver education course or begin the course but do not complete it.
- Evaluate the course completion information, at the student and course level, for overall program improvement.
- Provide for alternate language options as an accommodation to meet the cultural and diverse learning style needs of the citizens of New Hampshire.
- Create a statewide strategic plan with performance measures and goals.
- Establish a pro-active outreach and communication effort for parents/guardians, novice teen drivers, stakeholders, and driver education instructors.

## Section 2. Education & Training

### *Summary*

New Hampshire's progress is underway in the Education and Training section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). The New Hampshire Department of Safety – Division of Motor Vehicles (DMV) is responsible for providing education and training oversight for all State driver education providers. Both the public and commercial schools may use a variety of resources to determine their curricula. The New Hampshire *Driver Education Risk Prevention Curriculum Guide* is provided as a reference for all driver education programs. Approved textbooks include: *Drive Right, Responsible Driving and How to Drive*. According to New Hampshire administrative code Saf-C 3110.11 (a), classroom activities, driving observation and behind-the-wheel (BTW) instruction shall meet or exceed the New Hampshire *Driver Education Risk Prevention Curriculum Guide*, version 1.3. Written lesson plans for driver education instruction are determined by each provider and shall be available for examination by the DMV.

To meet the multicultural educational needs of students, driver education providers in both the public and commercial schools provide additional support. For example, if a student has an Individualized Education Plan (IEP), the public school obtains individuals that can assist the student with these needs. Some commercial schools in areas with Spanish speaking populations provide students with a Spanish speaking instructor or provide a document that translates traffic language into Spanish.

Driver education textbooks must be approved by the DMV. Each student is required to be provided a textbook to use as an integrated component of the program. Classroom and BTW student records are required to be kept and made available for inspection by any current or past enrollee or authorized employee of the DMV.

New Hampshire's requirement for driver education classroom instruction is 30 hours, cannot exceed two hours per day and no more than six hours per week. All students shall receive on the road instruction consisting of at least 10 hours of BTW instruction and 6 hours of observation. No driving lessons can exceed one hour per student per day, except during hours 7 – 10 a student may drive up to two hours per day. Classroom and BTW instruction are 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. In order to meet the requirements of the concurrent learning format, the course shall be at least five weeks in duration if the class has 17 students or less, and at least six weeks in duration if the class has 18 to no more than 30 students.

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 in-car instruction, the number of students varies from one or more in the vehicle per lesson due to the BTW (10 hours) and observation (6 hours) time differential.

Students are required to maintain a passing grade as set by the driver education provider and complete the BTW and observation requirements to receive a course completion certificate. Feedback to parents/guardians and students concerning the student's progress appears to not be

required or tracked. New Hampshire does not require evaluative input from students and/or parents/guardians for the purpose of improving the effectiveness of the program, whether for classroom or BTW instruction.

Driver education vehicles are required to be equipped with the following: functioning dual control brakes; outside and inside mirrors for the driver; inside mirror for the instructor; a first aid kit, emergency triangles and accident report forms. All vehicles must have markers that identify the vehicle as a driver education vehicle, which shall be visible from the front, rear and both sides. The markers shall have the words “driver education” or “student driver” and be black lettering on a yellow background. The DMV may inspect vehicles during an audit but does not require an annual inspection specifically for driver education vehicles.

New Hampshire does not have an online component in the driver education program. RSA 263.19 gives DMV the authority to allow up to 15 hours of classroom instruction to be conducted online.

Pursuant to the Governor's Executive Order #18, driving schools could teach the 30 hours of required classroom using a remote classroom platform, such as ZOOM or Microsoft Teams, during the COVID-19 pandemic.

### ***Strengths***

New Hampshire’s strengths for Section 2: Education and Training include:

- Requirement for distributive learning.
- Requirement of 10 hours of behind-the-wheel to be done concurrently with classroom instruction.
- Utilizes its *Driver Education Risk Prevention Curriculum Guide*.
- Each student is provided a textbook to use as an integral part of the program.
- Providers are required to maintain classroom and behind-the-wheel instructional records for each student.
- Classes are limited to 30 students and shall be at least six weeks in duration.
- Classroom teachers can only teach one class at a time.
- Minimum standards established for the number of classroom students per square foot of space.
- The driver education vehicles are required to be equipped with the following: functioning dual control brakes; outside and inside mirrors for the driver; inside mirror for the instructor; a first aid kit, emergency triangles and accident report forms.

### ***Opportunities/Recommendations***

New Hampshire’s opportunities/recommendations for Section 2: Education and Training:

- **Require all driver education providers to conduct valid post-course evaluations to be completed by students and parents/guardians that measures the effectiveness of the driver education program.**
- Require all driver education providers and instructors to give ongoing feedback to students and parents/guardians on classroom and behind-the-wheel instruction progress.
- **Establish driver education curriculum content standards (e.g., ADTSEA and DSAA).**



- Require an annual driver education specific inspection of all driver education vehicles.
- **Establish and implement standards for online driver education in accordance with the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) Section 2.4.**
- Adopt legislation and/or regulation that:
  - Increases minimum classroom hours from 30 to 45 hours.
  - Requires 10 hours of additional flexible, verifiable instruction, consisting of any of the following, as defined in the Novice Teen Driver Education and Administrative Standards (NTDETAS): observation, behind-the-wheel, range, simulation, classroom (face-to-face or online), computer-based independent student learning.
  - Requires second stage driver education of at least 10 hours.

### Section 3. Instructor Qualifications

#### *Summary*

New Hampshire's progress is well underway in the Instructor Qualification section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Instructor training for both public and commercial schools are provided through: Keene State College (KSC), White Mountain Community College (WMCC) and AAA. KSC and WMCC provide open enrollment, while AAA is authorized to only conduct instructor training for their own employees.

New Hampshire prerequisites for instructor candidates includes: hold a valid driver license for the class(es) of vehicle for which they intend to instruct; have a minimum of five consecutive years as a licensed driver immediately prior to the date of application; pass a physical examination (valid USDOT medical certificate or a completed current physical examination report Form DSMV 492); successfully complete with a grade of 80% or higher; pass a written 100 question multiple choice examination conducted by the Department of Safety; successfully complete a comprehensive driving examination conducted by the Department of Safety; pass federal and State criminal background checks (no disqualifying convictions); fingerprinting upon initial application only; and no disqualifying convictions on their motor vehicle record from any State in which the applicant has held a driver license.

The State of New Hampshire has two levels of instructor certification, including a driver education provisional certificate and the driver education standard certificate. In addition to the requirements mentioned in the previous paragraph, an applicant who requests a driver education provisional certificate to instruct driver education in an approved driver education program, must complete with a grade of C or 75% or higher and complete a minimum of eight credits of approved college-level courses designed to meet the specific minimum instructor competencies. The instructor preparation courses at KSC and WMCC include: Introduction to Traffic Safety; Driver Education Classroom Methods; and In-Vehicle Driver Education Methods. Through the approved agreement between the State of New Hampshire and the AAA, the AAA instructor preparation is not offered for academic credit.

The AAA instructor program utilizes the *Association of National Stakeholders in Traffic Safety Education (ANSTSE) 2017 Model Training Curriculum for the Teaching Task Instructor*

*Preparation Program* which includes three parts: 1) Fundamental Concepts of Teaching and Learning; 2) Teaching and Learning Theories for Classroom Course; and 3) Teaching and Learning Theories for Behind-the-Wheel Course. It does not appear that KSC and WMCC fully utilize the *ANSTSE 2017 Model Training Curriculum for the Teaching Task Instructor Preparation Program*.

The driver education provisional certificate is valid for two years and enables the individual to continue their education to complete their standard certification. A driver education instructor who requests a driver education standard certificate to instruct driver education in an approved driver education program must complete supervised driver education experiences including: a minimum of 60 hours of classroom instruction, consisting of two complete classroom programs; and 240 hours of BTW instruction, which includes 10 hours of driving. In addition, a driver education instructor must complete a minimum of eight academic credits of college level courses (with a grade of C or 75% or higher). These courses must relate to: knowledge of the processes of human growth, development, and learning, including the characteristics of particular age groups such as adolescents or adults; skills in recognizing, analyzing, evaluating and employing specific teaching and diagnostic techniques and instructional materials appropriate to classroom and behind-the-wheel environments; the ability to work effectively with educationally or physically disabled students in the classroom; information pertaining to the active involvement and on-going communication with a student's parent, legal guardian, or supervising adult, including the development of parent nights and interventions, if necessary; and knowledge of the effects of alcohol and drug use, as it relates to decision-making and driving behaviors. A driver education standard certificate is valid for a period of three years and can be renewed for an additional three years.

The courses offered by KSC and WMCC provide a solid foundation, including an understanding of the driving task. In New Hampshire, there are three approved curricula resources that can be used in instructor preparation courses: *New Hampshire Driver Education Risk Prevention Curriculum Guide*, *Drive Right*, and *Responsible Driving*. KSC utilizes some of the ANSTSE materials and much of the *Responsible Driving* and *How to Drive* materials. WMCC utilizes the *New Hampshire Driver Education Risk Prevention Curriculum Guide* and *Responsible Driving* materials. AAA uses the *ANSTSE 2017 Model Training Curriculum*. However, it does not appear that any of the programs contain the appropriate level of peer teaching activities which are critical in teaching classroom and behind-the-wheel theories.

The instructor preparation programs should adequately cover course content that better prepares the instructor candidate for the driver and instructor knowledge tests. The instructor knowledge test should also include questions on classroom and BTW teaching theories. The State does not conduct an in-vehicle teaching skills assessment during the provisional certification process.

Ongoing professional development is required to maintain standard certification (both public and commercial schools). Instructors are required to engage in 51 hours of professional development credits (PDC) in driver education every three years. Most of these PDC are earned both online and in-person through conferences and workshops offered by the New England Traffic Safety Education Association, the New Hampshire Driver Education Teachers Association, the American Driver and Traffic Safety Education Association, among others.

### *Strengths*

New Hampshire's strengths for Section 3 regarding Instructor Qualifications include:

- Prerequisites for instructor candidates include: federal and State background checks, clean and acceptable driving record, a valid driver license, meet health requirements, pass a written knowledge test and in-vehicle driving test, and be at least 21 years old.
- Instructor training is conducted at Keene State College, White Mountain Community College, and the AAA.
- All provisional certificated instructors are required to complete an additional 8 credit hours of academic courses before becoming a standard certificated instructor, including: alcohol, drugs, and driving; adolescent growth and development; special education in the schools; learning and teaching styles; and zone control.
- Completion of at least 60 hours of classroom instruction, including two complete classroom programs and 240 hours of behind-the-wheel instruction including 10 hours of driving as part of the standard certification.
- The provision of requiring 51 hours of driver education professional development credits every three years to maintain standard certification.
- All three-instructor training programs provide information on parent/guardian involvement.

### *Opportunities/Recommendations*

New Hampshire's opportunities/recommendations for Section 3: Instructor Qualifications:

- **Conduct the learning theories course at Keene State College and White Mountain Community College prior to or in conjunction with the Classroom and BTW courses.**
- **Require instructor candidates, while enrolled in the driver education classroom and BTW courses, to deliver a series of practice teaching assignments using lesson plans as specified by the Instructor Qualification Standard 3.2.3.**
- Require all instructor training programs to meet the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) Section 3 and utilize the ANSTSE Model Teacher Training Materials.
- Review and revise the DMV instructor knowledge test to include assessment of the driver education instructor's knowledge of New Hampshire driver education administrative rules and regulations, instructor and program responsibilities, classroom and BTW teaching theories, classroom resources, in-vehicle equipment, assessment requirements for both classroom and BTW, record keeping requirements, etc.
- **Implement an in-vehicle teaching skills assessment utilized at the end of the two-year driver education provisional certification to ensure a minimum level of proficiency in teaching driver education BTW.**
- Revise the instructor preparation programs to adequately cover course content that better prepares the instructor candidate for the driver and instructor knowledge tests.
- Require instructor candidates in the AAA instructor training program to successfully complete post instructor courses as specified by New Hampshire and recommended by the Instructor Qualification Standard 3.5.4.

## Section 4. Coordination with Driver Licensing

### *Summary*

New Hampshire has made early progress towards meeting the recommendations outlined in the Coordination with Driver Licensing section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Some standards have substantial progress while others are not started or are in early progress.

New Hampshire had made substantial progress with coordination, collaboration and communication between driver licensing and driver education prior to the driver licensing representative being transferred to Vehicle Registration and the COVID-19 pandemic. Driver licensing and driver education representatives would meet on a weekly basis to discuss situations, anomalies and possible corrective actions. A driver licensing representative replacement has not been identified due to a current hiring freeze. The driver education staff continues to communicate informally, on an as needed basis, with individuals in the Bureau of Driver Licensing and the Bureau of Financial Responsibility. It was not clear if data and reports are shared between offices. Formal, regular coordination, communication and collaboration should resume once the COVID-19 pandemic is under control and a driver licensing representative is identified.

The State has not implemented a multi-stage Graduated Driver Licensing (GDL) program. Implementing a GDL program would require legislative action and the current five-year crash trends may not support a change in the current licensing process. New Hampshire's Youth Operator License process includes: a minimum age to start practice driving and a minimum age for applying for a license; requires vision, knowledge and driving tests; imposes passenger and nighttime driving restrictions; has a distinctly different license document; and imposes special laws for individuals under the age of 20. A Youth Operator License expires at age 21.

Individuals may begin practice driving with a licensed adult (at least 25 years old) at age 15 years and 6 months without any screening or being issued an Instructional Permit. The accompanying licensed adult is liable for all violations while the teen is practicing driving. This practice driving component applies to everyone who is at least 15 years and 6 months of age and does not end until the individual obtains a New Hampshire driver license.

Individuals may enroll in a driver education course at age 15 years and 9 months. Completion of a driver education course allows individuals to obtain a Youth Operator License prior to age 18. They must be at least 16 years old and present the *Parent or Guardian Authorization Certificate*, *Certification of Additional Supervised Driving* (40 hours), a driver education completion certificate, and pass licensing tests administered by a Division of Motor Vehicles (DMV) employee. The required certificates are reviewed by counter staff and scanned to become part of the applicant's driving record.

Individuals who do not complete driver education are ineligible to apply for a driver license until at least age 18. They may continue practice driving with an adult until they obtain a license. They must pass the licensing tests, but have no requirements for parent/guardian authorization, certification of practice driving or restrictions.

Individuals with a Youth Operator License under the age of 18 are restricted from operating a vehicle between 1:00 and 4:00 a.m. and transporting more passengers than seatbelts in the vehicle. In the first six months of licensure, they may not transport more than one passenger less than 25-years-old who is not a member of the driver's family unless accompanied by a licensed 25-year-old adult. Violations of these restrictions are reported to the Bureau of Financial Responsibility and upon conviction reviewed by the Bureau of Hearings. The Bureau of Hearings determines what sanctions, if any, may be taken against the individual's license.

The Director of the DMV, after review by the Bureau of Hearings, may revoke or suspend the license of a person under the age of 20 when convicted for violations under RSA 265 Rules of the Road, under Title XXI or the accumulation of demerit points. Individuals holding a Youth Operator License convicted of two or more speeding tickets in their first two years of licensure are required to obtain an SR-22 Insurance Policy (proof of financial responsibility) for three years.

New Hampshire does not provide training for judges, prosecutors or law enforcement on Youth Operator License laws and restrictions. No ongoing formal evaluation on the effectiveness of Youth Operator License enforcement has been started.

New Hampshire has made substantial progress on driver license testing. The *New Hampshire Driver Manual* and skills test follow the American Association of Motor Vehicle Administrators (AAMVA) *Noncommercial Model Driver Testing System (NMDTS)*. The knowledge test questions were developed by the Bureau of Licensing based on the information in the *New Hampshire Driver Manual*. The driver manual and knowledge test questions are reviewed and updated annually. When the current driver manual was being adopted, the Bureau invited driver education providers and instructors to participate in the process.

The knowledge test consists of 40 multiple choice questions with four possible responses randomly pulled from a pool of 200 possible questions and administered electronically on a touch screen monitor. Applicants must achieve a score of 80% or better to pass. If an applicant misses eight questions, the test stops, and the applicant must wait 10 days to retake the knowledge test. It is estimated the pass rate for the knowledge test is approximately 87%.

The skills test takes approximately 20 minutes to complete. Applicants must demonstrate their knowledge and skills in handling a vehicle in traffic and evaluates: good driving habits; understanding signs, signals, and road markings; and rules of the road. A score of at least 80% is required to pass the skills test. It is estimated the pass rate for the skills test is approximately 77%. Applicants failing the skills test must wait 10 days to retake the test.

### ***Strengths***

New Hampshire's strengths for Section 4: Coordination with Driver Licensing include:

- Ongoing informal coordination, collaboration and communication between the Driver Education Office, the Bureau of Driver Licensing, and the Bureau of Financial Responsibility.
- Driver education is required for anyone under the age of 18 applying for a Youth Operator License.

- Licensed individuals under the age of 18 are restricted from driving at night and may have no more passengers than seatbelts.
- During the first six months of licensure, drivers under the age of 18 may not transport more than one passenger, who is not a member of the family, under the age of 25 unless accompanied by an adult.
- The *New Hampshire Driver Manual* and skills test follow the AAMVA recommendations.
- The *New Hampshire Driver Manual* and knowledge test questions are reviewed and updated annually.

### ***Opportunities/Recommendations***

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

- Identify a driver licensing representative to work with the Driver Education Unit.
- Reestablish regular coordination, collaboration and communication meetings between driver licensing representatives, the Driver Education Unit and representatives from the Bureaus of Financial Responsibility and Hearings.
- Continue to monitor and analyze crash and citation data to determine if implementing a Graduated Driver Licensing program would be beneficial.
- **Implement an Instructional Permit requirement for individuals applying for their initial driver license so they are screened (vision, medical and knowledge) prior to driving, requiring them to hold an official document allowing them to practice driving and verifies age, which can be monitored by the Bureau of Licensing to ensure the completion of the licensing process.**
- **Allow individuals age 15 years 6 months to enroll in a driver education course so they may participate in the course with a trained professional while they concurrently practice driving with a parent/guardian.**
- Require the Bureau of Financial Responsibility and the Bureau of Hearings to provide reports to the Bureau of Driver License and the Driver Education Unit on Youth Operator License convictions and sanctions taken against their license.
- Require the Bureaus of Financial Responsibility and Hearings to evaluate the effectiveness of Youth Operator License enforcement and sanctions.

## **Section 5. Parent/Guardian Involvement**

### ***Summary***

New Hampshire has made early progress towards meeting the recommendations outlined in the Parent/Guardian Involvement section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), primarily by providing resources for parents/guardians, however there are opportunities for the State to make additional progress. The area of parent/guardian involvement may offer one of the greatest opportunities for enhancing the State driver education program.

New Hampshire does not require parents/guardians, through a Graduated Driver License (GDL) program to: 1) supervise an extended instructional permit period of at least six months; 2)

provide weekly supervised practice driving in a wide variety of increasingly challenging driving situations; and 3) conduct a minimum of 50 hours of supervised practice driving. New Hampshire requires a minimum of 40 hours of supervised driving practice and requires driver education for those under the age of 18. Participation in the driver education program does not reduce the minimum of 40 hours of supervised practice. Through the *Road Ready* app and *The Parent's Supervised Driving Program* manual, the State offers increasingly challenging sample lessons/skills for parents/guardians to utilize when logging supervised practice time with their teen. This manual was developed by Safety Insurance and is distributed by the State to all driver education providers. However, there is no requirement for parents/guardians to practice specific lessons/skills.

New Hampshire does not require parents/guardians to supervise an extended intermediate license period, other than the required 40 hours of supervised practice. Once a teen, 16-17 years of age, has received a driver education certificate, they may take the driver license tests, and if passed, will be issued a driver license.

New Hampshire imposes restrictions on the Youth Operator License (under the age of 18 years) including: 1) nighttime driving between the hours of 1:00 and 4:00 a.m. is prohibited; and 2) no more passengers than seat belts or safety restraints in the vehicle. The State also imposes a restriction for the first six months for drivers under the age of 18 that disallows no more than one passenger less than 25 years old who is not a member of the driver's family unless accompanied by a licensed, responsible adult who is at least 25 years old.

New Hampshire does not require a parent/guardian of a teen driver to complete a parent seminar prior to or at the start of a driver education course. The State encourages schools to conduct these seminars, and some have voluntarily chosen to offer them with their courses. Saf-C 3110.03 Policies and Procedures requires that all approved drivers' schools shall have written policies addressing: (1) expectations for successful completion of the program; (2) assessment criteria; (3) the level of involvement a parent is expected to have with the program; (4) classroom expectations; (5) circumstances that would result in removal from the program; (6) all costs associated with the program; and (7) what constitutes good cause that would justify an absence for the purposes of Saf-C 3110.04(e), including but not limited to an injury or death in the family. The student's parent or legal guardian shall sign a copy of each policy and signed copies shall be returned to the student. All approved drivers' schools shall maintain files that contain signed written policies.

New Hampshire does not require providers to inform parents/guardians on their teen's progress throughout the course, or to receive a post course final assessment. Some providers do so through verbal updates to the parent/guardian.

New Hampshire provides some resources to parents/guardians to assist in supervising their teen's leaning-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.

The State distributes some resources directly to providers for dissemination to parents/guardians, mainly *The Parent's Supervised Driving Program* manual. Some providers have developed their own packets of information to disseminate to parents/guardians.

Some parents indicated the State website was not easy to use and expressed that a single location of all information and resources would be helpful.

Parents/guardians play a vital role that should support and enhance driver education in the novice'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.

New Hampshire does not have plans to enhance parent/guardian involvement. However, they have indicated they believe there are opportunities to enhance parental/guardian involvement and intend to utilize this assessment report to realize those opportunities.

### ***Strengths***

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

- Requirements that all approved public and commercial schools have written policies that the student's parent or legal guardian shall sign a copy of each policy and signed copies of the policies shall be given to the student. All approved public and commercial schools maintain copies of signed written policies.
- Availability and distribution of *The Parent's Supervised Driving Program* manual, which provides 18 practice skills lessons in different driving environments.
- Availability of the downloadable RoadReady app at [www.PSDPonline.com](http://www.PSDPonline.com).
- Encouragement of providers to conduct parent/guardian seminars.
- Voluntary implementation of providers to conduct parent/guardian seminars.
- Availability of parent/guardian resources on the DMV website.

### ***Opportunities/Recommendations***

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

- **Require parents/guardians to supervise an extended permit period of at least six months.**
- Require a minimum of 50 hours of supervised driving practice.
- **Require parents/guardians to complete a seminar prior to or at the start of the driver education course.**
- Ensure parent/guardian seminars outline the parent's responsibility and opportunities to reduce their teen's risk, and should include, but not be limited to:
  - a) modeling safe driving behavior;
  - b) determining the readiness of the teen to begin the learning process;
  - c) managing the novice driver's overall learning-to-drive experience;
  - d) conducting effective supervised practice driving;
  - e) determining the teen's readiness to advance to the next licensing stage and assume broader driving privileges; and
  - f) negotiating and adopting a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules,



and consequences that will serve as the basis for the teen to learn and for the parent to grant progressively broader driving privileges.

See [\*ANSTSE's 2020 Core Elements of Driver Education Parent / Guardian Seminars.\*](#)

- **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.**
- Increase access to resources to assist parents/guardians to supervise their teen's learning-to-drive experience, including a sample *Parent-Teen Driving Agreement*. Establish a single location for parents/guardian to have access to all information and resources about the licensing process and supervising their teen's learning-to-drive experience.

## Risk Management Planning

### *Summary*

The definition of Risk has been accepted as part of the International Organization of Standardization (ISO). ISO 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 experts<sup>8</sup>. According to PMI, Risk Management is “the identification, assessment, and 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 New Hampshire conduct a process to determine if the State has developed a Risk Management plan for their DMV that includes driver education. While PMI recommends a set of six steps, implementing even a few basic steps will help New Hampshire 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

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<sup>8</sup> 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](https://pmiwdc.org/sites/default/files/presentations/201310/PMIW_LocalCommunity_WashingtonCircle_PresentationSlides_2013-09.pdf)

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 emergencies<sup>9</sup>.

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<sup>9</sup> 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 1– Team Credentials

#### **Troy E. Costales**

Administrator, Transportation and Employee Safety Division  
Oregon Department of Transportation  
Email: [troy.costales@comcast.net](mailto:troy.costales@comcast.net)  
Phone: 503-559-0140

Mr. Costales has been the State of Oregon’s Transportation Safety Division Administrator and Governor’s Highway Safety Representative since September of 1997. During his time as the Governor’s Representative, he has worked for three different Governors. Troy has over 32 years of experience in Transportation Safety, including 22 as the Administrator of the Division. He is a member of the executive management team for the Oregon Department of Transportation.

Mr. Costales was the 2011-2012 Chairman of the Governor’s Highway Safety Association. He also served on: the American Association of State Highway and Transportation Officials (AASHTO) – Standing Committee on Highway Safety, AASHTO’s Strategic Highway Safety Plan initiative, NHTSA’s Impaired Driving program management course writing team, Transportation Research Board’s Transportation Safety Management Committee and the Naturalistic Driving Data project, the International Association of Chiefs of Police - Drug Evaluation and Classification Program Technical Advisory Panel, and many others. He has been part of the faculty for the GHSA Executive Training Seminar for the past 18 years. He was a founding member of the Association of National Stakeholders in Traffic Safety Education.

Under Mr. Costales' leadership, Oregon has seen a dramatic decline in traffic fatalities and injuries, to the lowest levels since 1944. The number of individuals injured in traffic crashes has declined more than 30% since its peak of 39,000 in 1996. In addition, the Oregon Legislature asked Mr. Costales to revitalize the driver education program along with the graduated driver license law that went in to effect in 2000. Over the past eighteen years the number of 16-year-old drivers involved in fatal and injury crashes has declined significantly. Oregon continues to post one of the highest safety belt use rates in the nation peaking at 98%. With the decline in the overall fatality toll, the number of alcohol-involved fatalities has also decreased by double-digit percentages during this past decade.

Mr. Costales was a member and chairman for several driver education, occupant protection and impaired driving program assessments over the past 15 years. He has also assisted multiple states in a technical assistance role for highway safety management, driver education, and highway safety planning.

Mr. Costales has a master’s degree in Public Administration from the Portland State University.

**Christie Falgione**

Director Traffic Safety and Licensing Systems

Highway Safety Services, LLC, Pennsylvania

Email: [clewis@highwaysafetyservices.com](mailto:clewis@highwaysafetyservices.com)

Phone: 724-349-7233

Christie Falgione is the Director of Traffic Safety and Licensing Systems with Highway Safety Services, LLC (HSS) located in Indiana, PA.

Mrs. Falgione has been involved in the highway traffic safety arena for 14 years. She has assisted in developing projects in the areas of driver education, driver license test administration, commercial driver licensing, curriculum development, examiner training, teacher training, online training, and many others.

Mrs. Falgione is also involved with the project development and management for both the American Driver and Traffic Safety Education Association (ADTSEA) and the National Association of State Motorcycle Safety Administrators (SMSA). Additionally, she is involved with projects for the Association of National Stakeholders in Traffic Safety Education (ANSTSE) and assists with the Association's secretariat duties. She has assisted with three other driver education assessments.

**Reginald A. Flythe**

Driver Education Consultant

RAFlythe Consulting

Email: [reggie.flythe@gmail.com](mailto:reggie.flythe@gmail.com)

Phone: (919) 724-0400

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 – 12. He has also served on the national board of the American Driver and Traffic Safety Education Association (ADTSEA) and served as President in 2016 – 17. 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.

**Andrew Krajewski**Email: [bigguy45@comcast.net](mailto:bigguy45@comcast.net)

Phone: 301-471-9492

Andrew Krajewski retired from the Maryland Motor Vehicle Administration (MVA) in 2014 as the Director of Driver Safety. Prior to serving as the Director of Driver Safety, he served as the Director of Driver Programs (four divisions) and State Motorcycle Safety Coordinator. He has participated in several National Highway Traffic Safety Administration (NHTSA) State motorcycle safety, traffic records and driver education assessments. While serving as the Director of Driver Programs at the MVA, he was involved in implementing the required driver education component for Maryland's Graduated Licensing System. He has served on several national work groups and committees associated with motorcycle safety, driver education, highway safety, traffic safety research and creating standards for programs. He has taught driver education on the high school level and instructor preparation at the University of Maryland, Maryland MVA and continues to teach program coordination courses for the Traffic Safety Institute (TSI). He has a Bachelor of Science degree from the Pennsylvania State University and a Master of Science degree from the University of Central Missouri. He is currently a consultant for Highway Safety Services and the Motorcycle Injury Prevention Institute, Center of Urban Transportation Research at the University of South Florida.

**Dale O. Ritzel**

Email: [dritzel@siu.edu](mailto:dritzel@siu.edu)

Phone: 618-549-1994

Dale O. Ritzel, health education professor emeritus at Southern Illinois University Carbondale and long-time director of its Safety Center (he retired from the University in 2006) received the 2010 Kaywood Award from the American Driver and Traffic Safety Education Association for his sustained and substantial contributions to the field, profession, and association of driver and traffic safety education. In March 2011, Ritzel received the Silvernale Award. The Silvernale Award is given by the Michigan Driver and Traffic Safety Association to recognize persons throughout the country who have made outstanding and significant contributions to traffic safety education. In 2013, Ritzel was inducted into the Illinois High School and College Driver Education Association Hall of Fame.

Over the course of his career, Mr. Ritzel has published 160 articles, received research grants totaling more than \$20 million and overseen the graduate work of close to 100 students. Since his 2006 “retirement,” he has twice won the National Safety Council’s top research award.

Mr. Ritzel, a three-degree graduate of SIUC, began his teaching career in 1965 as a driver education instructor at the high school run by the University's education college. He joined the teaching faculty of what was then the Department of Health Education in 1966, serving a five-year stint as chair before becoming the Safety Center's second director.

Mr. Ritzel has held numerous leadership positions within the American Driver and Traffic Safety Education Association, including several terms as its research division chair, vice chair and secretary. He is current co-editor of *The Chronicle for Driver Education Professionals Online* the official journal of the American Driver and Traffic Safety Education Association.

**Brett Robinson**

President

Highway Safety Services, LLC

Email: [brobinson@highwaysafetyservices.com](mailto:brobinson@highwaysafetyservices.com)

Phone: 724 349-7233 (SAFE)

Brett Robinson has been involved in the highway traffic safety arena in the areas of driver education, driver testing, commercial driver licensing and motorcycle safety for 30 years. He is the Co-founder and President of Highway Safety Services, LLC located in Indiana, PA. HSS is a leading company for consulting services in highway traffic safety and driver's license test administration. HSS provides management services for several national traffic safety associations. He worked for the Highway Safety Center at Indiana University of Pennsylvania and the American Association of Motor Vehicle Administrations (AAMVA) prior to forming Highway Safety Services, LLC in 2005. Among various responsibilities, Mr. Robinson serves as the Secretariat for the National Association of Stakeholders in Traffic Safety Education (ANSTSE); the Executive Director for the American Driver and Traffic Safety Education Association (ADTSEA); and the Executive Director for the National Association of State Motorcycle Safety Administrators (SMSA).



## Appendix 2 – Assessment Schedule

<b>April 20 - Day 1 Agenda</b> <b>1:00pm – 4:30pm EDT</b>		
<b>Welcome/Introductions</b>		
<b>1:00 pm - 1:10 pm</b> <b>(10 min)</b>	<b>NHTSA – Jackie Milani</b> <b>Assessment Team Lead – Brett Robinson</b> <b>New Hampshire Team – Jeffrey Oberdank</b>	
<b>Section 1: Program Administration</b>		
<b>1:10 pm - 2:10 pm</b> <b>(60 min)</b>	<b>Session 1</b>	<b>State Police and DMV Representatives</b> <ul style="list-style-type: none"> <li>• TFC. Richard Dupont, State Police</li> <li>• Holly Boisvert, State Police</li> <li>• Jeff Oberdank, DMV</li> <li>• Mike Todd, DMV</li> </ul>
<b>2:10-2:20 pm</b>	<b>BREAK</b>	
<b>Section 2: Education and Training and Section 3: Instructor Qualifications</b>		
<b>2:20 pm - 3:20 pm</b> <b>(60 min)</b>	<b>Session 2</b>	<b>Private/Commercial Driving School Instructors</b> <ul style="list-style-type: none"> <li>• Michael Doucette</li> <li>• Tom Linane</li> <li>• Craig Munroe</li> <li>• Earl Russell</li> </ul> <b>Public High School Driver Education Instructors</b> <ul style="list-style-type: none"> <li>• Peter Jean</li> <li>• Christine Day</li> </ul> <b>Teaching Association Representative</b> <ul style="list-style-type: none"> <li>• Sharon Cameron</li> </ul>
<b>3:20 pm - 3:40 pm</b> <b>(20 min)</b>	<b>Session 3</b>	<b>Standard Instructor Representatives</b> <ul style="list-style-type: none"> <li>• Peter Jean (public)</li> <li>• Christine Day (public)</li> <li>• Michael Doucette (private)</li> <li>• Tom Linane (private)</li> <li>• Craig Munroe (private)</li> <li>• Earl Russell (private)</li> </ul> <b>Provisional Instructor Representatives</b> <ul style="list-style-type: none"> <li>• Michael Bernard (private)</li> <li>• Charlie Fontaine (private)</li> <li>• Katherine Younes (private)</li> <li>• Todd Gallant (private)</li> </ul>
<b>3:40 pm - 4:00 pm</b> <b>(20 min)</b>	<b>Session 4</b>	<b>Driver Education Unit/Director of Motor Vehicles</b> <ul style="list-style-type: none"> <li>• Director Elizabeth Bielecki</li> <li>• Jeff Oberdank</li> <li>• Holly Boisvert</li> <li>• TFC. Richard Dupont</li> <li>• Sgt. Christopher Kelby</li> </ul>
<b>4:00-4:30 pm</b>	<b>DEBRIEF</b>	

**April 22 - Day 2 Agenda**  
**1:00 pm - 4:30 pm EDT**

**Welcome/Introductions**

<b>1:00 pm - 1:10 pm (10 min)</b>	<b>Assessment Team Leaders</b>
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**Section 3: Instructor Qualifications**

<b>1:10 pm - 1:30 pm (20 min)</b>	<b>Session 5</b>	<b>Recent Graduate of the Instructor Preparation Program, AAA Driving School</b> <ul style="list-style-type: none"> <li>• Michael Bernard</li> <li>• Elisabeth Whitney - Provisional Instructor</li> </ul>
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<b>1:30 pm - 2:00 pm (30 min)</b>	<b>Session 6</b>	<b>Individuals Who Instruct the Instructor Preparation Program</b> <ul style="list-style-type: none"> <li>• Ron Hill, White Mountain Community College</li> <li>• Rick Heuslein, Keene State College</li> <li>• Brian Hill, AAA Driving School</li> </ul>
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<b>2:00-2:10 pm</b>	<b>BREAK</b>
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**Section 4: Coordination with Driver Licensing**

<b>2:10 pm - 3:00 pm (50 min)</b>	<b>Session 7</b>	<b>Driver Licensing and Financial Responsibility Representatives</b> <ul style="list-style-type: none"> <li>• Brittany Shute, Supervisor in Bureau of Financial Responsibility</li> <li>• Robert Keller, Assistant Supervisor III, Financial Responsibility</li> <li>• Jeff Oberdank, DMV</li> <li>• TFC. Richard Dupont, State Police</li> <li>• Holly Boisvert, State Police</li> </ul>
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**Section 5: Parent/Guardian Involvement**

<b>3:00 pm - 3:20 (20 min)</b>	<b>Session 8</b>	<b>School Owner/School Administrator/Instructors</b> <ul style="list-style-type: none"> <li>• Michael Doucette, Precision Driving School</li> <li>• Craig Munroe, TSR Driver Training Academy</li> </ul>
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<b>3:20 pm - 3:40 pm (20 min)</b>	<b>Session 9</b>	<b>DMV Staff – Supplies Handed Out for Parents</b> <ul style="list-style-type: none"> <li>• Holly Boisvert</li> <li>• Jeff Oberdank, DMV</li> <li>• TFC. Richard Dupont, State Police</li> </ul>
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<b>3:40 pm - 4:00 pm (20 min)</b>	<b>Session 10</b>	<b>Parents</b> <ul style="list-style-type: none"> <li>• Monica Zigarelo</li> <li>• Dalila Salvatore</li> <li>• Janelle Lawson</li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>• Sofia Zingarello</li> <li>• Benjamin Doyle</li> <li>• Gabriel Salvatore</li> <li>• Quentin Fairo</li> </ul>
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<b>4:00-4:30 (30 min)</b>	<b>Debrief</b>
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