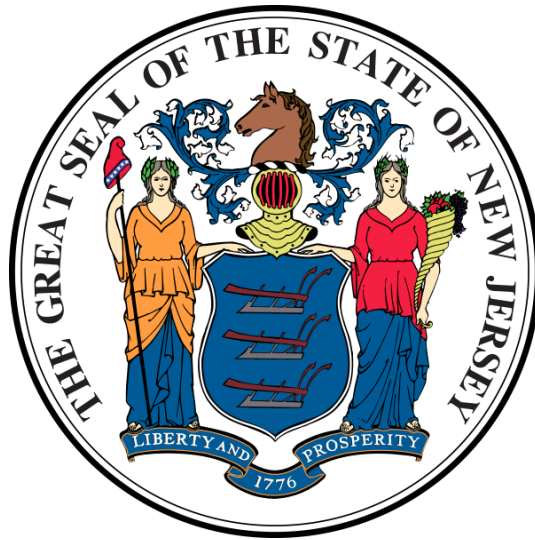


STATE OF NEW JERSEY

TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



August - October 2020

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

Prince Boparai
Troy E. Costales
Christie Falgione
Andrew Krajewski
Nina Jo Saint, PhD

TABLE OF CONTENTS

Acknowledgements	3
Introduction	4
State Background.....	7
Priority Recommendations	11
Assessment Findings.....	12
Program Administration	12
Education & Training	14
Instructor Qualifications	16
Coordination with Driver Licensing	18
Parent/Guardian Involvement.....	21
Risk Management Planning	23
Appendices	25
Appendix 1– Team Credentials.....	25
Appendix 2 – Assessment Schedule	29

Acknowledgements

The Technical Assistance Team (TAT) Assessors acknowledge and thank Kean University and the State of New Jersey for their support and able assistance in making this review possible.

The TAT Assessors acknowledge and thank Claudia Knezek, Kean University; Arnold Anderson, New Jersey Driver Education Committee (NJ DEC) Chairperson; Edward O'Connor, Supervisor New Jersey Division of Highway Traffic Safety; and Eric Heitmann, Director New Jersey Division of Highway Traffic Safety. They played major roles in this assessment, coordinating speakers and presentations, compiling briefing materials, and assisting with web meeting coordination during the assessment.

Kean University provided the funding for this assessment. It is with great appreciation that the Team acknowledges its support.

Jacqueline Milani, National Highway Traffic Safety Administration (NHTSA) Headquarters, Richard Simon, NHTSA Regional Administrator Region 2 and Renee Blackburn, NHTSA Regional Program Manager Region 2 assisted with the facilitation of the assessment process. The TAT Assessors would like to thank NHTSA for helping to give a national and regional perspective to the assessment.

The TAT Assessors also thanks each of the participants in the review process for the time and energy invested in preparing and delivering their presentations. The participants' candor and thoroughness in discussing driver education in the State of New Jersey greatly assisted the Team in conducting a complete review.

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 Jersey's roadways.

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 Jersey.

This report is a TAT Assessor's report; it is not a NHTSA document. New Jersey 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 provides this final report to the NJ DEC.

Introduction

Motor vehicle crashes are among the leading cause of unintentional injury and death in the United States¹. Motor vehicle crashes are the leading cause of teen (age 15-24) deaths in the United States².

The mission of NHTSA is to reduce deaths, injuries, economic and property losses resulting from motor vehicle crashes. 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 Uniform Guidelines for Traffic Safety as the foundation for assessing the State's novice driver education efforts but utilizes the NTDETAS in the administrative review.

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 are:

- 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, and unique demographic classification of people. NHTSA Headquarters with support from NHTSA Region 2, facilitated the New Jersey Driver Education Program Assessment. The Assessment was conducted over a period of approximately 17 weeks through a remote response or hybrid approach process. New

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>

Jersey was the first 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 Jersey, 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. New Jersey decided that the main objective for their Driver Education Assessment was to justify the need for program improvements and to assist in determining the best management means to address the following:

1. Formalize American Driver & Traffic Safety Education Association (ADTSEA) content standards as New Jersey's driver education curriculum guidelines.
2. Expand New Jersey Graduated Driver Licensing (GDL) to include at least 50 hours of parent/guardian supervised practice.
3. Support the New Jersey DEC link to national leadership.
4. Require every high school to sponsor a 'Share the Keys' program.

Efforts were made to select TAT Assessors that reflected the needs and interests expressed by the New Jersey DEC team during pre-assessment conference calls 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 State DEC, NHTSA, and TAT Assessors.
- 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 to include specific information on each of the five NTDETAS Sections, Standard, Strategy Evaluations and responses from the State, reflect 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 State DEC members and the TAT Assessors.
- Remote interviews with NJ DEC members, State, organizational, or other community level driver education program managers, trainers, public and commercial (private) instructors, law enforcement, researcher, data analysts, parents/guardians and students were held for two half-day sessions to verify details on which to base Assessment final findings and recommendations.
- Submission of a final Response Workbook with Summary worksheets and a written narrative report provided to NJ DEC 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
Program Administration	4	18
Education & Training	4	20
Instructor Qualifications	6	14
Coordination with Driver Licensing	4	9
Parent/Guardian Involvement	4	6

The conclusions drawn by the TAT Assessors and included herein are based upon the facts and information provided by the State during the full Assessment process and are presented as Summary worksheets as part of the Response Workbook and a consensus report by the Team. The recommendations are based on the unique characteristics of the State and what the TAT Assessors believed the State and 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 COVID-19 and is cataloged as Risk Management Planning. According to the Project Management Institute (PMI)³ and the Project Management Body of Knowledge (PMBOK Guide)⁴, “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, New Jersey 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 Assessor felt the State’s driver education program was 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

³ 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>

⁴ Project Management Institute, 2017. Project management body of knowledge (PMBOK Guide). Newton Square, PA.

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 NTDETS. These worksheets summarize the findings overall and include the TAT Assessors priority findings.

To make the most of the Assessment process and documentation, the State should use the Assessment Response Workbook in conjunction with the findings outlined within this report to develop a workplan. Strategic partners should be engaged in the prioritization process for future-plans, strengths, and opportunities to extend the reach and importance of the investment made in this Assessment.

It is to be noted that there are a variety of education and outreach initiatives conducted throughout New Jersey 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 census, New Jersey has a population of about 8,882,190 persons. New Jersey consists of 21 counties. New Jersey is often broadly divided into three geographic regions: North Jersey, Central Jersey, and South Jersey. Within those regions are five distinct areas, based upon natural geography and population concentration.

According to the 2019 Census, the most populated cities were Newark with a population of 282,011 and Jersey City with a population of 262,075. Statewide, Caucasians make up 71.9 percent of the population, Hispanics or Latinos make up 20.9 percent, Black or African Americans make up 15.1 percent, Asian make up 10 percent, American Indian and Alaska Natives make up 0.6 percent, Native Hawaiian and other Pacific Islanders make up 0.1 percent.

Transportation

New Jersey has 38,131 miles of roads managed by state, county, and municipal governments, and toll road authorities. The major roadways fall under the jurisdiction of the New Jersey Department of Transportation (NJDOT), which operates the state highway system. State-owned highways and toll roads consist of 7% of road mileage and 66% of traffic volume. In contrast, county and municipal roads consist of 93% of road mileage and 34% of traffic volume.

Highway Safety

An examination of the State's Traffic Crash Statistics files reveals the following data for New Jersey:

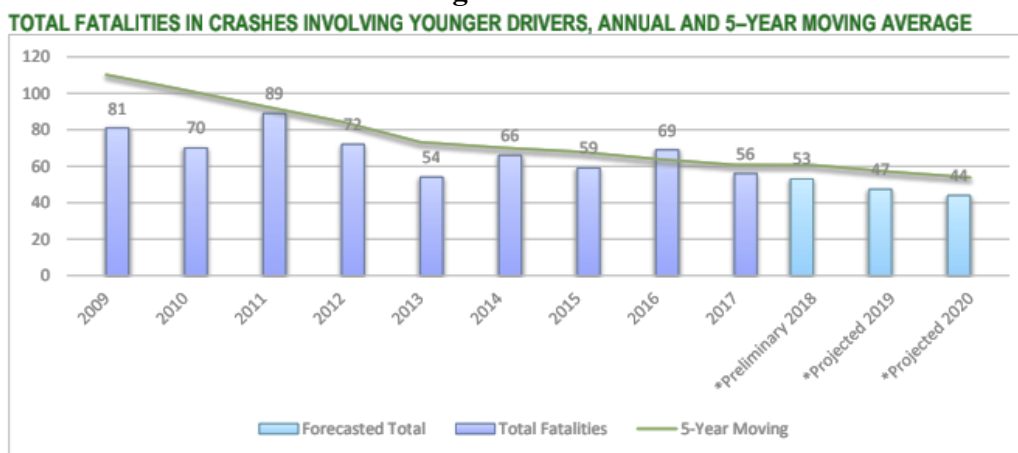
- In 2018, New Jersey experienced 565 fatalities on its roadways, the lowest since

2015, which resulted in a 9.45 percent decrease in overall traffic fatalities from the previous year (2017).

- New Jersey's vehicle miles traveled in 2018 were 77,539 and deaths per 100 million vehicle miles traveled were 0.73.

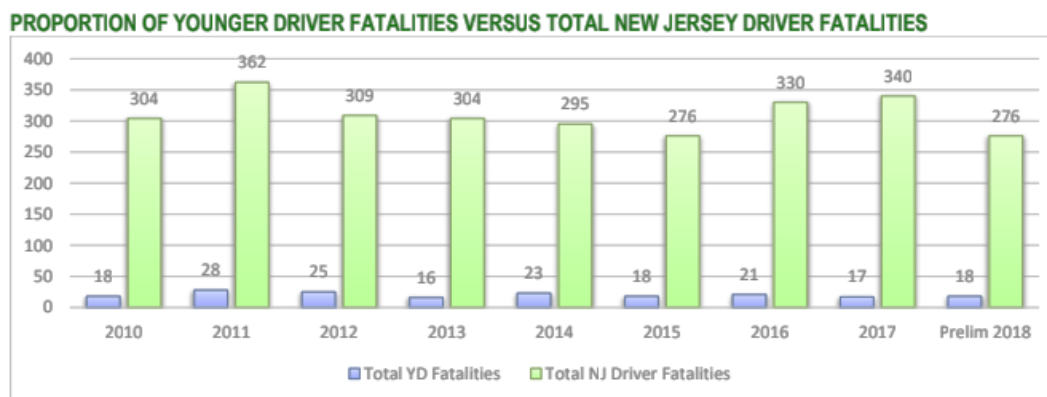
According to the New Jersey 2020 Highway Safety Plan, during the last ten years (2009-2018), there were 669 total fatalities in crashes that involved a younger driver (16 - 20 years of age) behind the wheel. Preliminary 2018 figures show younger drivers have been involved in 9.4 percent of total motor vehicle fatalities (53 out of 565), up from 9 percent in 2017. The total fatalities in crashes involving young drivers from 2009 to 2018 and projections for 2019 and 2020 are depicted in Figure 1.

Figure 1



A total of 18 drivers between the ages of 16-20 died on the State's roadways in 2018. Younger driver fatalities in 2018 accounted for 6.5 percent of total drivers killed, up from 5 percent in 2017. A comparison of the number of younger driver fatalities in relation to the total number of drivers killed is depicted in Figure 2.

Figure 2



Although younger driver involvement accounted for 9.4 percent of all fatalities, they were involved in 12.4 percent of all crashes statewide, down from 13 percent in 2016. Compared to all drivers involved in crashes, younger drivers represented 6.9 percent of all drivers involved, down from 7.2 percent in 2016. This is depicted in Figure 3 below.

Figure 3

YOUNG DRIVER CRASHES VERSUS ALL CRASHES BY YEAR, 2011 - 2017							
	2011	2012	2013	2014	2015	2016	2017
ALL CRASHES	295,094	284,064	289,304	289,873	271,445	279,874	275,925
16-20 YO DRIVER INVOLVED CRASHES	41,468	38,951	37,959	36,040	35,942	36,352	34,261
YOUNG DRIVER CRASHES VS ALL CRASHES*	14.1%	13.7%	13.1%	12.4%	13.2%	13.0%	12.4%
DRIVERS INVOLVED IN ALL CRASHES	554,892	535,626	545,659	546,459	512,773	532,054	523,757
16-20 YO DRIVERS INVOLVED IN CRASHES	44,142	41,316	40,173	38,019	37,986	38,353	36,116
YOUNG DRIVERS VS ALL DRIVERS IN CRASHES*	8.0%	7.7%	7.4%	7.0%	7.4%	7.2%	6.9%

* Excludes undefined driver age.

From 2013 - 2017, 28% of drivers 18-20-years old were involved in crashes, while 14 percent of drivers 17-years old were involved in crashes and 0.8 percent of drivers 16-years old were involved in crashes. This is depicted in Figure 4 below.

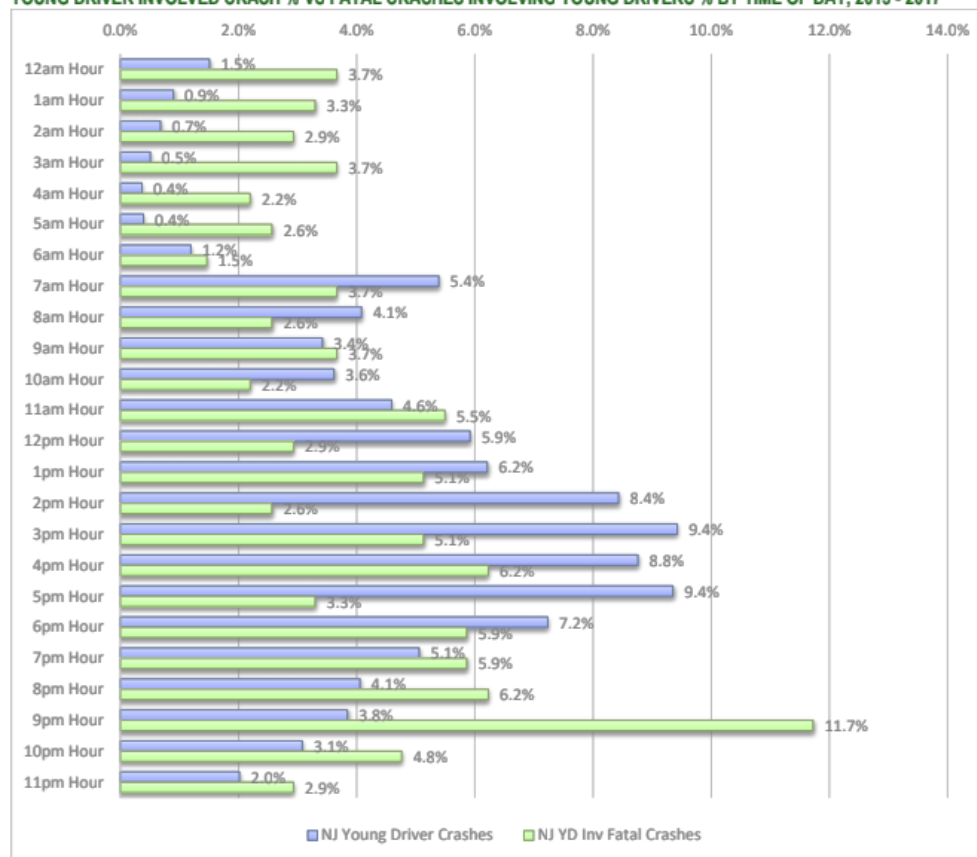
Figure 4

% OF YOUNG DRIVERS INVOLVED IN CRASHES BY AGE AND GENDER, 2013 - 2017					
AGE	% OF 16-20 AGE GROUP	MALE	FEMALE	UNKNOWN	TOTAL
16 YEARS OLD	0.8%	0.4%	0.4%	0.0%	1,475
17 YEARS OLD	14.0%	7.2%	6.8%	0.0%	26,628
18 YEARS OLD	28.4%	15.2%	13.1%	0.1%	54,093
19 YEARS OLD	28.5%	15.8%	12.6%	0.1%	54,315
20 YEARS OLD	28.4%	15.6%	12.7%	0.1%	54,156
TOTAL	100.0%	54.2%	45.5%	0.3%	190,667

Crashes involving younger drivers from 2013-2017 compared to fatal crashes involving young drivers reveal the majority of young driver involved crashes take place between 2pm and 6:59pm (43.2% of total). There is an overrepresentation of younger drivers involved in fatal crashes from 7pm through 6:59am (51.3%). Over 11 percent of all fatal crashes involving younger drivers take place at 9pm compared to 5.5 percent of all fatal crashes in New Jersey (2013-2017). This is depicted in Figure 5.

Figure 5

YOUNG DRIVER INVOLVED CRASH % VS FATAL CRASHES INVOLVING YOUNG DRIVERS % BY TIME OF DAY, 2013 - 2017



Priority Recommendations

Program Administration

- Add a "management level" coordination team of the two state agencies with statutory responsibility for driver education and novice teen driver licensing to maintain the great working relationship of 2020 far into the future should any of the current New Jersey Driver Education Committee (NJ DEC) leaders change.
- Strengthen the reviews and audits of individual programs, including at the individual student level, as inconsistencies exist between the state level program content, there are regional delivery differences across the state, and there is a lack of confirmation of the primary education expectations being in synch (classroom and behind-the-wheel) with each other.

Education and Training

- Require driver education classroom instruction and behind-the-wheel instruction as a State requirement to obtain a driver's license for under age 18.
- Meet or exceed current nationally accepted content standards such as those provided by the American Driver and Traffic Safety Education Association (ADTSEA) and the Driving School Association of the America's (DSAA) — Attachments A and B of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).

Instructor Qualifications

- Require all teacher/instructor training meet the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), Section 3.2 or the Association of National Stakeholders in Traffic Safety Education (ANSTSE) Model Training Materials for the Teaching Task and Stages for Driver Education Instructor Preparation Program.
- Require all instructor candidates to teach with an experienced mentor or complete a student teaching practicum.

Coordination with Driver Licensing

- Require teens between the ages of 16 and 18 to complete classroom and behind-the-wheel driver education.
- Confirm that the Motor Vehicle Commission (MVC) road test is empirical, valid and reliable.

Parent/Guardian Involvement

- Improve parent/guardian participation, by establishing a mandatory seminar that educates parents/guardians in the following areas:
 - Modeling safe driving behavior
 - Determining the readiness of the teen to begin the learning process
 - Managing the novice driver's overall learning-to-drive experience
 - Conducting effective supervised practice driving
 - Determining the teen's readiness to advance to the next licensing stage and

- assume broader driving privileges
 - Negotiating and adopting a written agreement between the teen and parent.
- Require parental involvement in the GDL process. Including supervised practice driving in a wide variety of increasingly challenging situations adding up to a minimum of 50 hours.

Assessment Findings

Program Administration

Summary

The State has made substantial progress or completed a high percentage of the Program Administration standards in the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Some standards are complete while others are underway. Coordination of the State's program is vested in the New Jersey Driver Education Committee (NJ DEC) which is comprised of state agency representatives, strategic program partners and stakeholders that have a high degree of interest in the continuous improvement of the novice teen driver education and licensing program for New Jersey.

There are two main state agencies with authority for novice teen drivers; the Motor Vehicle Commission (MVC) for the behind-the-wheel portion of the driver education program, delivered through commercial schools and the Department of Education (DOE) for the classroom portion, delivered through the public-school system. The primary content for knowledge and skill instruction is from the MVC as the classroom is based on the New Jersey Driver Manual, the classroom test is set by the MVC and the parent resource materials are provided by the MVC at the time of licensure. The relationship between the two agencies is through program partners and interested parties (e.g., NJ DEC). A formal agreement on the management of the program is not codified in a Memo of Understanding (MOU) or Interagency Agreement (IAA).

Records of the participants, instructors, schools and companies are held in a very confidential and protected system. Authority exists in statute and administrative rule for the transfer of records in a protected manner.

Oversight of program delivery; classroom by the DOE and behind-the-wheel by the MVC, is expressly provided in statute with an expectation of rigorous auditing. State level information exists but is not available at a level to provide feedback on the overall system, at the program delivery level for a public, private or commercial school evaluation, at the individual student level, or to evaluate an individual instructor's performance or compliance with program expectations.

Strengths

New Jersey's strengths for Section 1 Program Administration includes:

- The NJ DEC exists as an advisory and advocacy body to bring together multiple partners and program components of the driver education system.
- The NJ DEC meets consistently, has a high degree of participation, and pushes for

- improved legislation and program improvement.
- The NJ DEC is committed to use the results of the Assessment to create a strategic plan for the driver education program.
- Robust requirements are in place for public, private and commercial school programs and employees.
- Two state agencies cooperatively share novice teen driver education responsibilities.
- Procedures and authority exist for auditing and reviewing public, private and commercial driver education providers.
- Individual student and instructor records are protected and are confidential.
- The program outreach is solid for the audiences and avenues currently in use.
- Information is shared during the GDL process with the teen and parent.

Opportunities/Recommendations

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

- Establish a cooperative agreement or MOU between the Motor Vehicle Commission and Department of Education on the shared responsibilities found in New Jersey statutes.
- **Add a "management level" coordination team of the two state agencies with statutory responsibility for driver education and novice teen driver licensing to maintain the great working relationship of 2020 far into the future should any of the current NJ DEC leaders change.**
- **Strengthen the reviews and audits of individual programs, including at the individual student level, as inconsistencies exist between the state level program content, there are regional delivery differences across the state, and there is a lack of confirmation of the primary education expectations being in synch (classroom and behind-the-wheel) with each other.**
- Expand communication strategies directed at supporting policy and program elements, at-risk populations, and in a more coordinated manner between the licensing, classroom, and behind-the-wheel stages of the teen's education/training journey.
- Create a statewide communications plan and campaign through the State Highway Safety Office, in collaboration and cooperation with driver education and training, driver licensing, and highway safety partners, that:
 - Informs the public and parents/guardians about State GDL laws including, but not limited to: the role of supervised driving, underage drinking, and zero tolerance laws.
 - Identifies the high-risk and underserved populations.
 - Provides materials that are culturally competent and reflect multicultural education principles.
 - Informs the public on the role of parental/guardian monitoring/involvement.
 - Informs the public about State guidelines and regulations of driver education.

Education & Training

Summary

The State's progress is underway in the Education and Training section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). New Jersey Department of Education (DOE) does not have formal, specific content standards for driver education classroom instruction. The New Jersey Department of Highway and Traffic Safety have Comprehensive Health and Physical Education Units for Classroom Driver Education (K-12 Traffic Safety Progression Curriculum, Grade 10 Driver Education). It is unclear if all the driver education teachers are aware of this document. The Grade 10 Driver Education Curriculum does recommend the use of multimedia in the classroom instruction. Written lesson plans for classroom instruction are determined on the public and private school district level. The Grade 10 driver education curriculum recommends active learning and incorporates higher order/critical thinking skills. In addition, learners are given the opportunity to reflect upon what they have learned to improve retention of concepts. It is unclear if the Grade 10 Driver Education Curriculum is culturally competent and accommodates the multicultural educational needs of learners.

The New Jersey Driver Manual is the primary resource for classroom instruction and the end-of-course knowledge test, if any other tests are used it is for a grade. The Manual is available in English and Spanish. New Jersey completed a comparative study between the MVC's Driver Manual and the American Driver and Traffic Safety Education Association (ADTSEA) curriculum content standards and the study confirmed an 85% compliance with the ADTSEA content standards. Some of the schools use an additional textbook to supplement classroom instruction; but the additional textbook (hardcopy or electronic) is not required. The Motor Vehicle Commission (MVC) requires commercial driving schools to follow a checklist for behind-the-wheel instruction. Also, a student record is required for the six-hour behind-the-wheel instruction that is conducted at the commercial driving schools.

New Jersey's requirement for classroom instruction is 30 hours and for behind-the-wheel training is six hours. However, classroom instruction is not required to obtain a New Jersey permit or driver license. In addition, not all public or private schools offer classroom instruction as this decision is determined at the district level. A few commercial driving schools offer the 30 hours of classroom instruction. The six hours of behind-the-wheel instruction is required and is taught at commercial driving schools. The classroom instruction is completed prior to the in-car instruction which does not allow for concurrent and integrated classroom and behind-the-wheel instruction. New Jersey does not require in-car observation, second stage education or allowing in-car instruction to be enhanced by simulation or driving range instruction.

New Jersey's DOE uses distributive learning for the 30 hours of classroom instruction as it is scheduled in compliance with the Health and Physical Education regulations on a per semester basis. The classroom instruction is scheduled to be delivered five periods per week and 50 minutes per day which would spread the classroom instruction over at least six weeks. The classroom per learner/teacher ratio is based on the DOE standards of 20 learners/1 teacher. New Jersey's MVC regulates the behind-the-wheel training and it does not use distributive learning as it is delivered for two hours per day to one student. The

student can complete the behind-the-wheel instruction over three days. Upon request, the behind-the-wheel instruction can be delivered for one hour per day. The instructor to learner ratio for behind-the-wheel is 1 learner/1 instructor.

The behind-the wheel vehicles are equipped with dual-controlled brakes and clutch, instructor review mirror, seat belts, student driver signs front/rear, clean interior, heater/defroster/air conditioners, seat adjustments and vehicle registration and lease agreement in the name of the commercial driving school. The business licensing requirements include that the vehicles be in safe mechanical condition. Additional equipment such as cell phone, first-aid/body fluid kit, fire extinguisher (at least UL rated 5-B:C), safety kit, reflective devices, flashlight, crash reporting kit, brake and accelerator pedal extensions and appropriate seat cushion(s) are not required. The behind-the-wheel vehicle is not operated by a learner without instructor supervision.

Ongoing feedback is provided to the learners on their progress in classroom and behind-the-wheel instruction. New Jersey does not require schools to obtain evaluative input from learners and/or parents for the purpose of improving the effectiveness of the program, whether classroom or behind-the-wheel instruction.

Simulation and driving ranges are not allowed as a driver education substitute for behind-the-wheel instruction. The MVC does authorize Driver Improvement and Probationary Driver Education Programs to use simulation. Some classroom assignments may be conducted using computer-based independent student learning.

During the Pandemic, instructor-led online classes are substituted for the classroom course in public schools that offer driver education. The teachers received training from ADTSEA on how to deliver the online classes. The online classroom uses a synchronous approach for full class participation. The NJ DEC networked with ADTSEA to develop the online course. The online curriculum matches the traditional classroom course and is presented through Power Points with videos, worksheets, and projects. The online course is presented on the same timeline as the traditional classroom. The online course is adopted and enforced by public school's district policies. The New Jersey Association of Health, Physical Education, Recreation & Dance (NJAHPERD) offered professional development in teaching online driver education.

Strengths

New Jersey's strengths for Section 2 Education and Training includes:

- Offering driver education classroom instruction in the public, private and commercial driving schools.
- Reviewing New Jersey content standards against the American Driver and Traffic Safety Education Association (ADTSEA) content standards showed 85% compliance.
- Offering continuous student evaluations.
- Using distributive learning for classroom instruction.
- Requiring that the behind-the-wheel vehicles be in safe mechanical condition with dual-controlled brakes and clutch, instructor review mirror, seat belts, student driver signs front/rear, clean interior/heater/defroster/air conditioners, seat adjustments, vehicle registered in the name of the driving school, lease agreement specifying driving school.

- Developing online classroom instruction to be utilized during the Pandemic.
- Offering professional development for online classroom instruction through The New Jersey Association of Health, Physical Education, Recreation & Dance.

Opportunities/Recommendations

New Jersey's opportunities/recommendations for Section 2 Education and Training should:

- **Require driver education classroom instruction and behind-the-wheel instruction as a State requirement to obtain a driver's license for under age 18.**
- **Meet or exceed current nationally accepted content standards such as those provided by ADTSEA and DSAA — Attachments A and B of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).**
- Use only formalized written curricula.
- Conduct a valid post course evaluation to be completed by parents and/or students (preferably both) that measures the effectiveness of the driver education program.
- Require concurrent and integrated classroom and behind-the-wheel instruction.
- Adopt legislation and/or regulation that:
 - Increases minimum classroom hours from 30 hours to 45 hours.
 - Increases minimum behind-the-wheel instruction from six hours to 10 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 education of at least 10 hours.
- Utilize an end-of-course knowledge examination based on the program's stated goals and objectives, in addition to the MVC's knowledge test.
- Require the use of a driver education textbook in the classroom instruction.
- Evaluate regulations pertaining to the use of simulation and driving range instruction.
- Adopt legislation and/or regulation that encompass the concepts of distributive learning for behind-the-wheel that specifies the maximum number of minutes or hours of behind-the-wheel education per day and the minimum number of days or weeks a total program must span.

Instructor Qualifications

Summary

The State is underway in the Instructor Qualification section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). New Jersey has the following prerequisites for teacher/instructor candidates: classroom teachers must hold a driver's license for three years and behind-the-wheel instructors for four years; classroom teachers are required three years of a successful driving record and behind-the-wheel instructors required four years of a successful driving record. Classroom teachers teaching at a public school must complete a vision test, state background check with fingerprints and a federal background check and with the time holding a driver's license, the teacher must be at least 21 years of age. The behind-the-wheel instructor must pass a driver knowledge test including state specific traffic laws, a driving skills assessment, vision test, judgment of

driving test and in-car teaching skills test. The classroom teachers must pass the three-semester hour driver education course.

The classroom teacher must have a university/college degree in Physical Education or Health/Physical Education with driver education instruction. The three-semester hour (45 clock hours) driver education course at New Jersey City University uses the *Drive Right* textbook by Pearson (11th edition-student-teacher), updated articles from the AAA, National Transportation Safety Board (NTSB) and other educational resources for the instruction and assignments. The course covers a wide variety of teaching methods for the driver education course. The behind-the-wheel lab is completed in the car by the students taking the course. The Rowan University teacher course uses the *How to Drive* textbook, New Jersey Driver Manual and the American Driver and Traffic Safety Education Association (ADTSEA) *3.0 Driver Education Curriculum*. The course covers: the driver education state endorsement process; getting acquainted with the vehicle; vehicle control; traffic control devices & laws; vision and space management; basic maneuvers and low risk management; risk reducing strategies for different driving environments; sharing the road with other users; effects of distraction on driving; adverse driving conditions and emergencies; impaired driving; effects of fatigue and emotions on driving; travel planning, loading and towing vehicles; driver education final; and behind-the-wheel training.

The ANSTSE Model Training Materials for the Teaching Task have not been used in meeting teacher training standards. During the three-semester hour driver education course, the instructor candidates practice teaching to peers. The classroom teacher's student teaching practicum may or may not include instruction in driver education. The exit assessment for classroom teachers would be within the three-semester hour driver education course.

Even though many commercial driving schools train instructor candidates, there is not any legislation or regulation requiring training for behind-the-wheel instructors. Behind-the-wheel instructor candidate requirements include meeting the prerequisites and completing a defensive driving class. The Driving School Association of New Jersey offers driving schools' recommendations for training behind-the-wheel instructors.

Ongoing professional development is required for classroom driver education teachers if it is part of the teacher's district professional development plan. Ongoing training, continuing education and professional development for the behind-the-wheel instructors is not required but is offered by several entities including the Driving School Association of New Jersey and New Jersey Association of Health, Physical Education, Recreation & Dance (NJAPERD).

Behind-the-wheel instructors have recertification requirements as required by the Motor Vehicle Commission (MVC) that includes submitting a renewal application.

Strengths

New Jersey strengths for Section 3 Instructor Qualifications includes:

- Offering teacher/instructor candidate training at some of its colleges and universities.
- Offering recommendations for training behind-the-wheel instructors to commercial

- driving schools by the Driving School Association of New Jersey.
- Requiring prerequisites for instructor candidates including state background check, clean driving record, passing of knowledge, skills, vision tests and judgment tests.
- Providing driver education professional development through the Driving School Association of New Jersey and New Jersey Association of Health, Physical Education, Recreation & Dance.

Opportunities/Recommendations

New Jersey opportunities/recommendations for Section 3 Instructor Qualifications should:

- Require prerequisites for instructor candidates including:
 - Possess a valid driver's license for at least five consecutive years.
 - Require a Federal background check for all instructors.
 - Achieve the minimum academic education requirement of a high school diploma for behind-the-wheel instructors.
 - Have health or physical requirement standards.
- **Require all teacher/instructor training meet the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), Section 3.2 or the Association of National Stakeholders in Traffic Safety Education (ANSTSE) Model Training Materials for the Teaching Task and Stages for Driver Education Instructor Preparation Program.**
- Develop a State approved exam or assessment that evaluates the knowledge, driving skills, and teaching skills for all driver education teachers to ensure a minimum level of proficiency.
- **Require all instructor candidates to teach with an experienced mentor or complete a student teaching practicum.**
- Require a driver knowledge test, instructor knowledge test, in-vehicle teaching skills assessment and vision test for all teachers/instructors.
- Apply the annual continuing education and professional development hours for all instructors who deliver driver education.

Coordination with Driver Licensing

Summary

The State is underway in the Coordination with Driver Licensing section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). The New Jersey Motor Vehicle Commission (MVC) communicates with other driver education State agencies and stakeholders through the New Jersey Driver Education Committee (NJ DEC). One of NJ DEC's core objectives is to "promote partnerships with Driver Services." Informal communications and collaborations with State agencies and providers occur as needed. The NJ DEC has improved communications and cooperation among the program partners. The NJ DEC meets quarterly and the MVC representatives participate. The NJ DEC is a valuable asset for New Jersey's Graduated Driver License (GDL) program and testing efforts.

The New Jersey GDL program includes many of the National Highway Traffic Safety Administration's (NHTSA) recommendations. New Jersey offers teens two options for

licensing – Early Bird and Young Adult. Both options have three stages - Learner/ Examination Permit, Probationary License and Basic License. A Learner Permit may be issued to Early Bird applicants at age 16 who are enrolled in the 6-hour behind-the-wheel course. The Early Bird Permit requires the applicant to be a student and have an instructor. An Examination Permit is issued to the Young Adult applicant at age 17 and does not require the applicant to complete driver education, be a student or have an instructor.

Teens may not obtain a Probationary License until age 17, a Basic License until age 18 and a Full License until age 21. All teen applicants must pass a vision test, a knowledge test, complete a minimum of 6 months of practice driving with an adult and pass the MVC road test. During the Learner/Examination Permit and Probationary License stage a red GDL decal must be displayed on the vehicle driven by the teen. Violation of any of the GDL restrictions may result in a \$100 fine.

Most New Jersey public and private schools offer a 30-hour classroom driver education course and a few commercial schools offer the 30-hour classroom course. This classroom course is not a requirement for the GDL program. There is no fee to the student for the classroom course. The public, private and commercial schools are approved to administer the MVC's vision and knowledge tests. It is estimated that approximately 95% of the eligible teen applicants complete this classroom driver education course. The local school districts are responsible for overseeing the public and private school driver education courses. No information was available regarding the school districts oversight. Parents and teens appreciate and support the public and private schools offering these free classroom driver education courses.

The 6-hour behind-the-wheel driver education course is offered by MVC approved commercial providers who charge a fee between \$300 and \$500 for the course. Almost half of the commercial providers are approved by the MVC to administer the required vision and knowledge tests. The MVC audits these commercial providers on a biennial basis and has authority to take administrative action for non-compliance. It is estimated by the MVC that approximately 76% of the eligible teen applicants select the Early Bird licensing option and complete the 6-hour behind-the-wheel course.

The MVC records classroom and behind-the-wheel completions on the applicant's permanent driving record. The GDL requires all teen applicants to complete 6 months of practice driving with an adult. There are no required minimum hours for practice driving, no requirement to logging practice driving hours or guidance on the driving situations that should be experienced. The MVC uses the permit issue date and the date the applicant appears for the road test as proof for the 6 months of practice driving.

The New Jersey courts and law enforcement agencies have been trained on the GDL requirements and restrictions. In New Jersey law, there are approximately 19 sections and subsections in 39-3-13.8 that cover GDL violations. Law enforcement is required to list all the GDL and moving violations on the citation. Raw numbers of annual GDL violations were provided, but no analysis was available. Based on a review of the information, passenger restrictions, hours of operation and the decal requirement seemed to be the most prevalent violations. Approximately 50% of the teens plead guilty and 45% may have the charges dismissed when courts adjudicate the citations. Although plea bargaining is not permitted with GDL infractions, courts do have discretion when adjudicating citations. If

found guilty for the GDL violation there is a \$100 fine.

The MVC is responsible for the New Jersey Driver Manual. The Driver Manual provides information on the licensing process, the required tests and the rules of the road. The MVC reviews and updates the Manual annually. Driver education providers and instructors are invited to participate in the Manual's review.

The MVC is also responsible for the knowledge test. The licensing knowledge test contains 50 questions based on the information in the Driver Manual. Applicants may complete this test at an MVC examination center or at an approved public, private or commercial school. Commercial providers may charge a fee for this test. The MVC provides the approved knowledge testers with a disk containing seven versions of the test and the rules for administering the test. The MVC does basic item analysis on tests administered at its centers but may not do any analysis on the tests administered by the public, private or commercial schools. No information was available regarding the validity and reliability of the knowledge test. Public, private and commercial schools are required to keep testing records for two years for auditing purposes.

The MVC's licensing road test has two parts – an off-road and on-road portion. The purpose of the road test is to ensure the applicant understands the rules of the road and can drive safely. The Driver Manual lists 12 items that are assessed during the road test. Not all of the MVC examination centers are capable of administering both parts of the road test. Prior to the Pandemic, four of the examination centers only offered the off-road part of the test. The testing backlog created by the Pandemic forced the MVC to administer only the off-road part of the road test at its examination and satellite locations. The MVC estimates a 75% first time pass rate on the road test. No information was available on any analysis or evaluation of the road test. The MVC is considering a review and update of the road test once the Pandemic backlog is completed.

Strengths

New Jersey's strengths for Section 4 Coordination with Driver Licensing includes:

- Improved communication and cooperation between the MVC, State agencies and driver education advocates.
- The New Jersey Graduated Driver License program has three stages as recommended by the National Highway Traffic Safety Administration (NHTSA).
- The MVC approves public, private and commercial providers to administer the required licensing vision and knowledge tests.
- Approximately 95% of the eligible teens complete the 30-hour classroom driver education course.
- The MVC's Driver Manual and licensing knowledge test are reviewed and updated annually with assistance from driver education providers and instructors.
- Convictions of the GDL restrictions are posted to the teen's driving record. Plea bargaining is prohibited when GDL restrictions are violated.
- New Jersey courts and law enforcement have information on the GDL laws and are actively enforcing them.
- The New Jersey Driver Manual provides information on the licensing options, the GDL, rules of the road and explains the license testing process.

- The MVC manages the licensing vision, knowledge and road tests, approves providers to administer these tests, provides them rules for testing and annually audits the 6-hour behind-the-wheel providers.

Opportunities/Recommendations

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

- Continue the multiple agency participation in the New Jersey Driver Education Committee (NJ DEC) to improve communication, collaboration and cooperation.
- **Require teens between the ages of 16 and 18 to complete classroom and behind-the-wheel driver education.**
- Establish a minimum GDL hour requirement for the 6 months of practice driving, identify the driving environments the teen driver must experience and implement a process to verify the logged hours.
- Allow approved driver education providers to do remote electronic knowledge testing and submit test scores (knowledge and BTW) electronically to the Motor Vehicle Commission (MVC).
- Analyze and evaluate GDL traffic citations and court actions to determine the effectiveness, value and enforcement of the GDL restrictions.
- Confirm that the Motor Vehicle Commission (MVC) questions in the knowledge test bank are empirical, valid and reliable.
- **Confirm that the Motor Vehicle Commission (MVC) road test is empirical, valid and reliable.**

Parent/Guardian Involvement

Summary

The State has shown early progress in the Parent/Guardian Involvement section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). A quality driver education program is the foundation of a collision-free society. There are three major factors that can put a novice driver in a position to succeed; quality classroom instruction, extensive behind-the-wheel training and parent involvement. New Jersey has many strengths in their GDL process; but could look to continue to improve in the areas that pertain to parent/guardian involvement. New Jersey's current GDL process requires a minimum of one and a half years to complete and includes restrictions on driving times, number of passengers, cell phone usage, seatbelt usage and inexperienced driver decal display. New Jersey does not require parents/guardians to attend a seminar or conduct supervised driving hours.

New Jersey can improve parent/guardian involvement by executing a few key changes to the current GDL program. By implementing a required parent/guardian seminar, New Jersey can ensure that the parents/guardians of novice drivers understand how their participation directly affects their teen's safety and the overall success of driver education. By requiring a minimum of 50 hours parent-supervised driving, students will be able to build on what they have learned, and parents will have the opportunity to assess their student's readiness to assume broader driving privileges. Finally, by requiring driver education providers to communicate with parents/guardians regarding their student's

progress, New Jersey can reinforce the importance of parental involvement and ensure that parents/guardians are equipped with the knowledge that they need to both assist and assess their teen.

New Jersey has laid a strong foundation for parent/guardian involvement with its GDL restrictions, decal program, the length of the intermediate licensing stage, and the resources made available to parents/guardians. Requiring a parent/guardian seminar, a minimum of 50 hours of supervised driving practice, and increasing the communication between providers and parents/guardians would ensure that parents/guardians are provided the needed support to become active participants in their teen's driver education process.

Teaching a novice driver is not a solo mission. It requires hard work, dedication, and coordination between multiple parties. Improving communication between driver educators and parents/guardians through sharing knowledge, providing tools, and helping parents/guardians understand the big picture can take New Jersey one step further to zero-fatalities.

Strengths

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

- Students are required to hold their permit for a minimum of 6 months.
- Parents supervise an extended intermediate license period of a minimum of 12 months. This intermediate period includes restrictions on nighttime driving and number of passengers.
- Novice drivers are required to display a novice driver decal on their front and rear license plates. This has the dual function of warning other road users and making GDL restriction violators more easily identifiable.
- New Jersey GDL restrictions last for a minimum of a year and a half.
- Resources for GDL requirements as well as a list of State-approved driving schools are made available to parents/guardians through the State's website.
- The support of a promising voluntary program (*e.g. Share the Keys*) aimed at parent/guardian education and engagement.

Opportunities/Recommendations

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

- **Require parental involvement in the GDL process. Including supervised practice driving in a wide variety of increasingly challenging situations adding up to a minimum of 50 hours.**
- Implement a required parent/guardian seminar, similar to the current voluntary program (*e.g. Share the Keys*).
- Implement the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) specifically pertaining to parent/guardian involvement.
- **Improve parent/guardian participation, by establishing a mandatory seminar that educates parents/guardians in the following areas:**
 - **Modeling safe driving behavior**
 - **Determining the readiness of the teen to begin the learning process**
 - **Managing the novice driver's overall learning-to-drive experience**

- **Conducting effective supervised practice driving**
- **Determining the teen’s readiness to advance to the next licensing stage and assume broader driving privileges**
- **Negotiating and adopting a written agreement between the teen and parent.**
- Require schools to share progress reports with parents/guardians. This is neither a requirement nor a procedure and is currently only provided upon request.
- Ensure that all parents/guardians have access to a “Parent-Teen Driving Agreement” as well as a Driving Log for documenting supervised practice. Both an Agreement and Driving Log are available through the current voluntary parent seminar (e.g. *Share the Keys*). Mandating a parent seminar would ensure that parents/guardians have all the necessary information they need.

Future Plans

- Currently, New Jersey has a strictly voluntary parent seminar (e.g. *Share the Keys*). There are plans for implementing a mandatory parent seminar which will inform parents/guardians of their GDL responsibilities and prepare them to better assist their student. A required parent/guardian seminar increases the likelihood of the student’s success in the driver education program.

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 experts⁵. 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 Jersey conduct a process to develop a Risk Management plan. While PMI recommends a set of six steps, implementing even a few basic steps will help New Jersey as they continue to address the Pandemic and to address emergency preparedness in the event there is a future need for such action.

Opportunities/Recommendations

- Conduct a group process to identify potential risks. Include a description of the risk, timeframe and assign a risk manager (Do not name a person but assign it to a role or

⁵ 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

- position. This will help in the event of staff turn-over or attrition.)
- Perform a qualitative risk analysis to further understand your organizational risks and to help plan risk response strategies.
 - Develop a risk response plan. This plan will help determine when to accept, avoid, mitigate, transfer or take some other action to address a risk, should it arise.

Appendices

Appendix 1– Team Credentials

Prince Boparai

Owner

Teach Safe LLC & United Driving School, Wisconsin

Email: prince@teachsafe.com

Phone: 262-701-9282 Ex. 404

Prince Boparai achieved the American dream at a young age when his love for teaching and desire to build safer communities inspired him to start a driving school. Sixteen years later, it has grown into one of the largest and highest-rated driving schools in the Milwaukee area. His focus on quality systems and procedures allowed him to bring together a talented team and to streamline his school into becoming a self-run business. This led to the freedom to embark on his next challenge – changing the way ideas and concepts are taught. His new endeavor, Teach Safe, provides services and software tools that help organizations develop, manage, and deliver online education and training courses to their students and employees.

In addition to running his companies and sitting on numerous committees for the Driving School Association of the Americas, he shares his expert knowledge with the members of the driver's education community around the country through speaking engagements.

Troy E. Costales

Administrator, Transportation and Employee Safety Division

Oregon Department of Transportation

Email: 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 eighteen 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 percent 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 percent. 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 fifteen 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

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 more than 12 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 two other driver education assessments.

Andrew Krajewski

Retired Director of Driver Safety
Maryland Motor Vehicle Administration

Email: 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

Nina Jo Saint, PhD

Executive Director
Driver Education and Training Administrators (DETA)

Email: njsaint@hotmail.com

Phone: 817-929-7775

Nina Jo Saint, PhD, is the Executive Director for Driver Education and Training Administrators (DETA). In addition, she is the Executive Director for the Foundation for Safe Driving and Director for SafeWay Driving in Houston, Texas. She has also worked as a driver education state administrator for the Texas Education Agency. She has over forty-two years of experience in the field of education and over thirty-eight 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; Transportation Research Board's Operator and Education Committee; and the Texas Driver and Traffic Safety Education Association (TDTSEA). She has served as a member of NHTSA's Driver Education Program Assessment team in Oregon, Vermont, Kansas, Delaware, Idaho, North Dakota and New Jersey. One of her

most current projects has 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 and Hensel Leadership Award.

Appendix 2 – Assessment Schedule

September 30 Day 1 Panelist Agenda:

12:00		Welcome/Introductions NHTSA – Jackie Milani, NHTSA Assessment Team Leaders – Troy Costales /Andy Krajewski
12:10-12:40	Session 1	MVC/DOE Review Team – Michael A. Hall, MVC Agency Operations; Dan Buchanan, Business Licensing – Dina Giacomo (DSANJ), Lennie Parham (NJDOE or Oversight Agency Leader) – John Russo (NJASPERD) Topics: Clarification of State Classroom Requirements., Annual Early Bird and Young Adult Recipients, Quality Assurance and Correction of 6-Hour Providers (3-Year Period), & 4 Year Fine Rate for High Schools and Behind -the-Wheel Providers
12: 45-1:15	Session 2	MVC/DOE Review Team – Michael A. Hall, MVC Agency Operations; Dan Buchanan, Business Licensing – Dina Giacomo (DSANJ), Lennie Parham (NJDOE or Oversight Agency Leader) – John Russo (NJASPERD) Topics: GDL State Representative to Address GDL Program Requirements, Manual Content, Practice Hours, Night-Time Requirement for Practice Driving, and 10 Hours Night Driving
1:20-1:50	Session 3	MVC/DOE Review Team – Michael A. Hall, MVC Agency Operations; Dan Buchanan, Business Licensing – Dina Giacomo (DSANJ), Lennie Parham (NJDOE or Oversight Agency Leader) – John Russo (NJASPERD) Topics: Process for Approved Licenses, Certification to Teach, Classroom Driver Education at High Schools, Classroom Driver Education at Commercial Schools, Required 6-Hour Behind-the-Wheel Courses. Organizations, Organizations Approved/Licensed/Certified to Train Individuals to Become High School Classroom Driver Education Instructors, Commercial School -Classroom Instructors & 6-Hours Behind-the-Wheel Instructors and Number Trained Annually
1:55-3:05	Session 4, 5	MVC/DOE Review Team – Michael A. Hall, MVC Agency Operations; Dan Buchanan, Business Licensing – Dina Giacomo (DSANJ), Lennie Parham (NJDOE or Oversight Agency Leader) – John Russo (NJASPERD) Topics: DSANJ Role and Functions, Training Required to Be Commercial/Private/Business School Instructor Beyond Satisfactory

2:25-2:35	BREAK	Background Check, Colleges Teaching Driving Instructors for Public Schools, Verification of Requirement Process, MVC Verification of 6 Month of Practice Driving (e.g. Practice Driving for six months, log, and log verification)
3:10-3:40	Session 6	DEC Review - Arnold Anderson (Chair), Tracy Noble (Vice Chair) Topics: Attendance, Completed Activities, Voting Protocol, Authority for Change, Effectiveness of Agency
3:45 -3:55	Day 1 Wrap-up	Assessment Team Leaders – Troy Costales/Andy Krajewski
October 2 Day 2 Agenda:		
12:00		Welcome/Introductions Assessment Team Leaders – Troy Costales/Andy Krajewski
12:10-12:40	Session 1	Jan Akerblom & Anna, West Orange High School Student - Topics: Six-Month Practice Driving Approach, Skills Development, Obtaining Driving Logs, Log Validation During Driving Process
12:45-1:15	Session 2	Maria Rebelo & Andrew, West Orange High School Student – Young Adult License Program Interview Topics: Six-Month Practice Driving Approach, Skills Development, Obtaining Driving Logs, Log Validation During Driving Process
1:20-1:50	Session 3	Teachers – High School Classroom Driver Education (Terry Skjold – Teacher), Edison Driving School Representative) Topics: High School Driver Education Requirements, Six Hour Behind the Wheel Requirements
1:55-2:25	Session 4	Representative from Courts & State: Eric Heitmann, DHTS Director & Andy Anderson (NJDHTS) Topics: How GDL Violations Are Tracked, Analysis, Court Actions Taken
2: 25-2:35	BREAK	
2:35-3:05	Session 5	Law Enforcement Representatives: Andy Anderson (NJDHTS), Chris Wagner (NJDHTS), Nick Schock (PTOANJ) Topic: Law Enforcement Role in NJ GDL
3:05-3:15	Day 2 Wrap-up:	Assessment Team Leaders – Troy Costales /Andy Krajewski