

STATE OF RHODE ISLAND

TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



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

Christie Falgione
Reggie Flythe, M. Ed.
Rich Hanson, M. Ed.
Nina Jo Saint, Ph. D.
Audra Urie, M. Ed.
Bill Van Tassel, Ph. D.

TABLE OF CONTENTS

Acknowledgements	3
Introduction	4
State Background.....	8
Priority Recommendations	11
Assessment Findings.....	13
Section 1. Program Administration	13
Section 2. Education & Training	16
Section 3. Instructor Qualifications	19
Section 4. Coordination with Driver Licensing.....	22
Section 5. Parent/Guardian Involvement.....	26
Risk Management Planning	29
Appendices	30
Appendix 1 – Team Credentials	30
Appendix 2 – Assessment Schedule	34

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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 Rhode Island'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 Rhode Island.

This report is a TAT Assessor's report; it is not a NHTSA document. Rhode Island 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 RIDOT's Office on Highway Safety.

Introduction

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

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

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

A Driver Education Program State Assessment is based on the information included in the NTDETAS. The foundation of the NTDETAS originated from the Uniform Guidelines for State Highway Safety Programs: Highway Safety Program Guideline No. 4, Driver Education³.

The NTDETAS were developed with support from NHTSA by the Association of National Stakeholders in Traffic Safety Education (ANSTSE) and representatives from the driver education professional community. The five major sections in the standards include:

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

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

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

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

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

Assessment Process

While all States may participate in a similar assessment process, each State will have a unique output and set of findings or recommendations. Every State has a different set of laws, organizational structure, social/environmental atmosphere, economic levels, and unique demographic classifications of people. NHTSA Headquarters, with support from NHTSA Region 1, facilitated the Rhode Island Driver Education Program Assessment. The Assessment was conducted over a period of three months from March 8, 2022 – May 17, 2022, using a remote response or hybrid approach process. NHTSA would like to acknowledge both the State and the TAT Assessors for their efforts in making the Assessment a success and in contributing to lessons learned for the next State that will participate in a remote or hybrid Assessment process.

One of the first steps for Rhode Island 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. The State identified the following specific objectives:

- 1) Review and Map Best Professional Development opportunities for Drivers Education Educators to include virtual trainings.
- 2) Review and recommend changes to enhance Rhode Island's Graduated Driving Law in conjunction with NHTSA's GDL 405 funding criteria.
- 3) Review Rhode Island's driver education curriculum to ensure in line with 2022 and recommend best educational practices and components to support (e.g., to include the number of students per classroom and the assurance that all lesson plans envelope equity standards.)
- 4) Recommendations to increase parent's /guardian's drivers' education knowledge base to mirror what their student is learning. Review parental/guardian booklet which mirrors driver's education manual and offer strategies for dissemination of information and knowledge.

The State should utilize the recommendations found in this report to enhance their overall program 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 Rhode Island team during pre-assessment web meetings and in response to their identified objectives.

The assessment consisted of the following activities:

- A Kick-Off meeting to officially begin the State Assessment process.
- Completion of the ANSTSE State Self-Assessment.

- Bi-weekly meetings between the RIDOT, RIDPS, CCRI, NHTSA, and TAT Lead 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 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 members of the RIDOT, RIDPS, CCRI representatives, and the TAT Assessors.
- Remote interviews with members of the RIDOT, RIDPS, driver education school owners, instructor training program representatives, driver education school instructors, law enforcement, and parents/guardians were held in two, three-hour sessions to verify details on which to base Assessment findings and recommendations (agenda attached in Appendices).
- Submission of a final Response Workbook with Summary worksheets and a written narrative report was provided to the RIDOT, RIDPS and CCRI 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 Graduated Driver Licensing (GDL) efforts for novice drivers.

An additional section has been added to this report in response to the COVID-19 pandemic cataloged as Risk Management Planning. According to the Project

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

Following the Assessment, the State’s next steps are to take the information shared in this report and the Assessment Response Workbook and move towards implementing whichever ones the state prioritizes. To get the most from the findings, Rhode Island 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 overall findings 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 leadership 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

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

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

Assistance request.

It is to be noted that there are a variety of education and outreach initiatives conducted throughout Rhode Island 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 2020 census, Rhode Island has a population of about 1,097,379 persons. Rhode Island consists of 5 counties. Rhode Island is divided into two geographic regions: the Coastal Lowland in the south and east, and the Eastern New England Upland in the northwest.

According to the 2020 Census, the most populated counties were Providence County with a population of 660,741 and Kent County with a population of 170,363. Statewide, Caucasians make up 71.3 percent of the population, Hispanics or Latinos make up 16.6 percent, Black or African Americans make up 5.7 percent, Asian make up 3.6 percent, American Indian and Alaska Natives make up 0.7 percent, Native Hawaiian and other Pacific Islanders make up 0.0 percent.

Transportation

Rhode Island has 6,013 miles of public roads managed by federal, State, county, and municipal governments. The major roadways fall under the jurisdiction of the RIDOT, which operates the state highway system. Rhode Island has 70 state highways.

Highway Safety

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

- Between 2009 and 2018, Rhode Island averaged slightly more than 63 people killed in crashes per year, according to NHTSA. The high was 84 in 2017.
- In 2019, Rhode Island experienced 57 fatalities on its roadways, the lowest since 2016.
- In 2020, Rhode Island experienced 67 fatalities on its roadways, the highest since 2017, a 17.5% increase.

According to the Rhode Island 2021 Highway Safety Plan, during the last five years (2015-2019), there were 38 total fatalities in crashes that involved a younger driver (aged 20 or younger) behind-the-wheel. Preliminary the number of 2019 fatalities are 3 compared to 13 in 2017. This shows a significant decrease compared to recent years. However, the estimated number of young people involved in fatalities in 2020 is 9. The figure below shows drivers aged 20 or younger involved in fatal crashes. Young Driver fatalities, on average, have represented 10 percent of all roadway fatalities in Rhode Island. Increased education efforts are needed to promote safe driving habits for young drivers.

Figure 3.9 Drivers Age 20 or Younger Involved in Fatal Crashes



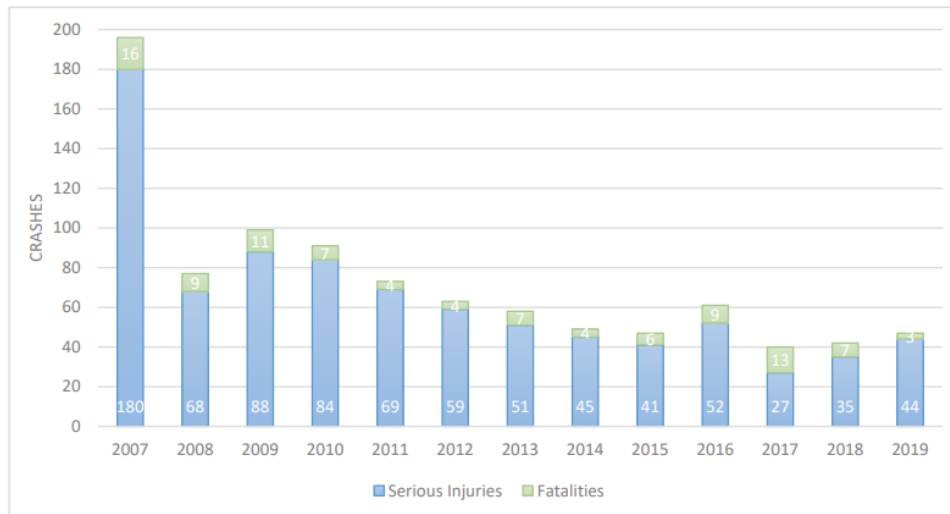
Source: RIDOT/OHS (2020) and FARS (2020).

Note: 2019 crash values are preliminary

Trend line represents the five-year average historic trend through 2015 and the projected decline in crashes assuming a rate of -4% annually, consistent with the 2017-2022 SHSP.

Over the years, crash statistics in Rhode Island have shown young drivers are overrepresented in serious injury and fatal crashes. For example, in 2012, young drivers’ ages 16 to 20 years represented 4.1 percent of Rhode Island’s licensed driver population yet comprised 4.6 percent of drivers involved in fatal crashes. Preliminarily, younger driver-related crashes make up 5 percent of the 2019 annual crashes. This is reduction from 12 percent observed in 2018.

Figure 4.15 Total Young Driver Involved in Fatal and Serious Injury Crashes



Source: RIDOT/OHS, (2020).

The top communities for young driver fatalities from 2015 to 2019 are Providence, Johnston, Cranston, and Foster.

Table 4.10 Top Cities/Towns by Fatal Younger Driver Crashes

City/Town	2015	2016	2017	2018	2019	Total
Cranston	0	0	1	1	1	3
Exeter	0	1	1	0	0	2
Foster	0	0	1	1	1	3
Glocester	0	0	0	1	1	2
Johnston	1	1	1	1	1	5
Pawtucket	1	0	1	0	0	2
Providence	2	2	2	1	1	8
Portsmouth	0	1	1	0	0	2
Warwick	0	1	1	0	0	2

Source: RIDOT/OHS, (2020)

Priority Recommendations

Program Administration

- 1.1.1: Establish formal coordination between the Rhode Island Office of the Postsecondary Commissioner (RIOPC) and the Rhode Island Department of Motor Vehicles (RIDMV), the two State agencies that regulate, administer and oversee all novice driver education programs.
- 1.1.1 a): Implement, monitor, evaluate, and enforce the NTDETAS and State standards, per the authority granted in existing State law, through the RIOPC and RIDMV.
- 1.1.1 b): Establish and maintain an advisory board of all stakeholders to provide input to its coordinated State agencies.

Education and Training

- 2.1.3: Require core driver instructional hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination, as follows:
 - 45 hours of classroom/theory
 - 10 hours of behind-the-wheel (BTW)
 - 10 hours of flexible verifiable instruction
 - Observation
 - BTW
 - Range
 - Simulation
 - Classroom (face-to-face or online)
 - Computer based independent student learning
- 2.1.4: Ensure the instruction of novice drivers is completed using concurrent and integrated classroom and BTW time where the bulk of the classroom instruction occurs close in time to the in-vehicle instruction to ensure the maximum transfer of skills.

Instructor Qualifications

- 3.6.1: Include components of Attachment C - Five Stages for Instructor Training to improve the overall quality of driver education instructor training in Rhode Island.
- 3.6.2: Review the ANSTSE model instructor training materials and utilize those that will enhance the current teacher training program.

Coordination with Driver Licensing

- 4.1.1: Establish formal communication and collaboration between the State driver education agencies and the State driver licensing authority.
- 4.4.1: Implement a training program, for driver educators who conduct licensing tests,

to ensure they have the knowledge and skills necessary to provide a standardized exam to each student on specific skills in a controlled roadway environment.

Parent/Guardian Involvement

- 5.2.1: Require parents/guardians to complete a parent/guardian seminar prior to or at the start of the course.
- 5.3.1: Require driver education providers to inform parents/guardians of their teen's progress throughout the driver education course and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver.

Assessment Findings

Section 1. Program Administration

Summary

Rhode Island is in Early Progress in the Program Administration section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Of the 18 standards in the Program Administration section, Rhode Island has Completed one, is Underway on one, shown Early Progress on seven, and has Not Started activity on nine of the standards. Details on the scale of progress are located in the Assessment Response Workbook.

In Rhode Island, by statute, two State agencies are authorized to provide program oversight for driver education: (a) State Board of Education (by statute Section 31-10-19 f), and (b) Rhode Island Department of Motor Vehicles (RIDMV) (by statute Sections 31-10-35 and 31-10-39). However, in practice, driver education is actually being overseen by the Rhode Island Office of the Postsecondary Commissioner (RIOPC), instead of the State Board of Education.

Within the RIOPC, Community College of Rhode Island (CCRI) has the direct program responsibility for the driver education programs taught under CCRI's structure. CCRI's full-time oversight staff person, who holds a certification as a driver education instructor, is fully funded by the driver education students' tuition. CCRI provides instructor training for both CCRI and commercial providers classroom instructor candidates.

The RIDMV has direct program responsibility for the commercial providers of driver education programs. The RIDMV's full-time oversight individual is funded by fees received by the State from licensing. Behind-the-wheel (BTW) instructors are not required to have any formal training; however, individual commercial providers might provide training for BTW instructors.

The interaction between CCRI and RIDMV staff for the management of the driver education program and driver licensing is informal. An advisory board, which includes stakeholders of the State's driver education program, has not been established, nor has a formal communication plan been put in place by either CCRI for its providers or the RIDMV for its approved schools. The RIDMV does list its approved schools on its website.

Student records are not submitted to, nor evaluated by the State, and security/confidentiality are the responsibility of each provider. A link between the driver education course and the driver license record or crash records has not been established. CCRI's driver education teachers are required to maintain student records in a central database. CCRI does supply an annual report indicating the number of students who take the course. Student zip code data is utilized by CCRI to determine areas of the State where classes are needed.

CCRI classroom delivery and RIDMV classroom and BTW delivery of driver education is monitored through complaints and investigations. Within CCRI, due to a collective

bargaining contract between CCRI and its teachers, there is a grievance procedure for the unionized CCRI teachers; the other institutions have their own procedures. CCRI requires its teachers to follow the curriculum adopted by CCRI. CCRI notifies its teachers of any new laws or policies, but it does not notify other approved providers of driver education. The RIDMV retains authority for eligibility of curricula used by its approved schools.

Curriculum that is culturally competent is dependent upon the individual school or instructor as there is no State requirement to be followed. CCRI does offer its driver education course in sign language and provides classroom instruction to students with special needs, in accordance with their documented plan. CCRI works to accommodate Spanish speakers with a subset of materials in Spanish. The commercial driver education providers make their own decisions on how to instruct students with special needs or direct them to other organizations.

To evaluate the quality of its driver education program, CCRI randomly surveys students. CCRI plans on implementing an online study / parent survey. The commercial driver education providers have no formal process to evaluate the quality of its driver education program.

A strategic guidance document, performance measures, research, or data evaluation plan for the driver education program is not currently in place. During the COVID-19 pandemic, Rhode Island allowed virtual classroom instruction, the use of which is set to expire July 1, 2022, unless legislation is passed to continue the virtual classroom instruction.

Planned Initiatives

Rhode Island's planned initiatives in support of Section 1: Program Administration include:

- 1.1.1 d): CCRI, in partnership with the RIDOT Office of Highway Safety, is working on establishing a user-friendly parent portal.
- 1.3.3: CCRI plans on implementing an online study / parent survey.

Strengths

Rhode Island's strengths for Section 1: Program Administration include:

- 1.1.1: Has two agencies, the RIOPC and the RIDMV, that regulate, administer and oversee all novice driver education programs.
- 1.1.2: Has a full-time, funded State administrator for driver education at CCRI and the RIDMV.
- 1.2.1: The RIDMV has an application process for commercial providers and classroom instructors.
- 1.2.1 d): The RIDMV lists the approved driver education providers under its oversight on its website.
- 1.3.3: CCRI randomly surveys students to evaluate the quality of its driver education program.
- 1.4.1: Allows for delivery of classroom instruction in a virtual classroom setting during the COVID-19 pandemic.

Opportunities/Recommendations

Rhode Island's opportunities/recommendations for Section 1: Program Administration:

- **1.1.1: Establish formal coordination between RIOPC and the RIDMV, the two State agencies that regulate, administer and oversee all novice driver education programs.**
- **1.1.1 a): Implement, monitor, evaluate, and enforce the NTDETAS and State standards, per the authority granted in existing State law, through the RIOPC and RIDMV.**
- **1.1.1 b): Establish and maintain an advisory board of all stakeholders to provide input to its coordinated State agencies.**
- 1.2.1: Establish an application and review process for providers under the oversight of CCRI and the RIDMV.
- 1.2.1 c): Administer applications for recertification of driver education instructors, including classroom and BTW instructors (see Section 3.0 Instructor Qualifications).
- 1.2.3: Establish standardized monitoring, evaluation/auditing, and oversight procedures through CCRI for its providers and the RIDMV for its approved schools, to ensure compliance with the NTDETAS and State standards.
- 1.3.1: Require driver education providers to collect and report student identification, performance and other data to CCRI by its providers and RIDMV by its approved schools so evaluations of the State's driver education program can be conducted and made available to the public.
- 1.3.4: Track and utilize data for the improvement of CCRI's driver education providers and RIDMV's driver education approved schools.
- 1.3.5: Require the responsible agency for driver education to maintain data elements (e.g., driver license number) on students that can be linked to driver record data.
- 1.4.1: Develop and implement communication strategies directed at supporting policy and program elements. The Rhode Island Office of Highway Safety, in collaboration and cooperation with driver education and training, driver licensing, and highway safety partners, should consider a statewide communication plan and campaign.

Section 2. Education & Training

Summary

Rhode Island is Underway and has demonstrated progress in meeting standards in the Education and Training section of the Novice Teen Driver Education and Training Administration Standards (NTDETAS). Of the 20 standards in the Education and Training section, Rhode Island has Completed five, made Substantial progress on three, is underway on four, shown Early Progress on five, and has Not Started activity on three of the standards. Details on the scale of progress are located in the Assessment Response Workbook.

Five years ago, a committee of instructors and staff from CCRI selected the most current 15th edition of the *How to Drive* curriculum developed by the American Automobile Association (AAA), as its approved curriculum. CCRI does not have a formalized process to review curricula in the future, but it is expected they will use a similar process that was used in the first iteration of selecting the driver education curriculum. Rhode Island has made significant progress in requiring driver education providers to use written formalized curricula. CCRI requires written lesson plans for classroom, but it is not apparent that providers for behind-the-wheel (BTW), observation time, simulation and driving ranges that include goals, objectives, and outcomes for learning require lesson plans.

Rhode Island law § 31-10-19 directs CCRI to provide 33 hours of classroom instruction to driver education students. The NTDETAS Standard 2.1.3 says, *States shall require increased minimum instruction hours consisting of, 45 hours of classroom/theory, 10 hours of behind-the-wheel instruction; and 10 hours of additional flexible, verifiable instruction.* In order to meet this standard, Rhode Island will need to enact new legislation to increase the required 45 hours of instruction and to add BTW to the teaching responsibilities of CCRI teaching staff.

Successful passage of the CCRI Driver Education class or a similar class in a different State is required in order to obtain a learner's permit. Rhode Island Law § 31-10-20 (b) states that *commencing on July 1, 2004, no learner's permit, or license shall be issued to any person not more than eighteen (18) years of age unless that person shall have successfully completed a course of instruction as provided in § 31-10-19.* Students, therefore, cannot take a BTW class until they have their learner's permit which they cannot get prior to passing a driver education class. After a teen gets their permit, the parent or guardian may enroll their teen in BTW, provided by commercial school providers to improve driver skills and outcomes. To achieve integrated and concurrent driver education classes and BTW, Rhode Island will need to change its laws.

CCRI requires all students to purchase a textbook. Some of the commercial providers lend their students a copy of the textbook. Classroom providers are required to administer an end-of-class knowledge assessment to ensure students have met the goals of the classroom and understand the material delivered during the course. Finally, CCRI randomly surveys their students at the completion of the course to obtain students' attitudes about the course.

Classroom providers (CCRI and commercial providers who conduct classroom) provide

feedback to their students by returning tests and quizzes to their students so they can be reviewed and make corrections to their exams. Students can then reflect on their learning and evaluate what they retained in their classroom experience.

Though the State has no overall requirement for teacher student ratios, CCRI class size is regulated by collective bargaining agreement. CCRI requires teacher student ratios of 1:30 ratio but can be as low as 1:27 ratio. Special Education class ratio is 1:10. ASL is a 1:8 ratio. At-risk population is a 1:20 ratio. Students are provided desk and writing space but must purchase their pens, paper, and textbook for the class. Again, as per CCRI's collective bargaining agreement, teachers can teach only one class concurrently but may teach classes consecutively. Rhode Island does not offer BTW through its CCRI program and therefore, there are no provisions for substitution hours using online computer-based technology as well as driving simulator or range to serve as substitution hours for BTW.

Synchronous online/virtual learning is currently allowed to conduct classroom driver education sessions, using Google Classroom and Zoom during the COVID-19 pandemic, but that strategy is scheduled to end on July 1, 2022. If future legislation allows online/virtual learning after July 1, 2022, Rhode Island will need to develop standards regarding this form of delivery.

Strengths

Rhode Island's strengths for Section 2: Education and Training include:

- 2.1.1: Meets or exceeds current nationally recognized content standards such as those provided by ADTSEA and DSAA – Attachments A and B.
- 2.1.2: Requires driver education providers to use formalized written curricula.
- 2.1.5: Requires each student to receive or obtain an approved driver education textbook or educational materials of equal scope (hardcopy or electronic).
- 2.2.1: Ensures providers and instructors deliver timely and ongoing feedback to students on their progress made in classroom, BTW, and any other laboratory phases including remedial instruction during the driver education course.
- 2.3.1: Limits the number of students per class based on state student/teacher ratios for the classroom phase of driver education
- 2.3.3: Stipulates that an instructor can only teach one classroom at a time.
- 2.3.2: Provides students with classroom seating along with writing instruments needed to take notes.

Opportunities/Recommendations

Rhode Island's opportunities/recommendations for Section 2: Education and Training include:

- **2.1.3: Require core driver instructional hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination, as follows:**
 - **45 hours of classroom/theory**
 - **10 hours of BTW**
 - **10 hours of flexible verifiable instruction**

- **Observation**
 - **BTW**
 - **Range**
 - **Simulation**
 - **Classroom (face-to-face or online)**
 - **Computer based independent student learning**
- **2.1.4: Ensure the instruction of novice drivers is completed using concurrent and integrated classroom and BTW time where the bulk of the classroom instruction occurs close in time to the in-vehicle instruction to ensure the maximum transfer of skills.**
- 2.1.6: Require successful completion of an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to complete the driver education program.
- 2.2.2: Require on-going classroom and BTW evaluations, at a minimum, through:
 - evaluation of homework assignments,
 - worksheets,
 - reports,
 - verbal feedback,
 - role-playing activities or demonstrations,
 - or end-of-unit tests.
- 2.3.1: Identify class sizes by providers other than CCRI.
- 2.3.2: Identify seating space and writing materials by commercial providers.
- 2.3.4 a-e): Require training vehicles for driver education BTW and driving range instruction to meet state standards for the safety of students and instructors.
- 2.4: Develop online/virtual standards, if Rhode Island continues to allow online/virtual instruction.
- 2.4.1: Establish requirements for the instructional design of online delivery of driver education, if permitted, that establishes how to organize, standardize, communicate and examine the instructional content/curriculum.
- 2.4.2: Establish requirements for the structural design of online delivery of driver education, if permitted, that describes how the course will be implemented in order to meet the learning and course requirements.

Section 3. Instructor Qualifications

Summary

Rhode Island is in Early Progress in the Instructor Qualification section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Of the 14 standards in the Instructor Qualifications section, Rhode Island has Completed two, made Substantial Progress on one, is Underway on six, shown Early Progress on one, and has Not Started activity on four of the standards. Details on the scale of progress are located in the Assessment Response Workbook.

Currently Community College of Rhode Island (CCRI) oversees instructor training for all driver education classroom teachers. There are currently 62 teachers who have received training through CCRI and are currently teaching driver education. Rhode Island has established the following prerequisites for classroom instructor candidates: must hold a valid Rhode Island teaching certification; possess a valid Rhode Island operator's license with no conviction for any felony or misdemeanor (e.g., driving under the influence of alcohol or drugs) for a period of five (5) years immediately preceding the application; and required to pass initial criminal background checks.

Instructor preparation courses necessary for classroom teacher licensure are taught at CCRI. The State requires the American Automobile Association (AAA) *How to Drive* curriculum to be used during the instructor courses and to be utilized with students in the classroom. To be licensed to teach driver education, instructor candidates must complete 37.5 hours of training and pass an exit examination. Instructor candidates who teach classroom instruction for driver education commercial school providers are also required to go through the instructor training course at CCRI and hold a current teaching certification.

There is no behind-the-wheel (BTW) component required for students to obtain a learner's permit in the State of Rhode Island. The AAA *How to Drive* curriculum does have BTW lessons and learning activities included; however, CCRI does not require BTW to be taught during the instructor course and it does not offer any formal BTW training for its instructor candidates. Having no hours of training for BTW instructors does not meet the recommendations in the NTDETAS Attachments C and D.

Driver education commercial school providers must be licensed by the Rhode Island Division of Motor Vehicles (RIDMV). Commercial school providers do offer both classroom and BTW instruction for those students/parents who choose to obtain driving hours. Classroom teachers working for commercial schools are trained and licensed by CCRI; however, any training for BTW instructor candidates hired by commercial school providers seems to be done by the commercial school providers themselves and is not required or regulated by the DMV.

CCRI requires instructor candidates to successfully create classroom instructional lesson plans and practice delivering them during instructor training. CCRI also requires instructor candidates to be paired with mentors who are responsible for observing and assisting instructor candidates in teaching driver education. There is no evidence of a consistent pattern of lesson planning nor mentoring available for BTW teachers.

CCRI requires classroom driver education instructor candidates to pass an instructor knowledge exit assessment containing 115 questions that cover the curriculum and specific Rhode Island laws. CCRI does not require an in-vehicle teaching skills assessment. Continuing education and training are required for driver education instructor license renewal. CCRI offers a four-hour course, once per year for professional development. Driver education instructors can receive professional development credits by obtaining pre-approval to attend driver education workshops or conferences.

CCRI provides a robust classroom instructor training program for both public and commercial school providers. Because BTW instruction is not required by the State, CCRI and DMV do not have current programs in place to adequately meet the NTDETAS standard of properly training BTW staff who provides in-vehicle driving lessons to students.

Strengths

Rhode Island's strengths for Section 3: Instructor Qualifications include:

- 3.1.1: Requires all driver education instructor candidates to meet prerequisites.
- 3.1.2: Requires instructor candidates to pass an entry knowledge assessment for classroom teachers.
- 3.2.1: Requires the use of the nationally accepted AAA *How to Drive* Curriculum.
- 3.2.3: Requires instructor candidates to prepare lessons and practice teach classroom content through CCRI.
- 3.3.1: Requires all classroom instructor candidates to be paired with a mentor through CCRI.
- 3.4.1: Requires all instructor candidates pass an instructor knowledge exit assessment through CCRI.
- 3.5.1: Requires instructors to complete yearly professional development.
- 3.5.1: Provides an annual four-hour continuing education course, related to driver education through CCRI, and allows teachers to attend a pre-approved workshop or conference to meet professional development requirements.

Opportunities/Recommendations

Rhode Island's opportunities/recommendations for Section 3: Instructor Qualifications include:

- 3.1.2: Require a driving skills assessment as a prerequisite for teaching driver education.
- 3.2.2: Provide more BTW teaching and learning content in the instructor training programs, even though BTW is not required by law.
- 3.2.3: Provide BTW practice teaching opportunities for instructor candidates by collaborating with CCRI and driver education commercial school providers.
- 3.3.1: Require mentor support for BTW instructor candidates by providing a structured support system that is currently used in classroom instruction.
- 3.4.1: Provide a BTW component to the current teacher training program and require an in-vehicle teaching skills assessment for instructor candidates.

- 3.5.2: Require a regular review of driving records for all driver education teachers.
- 3.5.3: Require periodic federal and State criminal background checks for all driver education teachers.
- **3.6.1: Include components of Attachment C - Five Stages for Instructor Training to improve the overall quality of driver education instructor training in Rhode Island.**
- **3.6.2: Review the ANSTSE model instructor training materials and utilize those that will enhance the current teacher training program.**

Section 4. Coordination with Driver Licensing

Summary

Rhode Island is in Early Progress in the Coordination with Driver Licensing section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Of the nine standards in the Coordination with Driver Licensing section, Rhode Island has made Substantial Progress on one, is Underway on five, shown Early Progress on one, and has Not Started activity on two of the standards. Details on the scale of progress are located in the Assessment Response Workbook.

The Rhode Island Department of Motor Vehicles (RIDMV) and the Rhode Island Office of Postsecondary Commissioner (RIOPC) do not communicate between the agencies regarding the State's driver education program. Within the RIOPC, Community College of Rhode Island (CCRI) has the direct program responsibility for the driver education programs taught under CCRI structure. The interaction between CCRI and RIDMV staff for the management of driver education and driver licensing is informal. An advisory board, which includes stakeholders of the State's driver education program, has not been established, nor has a formal communication plan been put in place by either CCRI or the RIDMV. The RIDMV has direct program responsibility for the driver education commercial school providers. The only communication between the RIDMV and commercial school providers involves the initial and annual renewal licensing processes.

Student records are not submitted to, nor evaluated by the State, and security/confidentiality are the responsibility of each provider. Neither CCRI nor commercial providers have any reporting requirements by the State. Because of this lack of required reporting, the exact number of students who take the classroom course or the behind-the-wheel (BTW) instruction throughout Rhode Island, is unknown and can only be estimated.

The Rhode Island Office of Highway Safety has access to statistical information regarding the number of teen drivers at all stages of licensing, conviction data, crash data, etc. There are no statistical data from the RIDMV Driver License Division including the pass/fail rates for the driver licensing exams.

Cumulative and longitudinal data reports are not generated nor shared. Data are not utilized for improvements to the driver education program or to communicate trends and crash causation factors to providers.

Rhode Island has completed the process for adopting a formal multi-stage licensing system, which consists of three stages including a learner's permit, an intermediate license and full licensure. The minimum age to apply for a learner's permit is 16 years of age. Applicants under the age of 18 must complete an approved driver education course before applying for a learner's permit. After an applicant has successfully passed all parts of an examination, other than the driving test, the RIDMV may issue a learner's permit which is valid for a period of one year or the individual turns 18. A road test exam may be performed after holding a permit for six months.

If a student driver is at least 16.5 years old, they are eligible for an intermediate license. To obtain an intermediate license the student must have held a permit for at least six months,

successfully passed the road examination, not been convicted of a motor vehicle traffic violation during the last six months and have a signed affidavit by a parent/guardian of 50 hours (10 at night) of parent/guardian accompanied driving practice.

The accompanying operator must adhere to all restrictions applied to the license when functioning as the permittee's accompanying operator. The State does not reduce the time requirement in the multi-stage licensing system for completion of a driver education course.

A full operator license can be obtained at the age of 17.5 if the applicant has not had any traffic convictions within the past six months and has held an intermediate license for at least 12 months or is 18 years of age. At the age of 18 a learner's permit holder can take the road exam after holding the permit for 30 days. The 18-year-old permit holder is not required to have a supervised driver in the vehicle after 30 days.

Intermediate license restrictions include no handheld electronic devices or mobile telephone while in the operator's seat; only one passenger under 21 other than immediate family members, unless accompanied by a licensed operator; and no operation of a motor vehicle between the hours of 1 a.m. and 5 a.m.

Rhode Island has not made progress on the coordination and education of courts, prosecutors, and law enforcement regarding teen drivers. The State does not provide training for judges, prosecutors, or law enforcement on learner's permit and intermediate license laws and restrictions. Nor does the State have a system to ensure sanctions for noncompliance of novice teen licensing laws are enforced uniformly. No ongoing formal evaluation on the effectiveness of the novice teen licensing laws is conducted. Law enforcement representatives are present during the advisory stakeholder board meetings when the State undertakes a rulemaking process.

General judicial courses are taught at the police academy; however, there is no direct education or outreach to current judiciary or law enforcement representatives regarding teen drivers and the graduated driver licensing laws. The Office of Highway Safety does conduct grant funded projects in the community regarding traffic safety issues although they tend to focus on impaired and distracted driving issues.

Rhode Island has made substantial progress on driver license knowledge and skills testing. The RIDMV publishes the Rhode Island Driver Manual which utilizes a majority of the model language contained in the American Association of Motor Vehicle Administrators (AAMVA) *Noncommercial Model Driver Testing System* (NMDTS) model driver manual.

The RIDMV utilizes electronic software to conduct automated knowledge testing for all applicants with questions developed by the RIDMV. The automated testing system utilizes an algorithm to draw from knowledge domains. The item pool of possible questions consists of several hundred, of which 50 are asked of each applicant and a score of 80% or higher is required to pass.

Driver education courses offered by CCRI may conduct the permit knowledge test for students enrolled in their course. The pre-printed Final Exam utilizes two forms (A and B),

each of which consists of 40 multiple choice questions. The exams utilize the same set of questions but in a different order. This test is updated/refreshed infrequently, and the scores and records of the student are the responsibility of the commercial school provider.

The Rhode Island Road Test is not a standardized unbiased exam and is not based on AAMVA's NMDTS road test. Currently the exam is a closed course exam and not performed on the public roadway.

The RIDMV driver manual and knowledge test have not been determined to be empirically based or measured for test validity and reliability; however, they are based on an established test system, including the AAMVA and NMDTS tests, which are empirically based and have been measured for test validity and reliability.

Planned Initiatives

Rhode Island's planned initiatives in support of Section 4: Coordination with Driver Licensing include:

- 4.3.1: The Rhode Island Highway Safety Plan has identified a goal to target education and enforcement efforts for young drivers. The planned activities are to deploy communication efforts in the school environments to address seat belt use and risky driving behaviors. An additional planned outreach program is intended to reach low-income students and students of color by increasing roadway knowledge and traffic awareness.
- 4.3.1: The Rhode Island Highway Safety Plan has developed a plan to design, deliver, and analyze student attitudes and experiences with driver education and they intend to measure how youth feel about traffic safety so they can innovate new approaches that will successfully impact teen driving behavior.
- 4.3.1: The Rhode Island Highway Safety Plan has planned to design a storybook for elementary aged children regarding traffic safety education.

Strengths

Rhode Island's strengths for Section 4: Coordination with Driver Licensing include:

- 4.2.1: Has a multi-stage, Graduated Driver Licensing (GDL) system for applicants between ages 16 and 18.
- 4.2.1: Places restrictions for handheld electronic devices, passengers, and nighttime driving, and requires seat belt use during the multi-stage, GDL phase.
- 4.2.2: Requires completion of driver education for anyone under the age of 18 to apply for a learner's permit.
- 4.3.2: Issues citations to novice drivers who do not follow the multi-stage, GDL system and a notice is sent to the court. The court in turn either sustains the violation, fines the motorist, dismisses the violation, suspends the violation, or files it with alternative sanctions. Once this is done the RIDMV is notified to make changes to the status of the driver's license.
- 4.3.2: Suspends, revokes or cancels a novice driver's license to apply sanctions for noncompliance of multi-stage, GDL requirements.
- 4.4.1 & 4.4.2: Bases the driver manual and learner's permit test on AAMVA's NMDTS.

- 4.4.1 & 4.4.2: Utilizes an automated knowledge testing system which randomly draws questions from a large pool of possible questions.

Opportunities/Recommendations

Rhode Island's opportunities/recommendations for Section 4: Coordination with Driver Licensing include:

- **4.1.1: Establish formal communication and collaboration between the State driver education agencies and the State driver licensing authority.**
- 4.1.1: Establish a system to monitor, report, and analyze crash and citation data to determine opportunities for improvements to the State's driver education program.
- 4.1.1: Share crash and citation data trends with driver education providers to better focus training efforts on high-risk concerns, as needed.
- 4.2.1: Increase limited nighttime driving restrictions, implement a parent/guardian education requirement, and amend to a true zero-tolerance (0.0%) alcohol restriction.
- 4.2.1: Develop and implement communication strategies directed at informing parents/guardians and young drivers about the role of supervised driving and the State's GDL laws.
- 4.2.3: Extend the GDL process for those who do not take driver education.
- 4.3.1: Develop and implement an outreach program for court personnel, prosecutorial, and law enforcement representatives to inform and educate them regarding the learner's permit and intermediate license requirements.
- 4.3.2: Ensure sanctions for noncompliance with licensing requirements are enforced fully and uniformly.
- 4.3.3: Evaluate the effectiveness of learner's permit, intermediate license enforcement, and sanctions efforts.
- **4.4.1: Implement a training program, for driver educators who conduct licensing tests, to ensure they have the knowledge and skills necessary to provide a standardized exam to each student on specific skills in a controlled roadway environment.**
- 4.4.1: Ensure that State licensing knowledge and skills tests, wherever administered, are empirically based.
- 4.4.1: Ensure that all programs providing the knowledge and skills tests do so in a uniform manner.

Section 5. Parent/Guardian Involvement

Summary

Rhode Island is well Underway in the Parent/Guardian Involvement section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Of the six standards in the Parent/Guardian Involvement section, Rhode Island has Completed two, made Substantial Progress on one, is Underway on one, shown Early Progress on one, and has Not Started activity on one of the standards. Details on the scale of progress are located in the Assessment Response Workbook.

As the first step in the state's Graduated Driver Licensing (GDL) system, Rhode Island's learner period spans a full six (6) months. During this learner period, parents/guardians are required to complete a minimum of fifty (50) hours of supervised practice driving, ten (10) hours of which must be done at night.

Though parents/guardians are not required to log their hours of supervised practice driving, they are encouraged to do so. To help motivate parents/guardians to take this duty seriously and complete at least fifty (50) hours, Rhode Island requires them to sign an affidavit stating they have met the requirements. The affidavit must be notarized, before submitting it to the State as formal verification.

As part of the State's efforts to minimize the risks posed to and by new teen drivers once they begin to drive on their own, Rhode Island's intermediate license period spans a full twelve (12) months in length, or until a novice driver turns 18, whichever occurs first. During this phase, restrictions are imposed on the conditions under which teens can drive on their own. Rhode Island's current restrictions on teens' solo driving include:

- No driving between 1:00 a.m. and 5:00 a.m.
- No more than one passenger younger than age 21.

Though Rhode Island does not require parents/guardians to complete a parent seminar, the State encourages driver education providers to host sessions. Further, to its credit the State has codified in law some standards related to conducting and administering parent seminars (§31-10-19), should completion of a seminar by parents/guardians be made mandatory. However, it is unclear whether the existing, CCRI-approved parent/guardian session, or any other seminar delivered by the various providers, meets NTDETAS standards for content. A full set of recommended topics are provided in ANSTSE's *2020 Core Elements of Driver Education Parent / Guardian Seminars* resource document.

Communication should occur between driver education providers and the parents/guardians of novice teen drivers to provide parents/guardians with feedback and progress concerning their teen, to be applied while conducting supervised practice driving sessions. To date, this has not become a requirement or a general practice in Rhode Island.

Parents/guardians should have adequate resources to fulfill their role as effective driving coaches. Toward that end, Rhode Island provides each family with *The Parent's Supervised Driving Program*, created by Safe Roads Alliance, and funded by commercial businesses. The 2019 version is currently provided to parents/guardians in Rhode Island, is customized

to align with the state’s licensing system, and includes a driving log. Although it mentions the value of establishing an agreement between parents/guardians and their teens regarding driving privileges and consequences, no parent-teen driving agreement is provided in the guide.

The continued provision of *The Parent’s Supervised Driving Program* to Rhode Island families, however, appears to be contingent on external funding, such as that currently provided by Toyota and Citizens Bank. Should the external funding be discontinued, availability of the guide may cease, perhaps putting the State in a position that it no longer meets this standard.

Planned Initiatives

Rhode Island’s planned initiatives in support of Section 5: Parent/Guardian Involvement include:

- 5.4.1: Rhode Island plans to develop a parent portal through which parents/guardians will have even easier access to State-approved resources.

Strengths

Rhode Island’s strengths for Section 5: Parent/Guardian Involvement include:

- 5.1.1 a): Requires an individual to hold a learner’s permit for six (6) months.
- 5.1.1 c): Requires parents/guardians to conduct a minimum of fifty (50) hours of supervised practice driving, at least ten (10) of which must be at night.
- 5.1.1 c): Does not allow any of the required fifty (50) hours of supervised practice driving to be reduced by a novice driver’s participation in driver education.
- 5.1.2: Requires an intermediate license period of twelve (12) months in length, or until a novice driver turns 18, whichever occurs first.
- 5.1.2: Restricts both (a) teen passengers and (b) nighttime driving in the GDL system.
- 5.2.1: Codified in law some standards addressing conducting and administering a parent/guardian seminar.
- 5.2.1: Encourages providers to conduct parent/guardian seminars.
- 5.4.1: Ensures that all families receive *The Parent’s Supervised Driving Program*.

Opportunities/Recommendations

Rhode Island’s opportunities/recommendations for Section 5: Parent/Guardian Involvement include:

- **5.2.1: Require parents/guardians to complete a parent/guardian seminar prior to or at the start of the course.**
- 5.2.2: Ensures that all parent/guardian seminars meet content standards as established by Standard 5.2.2. and recommended in ANSTSE’s *2020 Core Elements of Driver Education Parent / Guardian Seminars* document.
- **5.3.1: Require driver education providers to inform parents/guardians of their teen’s progress throughout the driver education course and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver.**

- 5.4.1: Establish a contingency plan to ensure that parents/guardians continue to have seamless access to comprehensive, research-based resources, should access to *The Parent's Supervised Driving Program* be discontinued.
- 5.4.1: Commit the resources to conduct ongoing maintenance and updating of the forthcoming parent portal, to ensure user-friendly operation and resources that remain current and relevant.
- 5.4.1: Provide parents/guardians with access to a sample Parent-Teen Driving Agreement.

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 experts⁶. 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 Rhode Island conduct a process to develop a Risk Management, Continuity of Operations Plan (COOP). While PMI recommends a set of six steps, implementing even a few basic steps will help Rhode Island 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 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.

⁶ 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

Appendices

Appendix 1 – Team Credentials

Christie Falgione

Senior Director

Highway Safety Services, LLC, Pennsylvania

Email: clewis@highwaysafetyservices.com

Phone: 724-349-7233

Christie Falgione is the Senior Director with Highway Safety Services, LLC (HSS) located in Indiana, PA. Mrs. Falgione has been involved in the highway traffic safety arena for more than 15 years. She has assisted in developing projects in the areas of driver education, driver license test administration, motorcycle safety, 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, M. Ed.

Driver Education Consultant

RAFlythe Consulting

Email: 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.

Richard Hanson, M. Ed.

Consultant, DTS Consulting
Instructor Trainer, Western Oregon University
8116 SW Cedarcrest St.
Portland, OR 97223-1227
503.502.8768
Rich@dtsconsulting.info

Mr. Hanson Graduated from Oregon State University in 1978. He began teaching science in 1978 at Riverdale School. He moved to Tigard High School in 1980 and taught driver education for 21 years (1995-2016). He became an Oregon Trainer of Trainers in 2003. He was a contributor for the first version of the Oregon Risk Prevention Curriculum CD with a team of writers and trainers in 2003. He contributed to the development of the Oregon teacher training curriculum in 2004 and 2017. He earned a MS degree in 2010 in Instructional Design for Online Learning from Capella University. He has presented at 14 different ADTSEA conferences in the Secondary Division, Administrative Division, and Higher Education Division. He has presented at the following State Conferences: Oregon, Washington, Vermont, New Hampshire, Iowa, Pennsylvania (This was a regional safety conference sponsored by the Lehigh Valley Medical Center), Wisconsin, Kansas, Missouri, Illinois, North Dakota, South Dakota, Montana, Hawaii, and Virginia. He has presented at two regional conferences: Pacific Northwest Conference and the New England Conference.

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

He was part of the ANSTE Teacher Training Work Group that developed and refined the national teacher training standards and was a contributing member of the committee that put together the ANSTSE Model Teacher Training Curriculum. He has worked with four colleges and universities to create and teach online classes for training driver education teachers: Western Oregon University, Oregon Castleton University/Higher Education Collaborative, Vermont Keene State College, New Hampshire Chemeketa Community College, Oregon

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

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

Nina Jo Saint, Ph.D.

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 Education Director for SafeWay Driving in Houston, Texas. She has also worked as a public-school driver education teacher, commercial school driver education instructor and a driver education state administrator for the Texas Education Agency. She has over forty-three years of experience in the field of education and over thirty-nine 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, New Jersey, and Utah. One of her most current projects had been working with Association for Driver Rehabilitation Specialists (ADED) on the standards for teaching students with disabilities for the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).

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

Audra Urie, M. Ed.

Utah State Board of Education

Audra.Urie@schools.utah.gov

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

and implemented driver education instructor training and program standards to meet the national standards.

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

William E. Van Tassel, Ph.D.

AAA National Office

WVanTassel@national.aaa.com

In his role at the AAA National Office, Dr. Van Tassel is responsible for developing, implementing, and evaluating AAA's driving safety programs. He is:

- A three-time Chair of the NHTSA-funded *Association of National Stakeholders in Traffic Safety Education* (ANSTSE), and
- A two-term President of the *American Driver and Traffic Safety Education Association* (ADTSEA).

Dr. Van Tassel has been qualified as an Expert Witness in legal trials, has published multiple peer-reviews articles, and has been quoted on driver safety issues in publications including U.S. News & World Report, The Wall Street Journal, and The New York Times. His interest in expert driving also extends to his lifelong hobby of competing in sports car time trials.

Appendix 2 – Assessment Schedule

Rhode Island Assessment – Web Interface Meeting April 25 and 26, 2022

April 25 - Day 1 Agenda 9:00 am – 12:00 pm EST		
Welcome/Introductions		
9:00 am - 9:10 am (10 min)	NHTSA – Jackie Milani Assessment Team Lead – Nina Jo Saint, Bill Van Tassel Rhode Island Team – Gabrielle Abbate, Kelsey Lynch	
Section 3: Instructor Qualifications – Reggie Flythe		
9:10 am – 9:40 am (30 min)	Session 1	<p>Topic: Instructor training standards Guests: Seasoned instructors that use NTDETAS and also seasoned instructors that use their own content developed by their school</p> <p>Topic: Instructor qualifications requirements Guests: State owner of the standards</p> <p>Topic: Testing of instructor candidates Guests: State owner of the standards</p> <p>Topic: Recent instructor graduate experiences Guests: Graduates from schools using NTDETAS and also using training standards developed by the school</p>
9:40 am – 10:10 am (30 min)	Session 2	<p>Instructor Qualifications Conversation Continued</p> <p>Panelist Names for whole section: Kelsey Lynch-Office on Highway Safety @RIDOT Gabrielle Abbate- Office on Highway Safety @RIDOT Richard Sullivan- CCRI Drivers Ed program Jaime Nash-CCRI Drivers Ed program Cheryl Lafond-CCRI Drivers Ed program Tammy Warner- RI Office of Post-Secondary Council Deanna Velletri- RI Office of Post-Secondary Council Andrew Tainsh- Newer Drivers Ed instructor</p>
Section 5: Parent/Guardian Involvement – Bill Van Tassel		
10:10 am - 10:40 am (30 min)	Session 3	<p>Topic: Consumer experience with driver education Guests: Parents and teens</p> <p>Topic: How do you know if what you are doing works. How do you know parents are participating? Guests: Data and evaluation analysts</p>

		<p>Topic: Parent module content standards Guests: State owner of the standard</p> <p>Topic: Parent engagement Guests: Seasoned instructors</p>
Break 10:40-10:50	BREAK	
10:50 am – 11:20 am (30 min)	Session 4	<p>Parent/Guardian Involvement Conversation Continued</p> <p>Panelists for whole Section: Kelsey Lynch- OHS @RIDOT Gabrielle Abbate-OHS @RIDOT Richard Sullivan- CCRI Drivers Ed program Jaime Nash-CCRI Drivers Ed program Cheryl Lafond-CCRI Drivers Ed program Jim Richards- parent of AAA student (his daughter Mackenzie Kennelly may possibly join if she can get out of classes) Steve Pristawa-Parent of CCRI student, speaking on behalf of his daughter Kaitlin Jenna Tietze- parent of two virtual students (Tentative)</p>
Section 2: Education and Training – Rich Hanson		
11:20 am – 11:50 am (30 min)	Session 5	<p>Topic: How instructors give student evaluation and feedback Guests: Seasoned instructors</p> <p>Topic: Evaluation and feedback to the student Guests: State owner of the requirements</p>
11:50 am – 12:20 pm (30 min)	Session 6	<p>Education and Training Conversation Continued</p> <p>Panelists for whole section: Kelsey Lynch Gabrielle Abbate Richard Sullivan Jaime Nash Cheryl Lafond Steve Rossetti- AAA Drivers Ed program Director John Leeds- Newport County Driving School Director</p>
12:20-12:30 pm	ASSESSMENT TEAM DEBRIEF	

April 26 - Day 2 Agenda 9:00 am – 12:00 pm EST		
Welcome/Introductions		
9:00 am - 9:10 am (10 min)	Assessment Team Leaders	
Section 4: Coordination with Driver Licensing – Audra Urie		
9:10 am – 9:40 am (30 min)	Session 7	<p>Topic: Outreach to law enforcement and the judiciary Guests: Law enforcement/judiciary liaisons</p> <p>Topic: Driver licensing examination and procedures Guests: BMV Driver Licensing</p>
9:40 am – 10:10 am (30 min)	Session 8	<p>Coordination with Driver Licensing Conversation Continued</p> <p>Panelists for whole Section: Kelsey Lynch Gabrielle Abbate Richard Sullivan Jaime Nash Cheryl Lafond Michael Kinch- Rhode Island Department of Motor Vehicles Wesley Pennington- Sergeant with RI State Police John Leeds- Newport County Driving School Director Goran Antunovich- Labontes Auto School manager</p>
Section 1: Program Administration – Nina Jo Saint		
10:10 am - 10:40 am (30 min)	Session 9	<p>Topic: Documentation of policy and procedures Guests: State DE Administrator</p> <p>Topic: Strategic plan Guests: State DE Administrator</p> <p>Topic: Role of the Technical Review Panel, advisory committee, and education profession liaison Guests: State DE Administrator</p>
Break 10:40-10:50	BREAK	
10:50 am – 11:20 am (30 min)	Session 10	<p>Panelists for whole Section: Kelsey Lynch Gabrielle Abbate Richard Sullivan Jaime Nash Cheryl Lafond Tammy Warner- RI Office of Post-Secondary Council Deanna Velletri- RI Office of Post-Secondary Council</p>
11:20-12:30 pm	ASSESSMENT TEAM DEBRIEF	