

STATE OF UTAH

TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



December 2020 – January 2021

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

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

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

This report is a TAT Assessor's report; it is not a NHTSA document. Utah 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 Utah Department of Public Safety.

Introduction

Motor vehicle crashes are among the leading cause of unintentional injury and death in the United States¹. Motor vehicle crashes are one of the leading causes of teen (age 15-19) deaths in the United States².

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 Uniform Guidelines for Traffic Safety as the foundation for assessing the State's novice driver education efforts but also utilizes the NTDETAS in the administrative assessment.

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, economic levels, and unique demographic classifications of people. NHTSA Headquarters with support from NHTSA Region 8, facilitated the Utah's Driver Education Program Assessment. The Assessment was conducted over a period of approximately 11 weeks through a remote response or hybrid approach process. Utah's timeline included 1-week holiday at Thanksgiving and a 2-week winter holiday. Utah was the second State to participate in a remote Driver Education Assessment. NHTSA would like to acknowledge both

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

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 Utah, 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 main objective identified by Utah for their Driver Education Assessment was to assist the Utah Board of Education, the Department of the Transportation and the Department of Public Safety, enhance their collaboration to better the Drivers Education experience.

Efforts were made to select TAT Assessors that reflected the needs and interests expressed by the Utah Department of Public Safety 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 Utah Department of Public Safety, NHTSA, and TAT Lead Assessor.
- Development of an online Data Collection Resource Library of reference materials and other supporting documents allowing TAT Assessors to verify State information.
- Documentation in an Assessment Response Workbook including specific information on each of the five NTDETAS Sections, Standard, Strategy Evaluations and responses from the State reflecting how the State’s Driver Education system is performing relative to the NTDETAS.
- Two rounds of electronic online question/response periods using the Assessment Response Workbook between the Utah Department of Public Safety members and the TAT Assessors.
- Remote interviews with Utah Department of Public Safety members, State, organizational, or other community level driver education program managers, trainers, public school and commercial driver training school instructors, law enforcement, researcher, data analysts, parents/guardians and students were held in three multi-hour sessions to verify details on which to base Assessment findings and recommendations.
- Submission of a final Response Workbook with Summary worksheets and a written narrative report was provided to Utah Department of Public Safety 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	4	9	15

Licensing			
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 Team. The recommendations are based on the unique characteristics of the State and what the TAT Assessors believed the State, its political subdivisions and partners can do to improve the effectiveness and comprehensiveness of their driver education and GDL efforts for novice drivers.

An additional section has been added to this narrative report in response to 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, Utah 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 progress in the area between 80% to 99% completed. Not all responses are substantiated or corroborated with substantive evidence.
- ✓ Completed – State meets the description of the ideal with substantive evidence and complete responses.

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

To make the most of the Assessment process and documentation, the State should use the

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.

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 Utah in the area of driver education and traffic safety. It is not the intent of this report to thoroughly document all such activities, nor credit the large number of individuals at all levels who are dedicated to driver education.

State Background

Population

According to the 2019 United States Census⁵, Utah has a population of about 3,205,958 persons. Utah consists of 29 counties. Utah is often broadly divided into three major geographic regions: The Rocky Mountains, the Basin and Ridge Region, and the Colorado Plateau.

According to the 2019 Census, the most populated cities were Salt Lake City with a population of 200,567 and West Valley City with a population of 135,248. Statewide, Caucasians represent 77.8 percent of the population, Hispanics or Latinos/Latinas 14.4 percent, Asian 2.7 percent, American Indian and Alaska Natives 1.6 percent, Black or African Americans 1.1 percent, and Native Hawaiian and other Pacific Islanders representing approximately 0.1 percent.

Transportation

Utah has 48,608 miles of public road managed by state, county, and municipal governments, and toll road authorities. The major roadways fall under the jurisdiction of the Utah Department of Transportation (UDOT), which operates the state highway system.

Highway Safety

Utah 2018 Traffic Safety Facts⁶ reveal:

- Utah experienced 260 fatalities on its roadways, which was a 4.8 percent decrease from the previous year (2017).
- Utah had .81 deaths per 100 million miles traveled.

Additionally, in 2018, teenage drivers account for 8.9 percent of all licensed drivers in the State and represented 13 percent of all drivers involved in crashes⁷. Teens were involved in 13,205 out of a total of 62,074 crashes. This means that teen drivers account for 21 percent of all motor vehicle crashes (15 - 19 years of age). Teen drivers in Utah were 1.6 times more likely to be in a crash than drivers of other ages⁷. Figure 1 depicts the total number of crashes per 1,000 by age.

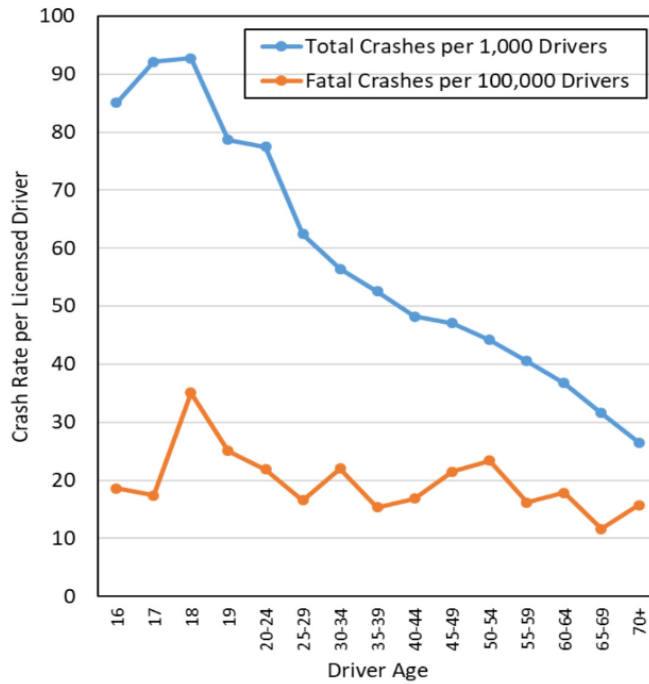
⁵ U.S. Census Bureau (2019). *QuickFacts – Utah*. Retrieved from <https://www.census.gov/quickfacts/UT>

⁶ NHTSA (2019). *Traffic Safety Facts – Utah 2015-2019*. Retrieved from: <https://cdan.nhtsa.gov/stsi.htm#>

⁷ Utah Department of Public Safety Highway Safety Office (2020). *Utah Crash Facts 2018*. Retrieved from: <https://highwaysafety.utah.gov/wp-content/uploads/sites/22/2020/02/2018-Crash-Facts-Summary.pdf>

Figure 1

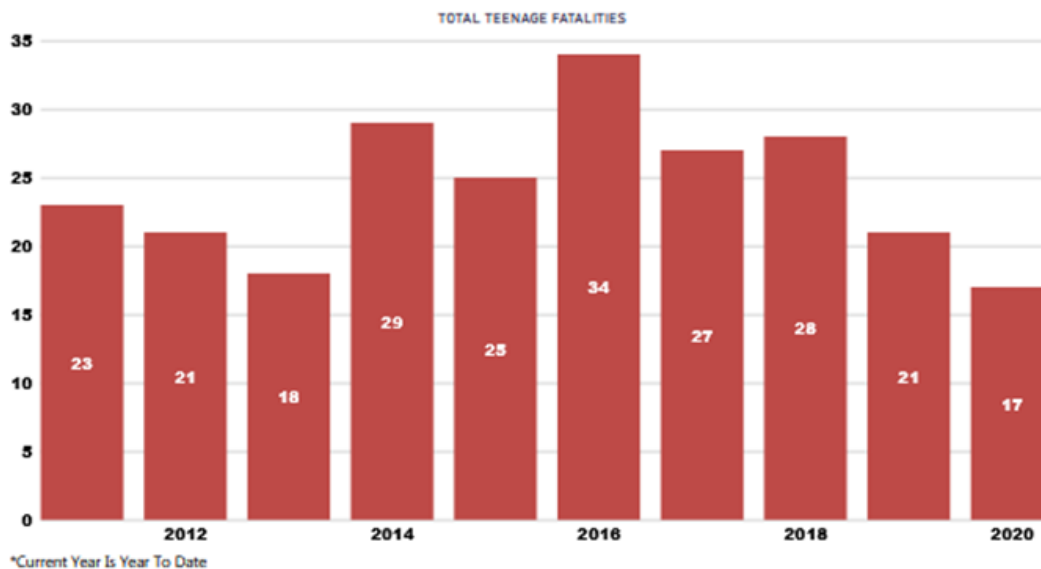
Crash Rates per Licensed Driver by Age (Utah 2018)



In 2018, teen drivers were involved in a disproportionate number of fatal crashes (46 out of 376) resulting in 28 teen deaths. The total fatalities in crashes involving young drivers from 2011 to 2018 and projections for 2019 and 2020 are depicted in Figure 2⁸.

Figure 2

TOTAL TEENAGE FATALITIES

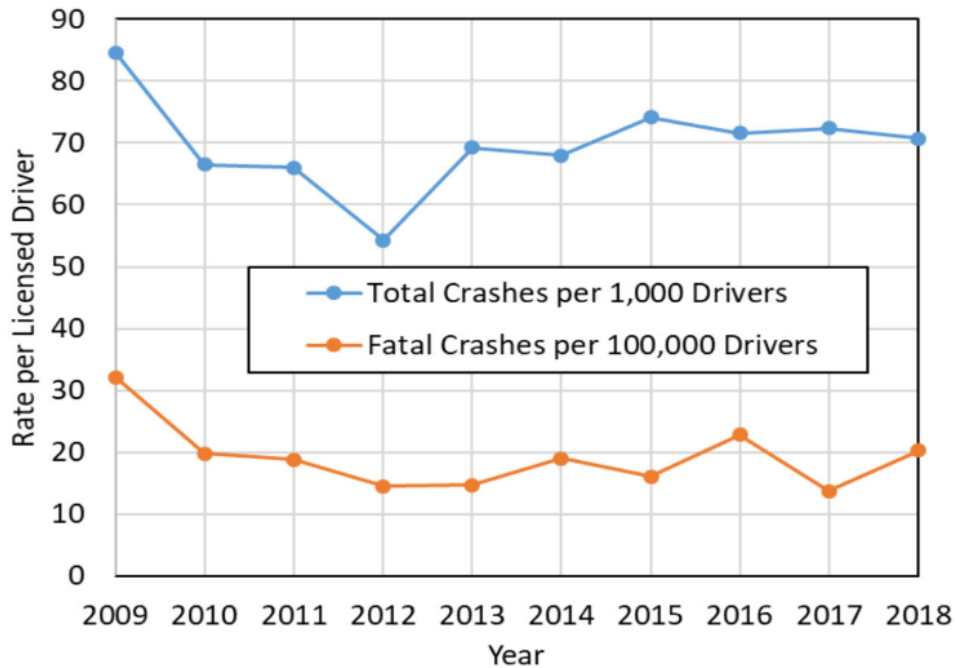


⁸ Utah Zero Fatalities (2020). *Statistics Up-to-Date Fatality and Serious Injury Data*. Retrieved from: <https://zerofatalities.com/statistics-up-to-date-fatality-and-serious-injury-data/>

Younger driver fatalities in 2018 accounted for 10.4 percent of total drivers killed, an increase of approximately 2 percent from 2017. A comparison of the number of younger licensed driver crashes and fatalities is depicted in Figure 3⁹.

Figure 3

Teenage Driver Crash Trends (Utah 2009-2018)



⁹ Utah Department of Public Safety Highway Safety Office (2020). Utah Crash Facts 2018. Retrieved from: <https://highwaysafety.utah.gov/wp-content/uploads/sites/22/2020/02/2018-Crash-Facts-Summary.pdf>

Priority Recommendations

Program Administration

- Create an advisory board for both public and commercial driver training school education programs that includes program stakeholders. (Resource: <http://wp5.temp.domains/~anstsein/wp-content/uploads/2020/09/Guidelines-for-Establishing-State-Driver-Education-Advisory-Boards-FINAL-2.pdf>)
- Establish a driver education program management team, for the two lead State agencies, to manage driver education program expectations, research, evaluation, and coordinate responses at the statute and administrative rule levels.

Education and Training

- Ensure that both the public schools and the commercial driver training schools 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).
- Require that the public schools and the commercial driver training school's driver education programs provide ongoing feedback to students on their progress in the classroom and behind-the wheel instruction.

Instructor Qualifications

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

Coordination with Driver Licensing

- Establish a formal GDL outreach program to inform court and law enforcement on GDL requirements.
- Implement a process to ensure the licensing knowledge and driving tests are empirical, valid, reliable, and reflects the standard.

Parent/Guardian Involvement

- Align Utah's Graduated Driver Licensing System with the NHTSA Graduated Driver Licensing System Model requirements, such as, increasing the minimum age to receive a learner's permit to age 16.
- Require driver education providers to communicate with parents/guardians in the form of progress reports and a post-course assessment.

Assessment Findings

Program Administration

Summary

The State has made substantial progress or completed a high degree of the Program Administration standards in the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). Some standards are complete while others are showing signs of early progress and are underway.

Coordination of the State's driver education program rests with two state agencies; Utah Board of Education and Utah Driver License Division. Both agencies have strong program leaders, funding, and access to staff for application reviews and audits. A formal agreement between the two agencies regarding the overall management of driver education does not exist. No single statewide curriculum exists or is recommended. Materials such as the *Utah Driver Handbook* are used and available to all programs. Driver education program rules for schools and instructors regarding curriculum content, administrative reporting, continuing education for instructors, funding, and student evaluation are not the same for public school and commercial driver training school programs.

The Utah Driver Traffic Safety Education Association (UDTSEA) is primarily in place to assist the public driver education programs and instructors. UDTSEA relies heavily on the Utah Board of Education for support, assistance, and direction. Commercial driver training school owners and instructors can be a part of UDTSEA.

Records of the participants, instructors, schools, and companies are held in a confidential tracking/reporting system. Authority exists in statute and administrative rule for the protection of personally identifiable information.

Classroom and behind-the-wheel delivery of driver education is reviewed through announced and covert audits. State level information from these assessments, as well as individual program performance, is tracked but currently the information is not being used to help manage the overall program in Utah. Driver education program delivery in the public and commercial driver training schools is allowed to be uniquely tailored to the local community and instructor preferences.

Strengths

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

- Public schools and commercial driver training schools have independent state offices for oversight and leadership.
- Utah Driver Traffic Safety Education Association exists for limited statewide coordination.
- State driver education program staff are funded, public school programs are funded, commercial driver training schools are not capped on their fees.
- Audits, announced and unannounced (covert), are conducted routinely.
- The application process for commercial driver training schools and instructors are established and reviewed.
- Parents/guardians are part of the driver education program registration process.
- Student and course tracking data is collected.
- The *Utah Driver Handbook* is available and used in many courses.

- Most state level resource and educational material is available to public and commercial driver training school providers.

Opportunities/Recommendations

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

- **Create an advisory board for both public and commercial driver training school education programs that includes program stakeholders. (Resource: <http://wp5.temp.domains/~anstsein/wp-content/uploads/2020/09/Guidelines-for-Establishing-State-Driver-Education-Advisory-Boards-FINAL-2.pdf>)**
- Require State driver education program staff to attend the teacher training that is required for front line instructors.
- **Establish a driver education program management team, for the two lead State agencies, to manage driver education program expectations, research, evaluation, and coordinate responses at the statute and administrative rule levels.**
- Update the driver education program audit standards and content to be consistent between the two driver education program delivery models.
- Track and report the information about students that fail the course or begin the course but do not complete.
- Evaluate the course completion information, at the student and course level, for overall program improvement.
- Provide for alternate language options as an accommodation to meet the cultural and diverse learning style needs of the citizens of Utah.

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). Both the public schools and commercial driver training schools use formalized and standardized written curricula. Utah State Board of Education (UBOE) has formal, specific Utah Core Standards for Driver Education organized into strands, which within each strand are standards. Each school district that teaches driver education must follow the Core State Standards. For public schools a curriculum review is conducted on a rotation basis every three to five years. Utah Driver License Division (DLD) has language for the requirements for commercial driver training school's classroom instruction and behind-the-wheel instruction curricula in the Utah Administrative Code, R708-2-14, Classroom and Behind-the-Wheel Instruction. The commercial driver training schools must use these requirements to develop and submit a curriculum to the DLD for approval prior to opening the school. The DLD's review process is on a rotation basis during overt and convert school visits. Written lesson plans for driver education instruction are determined on the public-school district and commercial driver training school level.

To show cultural competence and meet the multicultural educational needs of students and to meet the needs of refugees, the public schools provide a Study Skills Course to this population prior to driver education in the ninth grade. In addition, if a student has an Individualized Education Plan (IEP) in place, the public schools find individuals that are able to help the student with these needs. Some of the commercial driver training schools in areas with large Spanish speaking populations provide students with a Spanish speaking instructor or provide a document that translates traffic language into Spanish.

The majority of public schools use nationally recognized driver education textbooks. The public schools use the *Utah Driver Handbook* as a resource for classroom instruction. The commercial driver training schools are required to use the *Utah Driver Handbook* for classroom instruction; but are not required to use a textbook. Public schools keep student records as required by the school district. The public driver education schools record grades as required by its school districts. The rules provide that the commercial driver training schools complete a student record for classroom instruction.

Utah's requirement for classroom instruction in public schools is 27 hours if the instruction is in a traditional classroom and 30 hours if the instruction is taught online. The requirement for classroom instruction in commercial driver training schools is 18 hours if the instruction is in a traditional classroom and 30 hours if taught online. For both public schools and commercial driver training schools, the in-car training consists of six hours behind-the-wheel instruction and six hours of observation. Range and simulation instruction may be substituted for up to three hours of behind-the-wheel instruction as three hours of the behind-the-wheel must be on the road. The range is a ratio of two hours on the range to count as one of behind-the-wheel. Simulation is a ratio of either two hours of simulation to one hour of behind-the-wheel or four hours of simulation to one hour behind-the-wheel. The difference in the ratios for simulation is based on the level of complexity of the simulation program, which is evaluated by the driver education state administrator for public schools. Some of the public schools use the range or simulation substitution and most of the commercial driver training schools do not use range or simulation substitution. There is not a second stage for driver education instruction.

In public schools, distributive learning is used for the classroom and behind-the-wheel instruction as both courses take 45 days to complete (tri-semester program). In a public school, the classroom time is based on the school and district approved class schedule structure, and the maximum in-car instruction may not exceed 90 minutes per day. If the instruction is longer than 45 minutes the students must be given a break. In the commercial driver training school, distributive learning is used on a more limited basis as the entire program can be completed in nine days as a student may complete two hours of classroom, two hours of behind-the-wheel instruction and two hours of observation per day. However, concurrent and integrated classroom and behind-the-wheel instruction may occur, but scheduling inhibits the use of concurrent and integrated instruction.

There is no classroom student/teacher ratio for either the public schools or commercial driver training schools. For the public schools, this student/teacher ratio decision is made on the district level. For in-car instruction, the commercial driver training schools allow four students in the vehicle per lesson, and the public schools must have at least two and no more than three students in the vehicle per lesson.

In the public schools, the students are required to pass the class with an 80% or higher and a final exam at 80% or higher. In the commercial driver training schools, the students are only required to attend and complete the required number of hours in the driver education program as mastery is not based on grades or an end-of-course examination. Feedback to parents/guardians and students concerning the student's progress appears to not be tracked for either public schools or

commercial driver training schools; however, in the future, Utah plans on developing a scheduling system that includes a way to provide updates to parents/guardians. If a public school district has a policy to require progress reports to be issued in other subjects, the driver education program issues progress reports. In addition, Utah does not require either schools to obtain evaluative input from students and/or parents/guardians for the purpose of improving the effectiveness of the program, whether for classroom and/or behind-the-wheel instruction.

The driver education vehicles are required to be equipped with the following: functioning dual control brakes; outside and inside mirrors for the driver for the purpose of observing rearward; inside mirror for the instructor for the purpose of observing rearward; a separate seat belt for each occupant; functioning heaters and defrosters; a functioning fire extinguisher, first aid kit, safety flares and reflectors; and a “Student Driver” sign. The DLD may require additional safety testing of commercial driver training school vehicles. The USBE may inspect the public school’s vehicles during audits.

Utah allows online classroom instruction both for the public schools and commercial driver training schools. The online classroom instruction must be 30 hours in length. The commercial driver training schools must submit its online course to the DLD for approval prior to use. The majority of the commercial driver training school online courses are asynchronous with a proctored final exam that must be passed to complete the course. The public schools use an online course that was created in Canvas management software. The public schools are able to verify the student’s identity by looking up the IP address. If the public schools offer the online instruction, it is usually a blended method with the instruction completed synchronous or asynchronous.

Strengths

Utah’s strengths for Section 2: Education and Training include:

- Driver education providers (public and commercial) use formalized written curricula.
- Driver education vehicles have functioning dual control brakes; outside and inside mirrors for the driver; inside mirror for the instructor; a separate seat belt for each occupant; functioning heaters and defrosters; a functioning fire extinguisher, first aid kit, safety flares and reflectors; and a “Student Driver” sign.
- A student/teacher ratio for in-car instruction (behind-the-wheel and observation).
- Range and simulation substitution hours can be used for the behind-the-wheel instruction.
- Access to online driver education classroom instruction.
- A proctored examination at the end of the online driver education classroom instruction for the commercial driver training schools.

Opportunities/Recommendations

Utah’s opportunities/recommendations for Section 2: Education and Training should:

- **Ensure that both the public schools and the commercial driver training schools 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).**
- **Require that the public schools and the commercial driver training school’s driver education programs provide ongoing feedback to students and parents/guardians on their progress in the classroom and behind-the wheel instruction.**

- Conduct a valid post course evaluation to be completed by parents/guardians 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 18/27/30 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 driver education program's stated goals and objectives for mastery in commercial driver training schools.
- Require that completion of a driver education course in the commercial driver training schools is based on at least passing an end-of-course examination.
- Require the use a nationally recognized textbook in commercial driver training schools along with the *Utah Driver Handbook*.
- Provide for a student/teacher ratio for the classroom phase of driver education.
- Provide online driver education in accordance to the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).

Future Plans

- Utah plans on developing a scheduling system that includes a way to provide updates to parents/guardians.

Instructor Qualifications

Summary

The State is well underway in the Instructor Qualification section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). The Utah State Board of Education (USBE) provides oversight of the instructor training in the public schools and the Driver License Division of the Department of Public Safety (DLD) provides oversight of the instructor training conducted by commercial driver training schools.

Driver education university level courses are provided by the University of Utah, and driver education instructor training courses are provided by commercial driver training schools. Utah has the following prerequisites for teacher/instructor candidates: must have a valid Utah driver license; be 21 years of age; have three years of driver experience in the US, Canada or country with which the state of Utah has established a license reciprocity agreement; pass federal and state criminal background checks and have a driving record free of any moving violations or crash resulting in suspension or revocation of license during the two-year period immediately prior to the application.

The State of Utah has two pathways for driver education instructor candidates to become

certified; commercial driver training schools and public schools. Public school driver education instructor candidate credentials are accepted in the commercial driver training school process. Commercial school instructor credentials are not accepted in the public-school process as all teachers must be a certified professional licensed educator in the state of Utah.

Instructor candidates completing the commercial school instructor training program must complete specialized professional preparation in driver safety education consisting of 150 clock hours including: at least 21 quarter hours or 14 semester hours of credit as approved by the DLD. Of the 21 quarter hours or 14 semester hours, one class shall be in teaching methodology and another class shall include basic driver education training instruction or organization and administration of driver training instruction. Instructor candidates must pass a written test administered by the DLD which may cover the following: commercial driver training school rules; traffic laws; safe driving practices; motor vehicle operation; teaching methods and techniques; material contained in the *Utah Driver Handbook*; statutes pertaining to commercial driver training schools; no fault insurance; and financial responsibility. Instructor candidates must also pass a practical driving test and the same standard eye test given to applicants who apply for a Utah driver license.

Instructor candidates completing the public school's instructor training program must have a valid and current professional educator's Level 1, 2, or 3 licenses with an area of concentration in one or more of the following: Secondary Education; Special Education; School Counselor; or Career and Technical Education. A high school driver education teacher shall complete professional preparation which includes 16 semester hours in driver education and safety which includes: a minimum of 12 semester hours in driver education and safety, including a practicum covering classroom, on-street, simulator, and driving range instruction. In addition, a minimum of two semester hours of Driver Education State Law and Policy, one semester hour of first aid and CPR training and one semester of DLD online examiners training is required.

Even though commercial driving schools train instructor candidates, there does not appear to be a consistent and required standard model for teacher training, such as the Association of National Stakeholder in Traffic Safety Education (ANSTSE) Model Training Curriculum for the Teaching Task training materials. Commercial driver training schools are using the *Utah Driver Handbook* and nationally recognized textbooks in their teacher training programs; however, there is no evidence of consistent practice in providing coursework such as teaching and learning theory, fundamental concepts of teaching classroom and behind-the-wheel instruction. There is no requirement for instructor candidates to do any practice teaching during the instructor training nor is a student teaching practicum required for instructor training.

The courses offered by the University of Utah provide a solid foundation for driver education instructors. However, it does not appear that these courses contain the "hands on" activities which are critical in teaching classroom and behind the wheel training. While the USBE does not control the syllabus and teaching content for the University of Utah courses Health Education 350 and 351, it does require 120 hours of student teaching practicum with a mentor teacher. During the student teaching practicum there does not seem to be a standard set on how many of the 120 hours should be in the classroom or behind the wheel training.

Ongoing professional development is required for public school driver education instructors in Utah. Instructors are required to engage in eight hours of professional development in driver education annually. The USBE provides professional development opportunities, both online and in-person, by signing up using the USBE Professional Learning MIDAS Education System. Courses offered by USBE are free for all certified teachers and are available to interested

commercial driver education teachers in the State who are required to pay a fee for each course. Professional development is not required by the DLD for commercial driver training school instructors once they are licensed.

Strengths

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

- Teacher/instructor candidate training at The University of Utah.
- Prerequisites for instructor candidates including federal and state background checks, clean and acceptable driving record, a valid driver license, meet health requirements, and be at least 21 years of age.
- Free driver education professional development is available through the Utah State Board of Education.
- Instructor knowledge and support of rules and regulations of Utah's GDL program and licensing test.
- Completion of 120 hours of student teaching practicum for public school instructors.
- Eight hours of professional development credits annually for public school instructors to renew their teaching license.

Opportunities/Recommendations

Utah's opportunities/recommendations for Section 3: Instructor Qualifications should:

- **Require all teacher/instructor training to meet the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), Section 3.2 (ANSTSE Model Training Materials for the Teaching Task and Stages for Driver Education Instructor Preparation Program).**
- Review and revise the State approved exit exam or assessment that evaluates the knowledge, driving skills, and an in-vehicle teaching skills for all driver education instructor candidates, in both commercial and public-school training programs, to ensure a minimum level of proficiency in all three skill areas.
- **Require commercial driver training school instructor candidates to teach with an experienced mentor or complete a student teaching practicum.**
- Prescreen all commercial and public-school individuals to determine if they are an acceptable candidate for the instructor training program.
- Require instructor candidates to demonstrate comprehension of administrative rules including assessment and record keeping requirements.
- Require commercial driver training school instructors to receive regular continuing education and professional development, as approved by the DLD.

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). In some areas of this section, the State has not started work towards meeting the Standards while in other areas they have made substantial progress towards meeting the Standards or have completely met the Standard.

The Utah Department of Public Safety Driver License Division and the Utah Board of Education do not have a formal system of communication but do informally communicate via phone calls, emails, text messages and other impromptu methods. The only established communication mechanism between the Utah Driver License Division and the Utah Board of Education is the Utah Driver Traffic Safety Education Association (UDTSEA), is where two members of the

Utah Driver License Division who operate the Driver Education Management System (DEMS) attend the quarterly meetings. Through a concerted effort between the Utah Driver License Division and the Utah Board of Education, communication between the parties has improved over the past year with both parties having recognized points of contact.

The Utah Graduated Driver License (GDL) program includes many of the National Highway Traffic Safety Administration's (NHTSA) recommendations. Utah requires everyone under the age of 19 to complete an approved driver education course before being licensed. A student must also complete 40 hours of driving (10 of which must be during the dark), with a parent or legal guardian. Successful completion of driver education does not reduce or waive any of the licensure time requirements contained in the Utah GDL program.

Applicants 19 years of age or older who have never been licensed to drive a motor vehicle, may be licensed without completing a driver education course as long as they hold a learner permit for three months and complete at least 40 hours of driving (10 of which must be during the dark) while accompanied by a licensed driver 21 years of age or older. Applicants may complete an approved driver education course and waive the three-month learner permit requirement.

Depending on applicant's age a learner permit must be held for a period of time to be eligible to obtain a first-time regular Class D driver license:

- Age 16: permit held for six months
- Age 17: permit held for six months
- Age 18: no holding period, but applicant must complete an approved driver education course
- Age 19+: permit held for three months (unless applicant completes an approved driver education course)

Utah offers an entry-level learner permit which allows the applicant to participate in a driver education course and to practice driving until they are eligible to apply for a driver license. The entry-level learner permit applicant must successfully pass the written knowledge test and complete an online safety trends exam. The entry level learner permit is valid for one year as long as:

- Applicant has reached a minimum age of 15.
- Has a licensed driver who is an approved driving instructor, parent, legal guardian, or responsible adult who signed for financial responsibility occupying the seat beside the applicant.

Once the entry-level learner permit holder reaches a minimum age of 16, they can apply for a six-month learner permit (renewal permit) if:

- Applicant has completed driver education, held a learner permit for over six months (16 and 17 years of age), or held the learner permit for over three months (19 years or older.)
- Has a licensed driver who is an approved driving instructor, parent, legal guardian, 21 years of age, responsible adult who signed for financial responsibility occupying the seat beside the applicant.

Teens that complete driver education, may obtain a provisional license at 16 with the following restrictions:

- No driving between 12 am – 5 am unless accompanied by a licensed driver 21 years of age in the front seat, on agricultural assignment, driving to and from work, driving to and from a school sponsored activity or in an emergency situation.
- Front seat passenger must be a parent, guardian, driving instructor or responsible adult who signed for financial responsibility.

- Immediate family members only in vehicle for six months from issue date of the license unless on agricultural assignment or in an emergency situation.

Once the teen reaches 17 years of age, the nighttime driving restriction is rescinded; however, the front seat passenger requirement and immediate family members only in vehicle for six months from issue date of the license, remain in effect.

Upon reaching the age of 18 and still in the permit phase, all driving restrictions are rescinded except for the requirement for the driver to be accompanied by a licensed driver 21 years of age in the front seat.

Driver education is available through Utah public schools and also through commercial driver training schools. The driver education courses offered by Utah public and commercial driver training schools consist of:

- 30 hours of Utah online course work through either the public schools or commercial driver training schools; or
 - 27 hours of in-person high school classroom instruction;
 - 18 hours of in-person classroom instruction provided by a commercial driver training school;
- Six hours of behind-the-wheel instruction; and
- Six hours observation by a teacher/licensed instructor.

The Utah Board of Education oversees public driver education, and the Utah Driver License Division oversees commercial driver training schools. Approximately 62,000 students receive driver education via public schools and approximately 12,000 students receive driver education through a commercial entity. The cost of driver education in Utah ranges from a maximum of \$130.00 for public schools to upwards of \$400.00 for commercial driver training school courses. The Utah Board of Education has statistics regarding how many individuals do not successfully complete or fail driver education each calendar year. This data is collected twice a year from each school district.

During the Utah assessment process, it was not clear on how the Utah courts and law enforcement agencies have been trained on the GDL requirements and restrictions. It is up to State law enforcement and local law enforcement to enforce the GDL laws and requirements. State law enforcement officers will note on the citation that the driver was in violation of the GDL requirements, but it is up to the prosecutor and judge to determine what the violator will be convicted of once the case reaches the court. The Utah Driver License Division has indicated that provisional licenses have a reduced points threshold and one conviction received by a provisional license holder will result in the license holder being called in for a hearing. Based on the seriousness of the conviction, the license holder could have their provisional license suspended or denied for one to three months or completely denied. Convictions received by the provisional license holder do not increase the amount of time the teen spends in the GDL program.

The Utah Driver License Division is responsible for the *Utah Driver Handbook*. The *Utah Driver Handbook* provides information on the licensing process, the required tests and the rules of the road. The Driver License Division reviews and updates the *Utah Driver Handbook* annually.

The Driver License Division is also responsible for the knowledge test. The knowledge test question database contains over 700 questions that are broken down into different knowledge

areas. The licensing knowledge test contains 50 questions based on the information in the *Utah Driver Handbook* and taken from the knowledge test question database. Each of the questions and answers are randomized when they are asked on any test. Applicants may complete this test at any Driver License Division full-service office. The Driver License Division reviews the failure rate for each question in the database to ensure the test question is properly phrased and reflects the information in the *Utah Driver Handbook*.

The purpose of the Driver License Division driving test is to ensure the applicant understands the rules of the road, regulations, the use of proper driving techniques, and other important elements of safe driving, such as general behavior and attitude. The *Utah Driver Handbook* lists all of the items that are assessed during the road test.

Strengths

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

- Improved communication between Utah Board of Education and Utah Driver License Division.
- Constant communication between Driver Education and Driver Licensing via phone, email and text messages.
- Two DLD personnel who run DEMS are on UDTSEA.
- Applicants younger than 19 must pass an approved driver education course before being licensed.
- GDL program has many of the recommended NHTSA GDL components including age, hours and passenger restrictions.
- Provisional license has reduced points threshold.
- One provisional license citation results in a hearing where license status is determined (denied for one to three months or complete denial).
- Law enforcement Adopt a High School program is effective in getting law enforcement in front of teen drivers.
- Driving tests modeled after AAMVA but are a Utah developed test.
- 700 test questions in database; all questions & answers are randomized.
- Grade level system for questions; not too easy, not too hard.
- Failure rate for each test question is reviewed by DLD.
- The *Utah Driver Handbook* describes the licensing process, GDL program and license testing process.
- All first-time driver license applicants must pass an additional test, the Highway Safety and Trends exam.
- The *Utah Driver Handbook* and knowledge test questions are reviewed annually.

Opportunities/Recommendations

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

- Establish formal communication plan with regularly scheduled meetings between Utah Driver License Division and Utah Board of Education.
- Increase passenger restrictions for 16- and 17-year-olds from six months to 12 months as in NHTSA GDL model.
- Create a system to track who passes, fails, or does not successfully complete driver education.
- Consider extending time under GDL program when provisional license holder is convicted of a moving violation.
- **Establish a formal GDL outreach program to inform court and law enforcement on GDL requirements.**
- Develop a method to analyze and evaluate GDL traffic citations and court actions to

- determine the effectiveness and enforcement of GDL restrictions.
- **Implement a process to ensure the licensing knowledge and driving tests are empirical, valid, reliable, and reflects the standard.**

Parent/Guardian Involvement

Summary

The State of Utah has completed early progress towards meeting the recommendations outlined 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/guardian involvement. For the purposes of this section, we have focused on how the State of Utah is working to engage the parents/guardians of novice drivers in their student's driver education journey.

Utah has already completed some work in areas of major importance to improve parent/guardian involvement. Utah has provided parents/guardians with online resources that assist the parent/guardian in understanding their responsibilities, creating a driving agreement with their student, and logging their driving practice hours.

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

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

Utah has planned initiatives that will directly improve parent/guardian involvement. These initiatives will affect how parents/guardians are receiving information regarding their GDL responsibilities and improve communication with driver education providers.

Strengths

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

- An extended learner's permit period of at least six months.
- A parent/guardian-supervised intermediate GDL period.
- Online resources;
 - List of approved online/computer-based independent student learning driver education courses.
 - *40-Hour Parent/Teen Driving Guide* that includes:
 - information on GDL requirements,
 - sample parent / teen agreement, and
 - log for tracking the 40 practice hours.

Opportunities/Recommendations

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

- **Align Utah's Graduated Driver Licensing System with the NHTSA Graduated Driver Licensing System Model requirements, such as, increasing the minimum age to receive a learner's permit to age 16.**
- Increase the practice driving requirement from 40 hours to a minimum of 50.
- Change the intermediate licensing period restrictions to last six months or a year after receiving their intermediate license or until the age of 18 (whichever comes first).
- Mandate a parent/guardian seminar.
- **Require driver education providers to communicate with parents/guardians in the form of progress reports and a post-course assessment.**
- Provide a list of approved driver education programs.

Future Plans

Utah's planned initiatives include:

- Releasing a video that would inform parents/guardians of their responsibilities and the GDL requirements.
- Mandating a parent/guardian seminar.
- Improving communication between driver education providers and parents/guardians through a new software application.
- Increasing the online resources available to parents/guardians.

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 experts¹⁰. 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 Utah 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 Utah 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 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

¹⁰ 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

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

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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

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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.

Reginald A. Flythe

Driver Education Consultant

RAFlythe Consulting

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

Mr. Flythe has served on the North Carolina Driver and Traffic Safety Education Association board, holding a variety of positions including President in 2011 – 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.

Tracy Lee

Project Specialist

Highway Safety Services, LLC, Pennsylvania

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Tracy Lee is the Project Specialist with Highway Safety Services, LLC (HSS) located in Indiana, PA.

Mrs. Lee has been involved in the highway traffic safety arena for 7 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. Lee 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

Kevin R. Lewis

Director, Driver Programs

American Association of Motor Vehicle Administrators

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Kevin served in the United States Navy in the military intelligence arena from 1973 to 1979 and graduated from the University of Maryland with a degree in Business Administration in 1985.

Kevin has over 45 years of Information Systems, Computer Hardware/Software Integration, and Driver Licensing experience. Kevin has worked for a wide variety of employers, including NASA and the Defense Advanced Research Projects Agency (DARPA)

Kevin joined AAMVA in August, 1997 as the Driver Systems Implementation Manager and became Manager of the Operations Department in June, 1998. In March of 2000 he assumed the position of CDL Safety Director in AAMVA's Programs department. He currently serves as Director of Driver Programs in AAMVA's Member Services and Public Affairs Division and is the staff liaison to the AAMVA Driver Committee.

Nina Jo Saint, PhD

Executive Director

Driver Education and Training Administrators (DETA)

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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

Utah Assessment – Web Interface Meeting December 8, 9, 10, 2020

Note: The times shown in yellow are MT time.

December 8 - Day 1 Proposed Agenda 2:30pm – 5:30pm EST 12:30 - 3:30		
Welcome/Introductions		
2:30-2:40 12:30-2:40	NHTSA – Jackie Milani Assessment Team Lead – Nina Saint Utah Team – Carrie Silcox	
Section 3: Instructor Qualifications		
2:40-3:05 (25) 12:40-1:05	Session 1	Allison Terry, Glen Harrison
3:05-3:30 (25) 1:05-1:30	Session 2	
3:30-3:55 (25) 1:30- 1:55	Session 3	Audra Urie
3:55-4:05	BREAK	
Section 2: Education and Training		
4:05-4:30 (25) 2:05-2:30	Session 4	Audra Urie, Rick Harrison, Jeff Adamson Tara Zamora
4:30-4:55 (25) 2:30-2:55	Session 5	Allison Terry, Jonnie Noble, Eric Stamps, Teri Davis
4:55-5:20 (25) 2:55-3:20	Session 6	Jarin Blackham and Trevin Blackham
5:20-5:30	DEBRIEF	

December 9 - Day 2 Proposed Agenda 2:30pm-4:30pm EST 12:30 - 2:30		
Welcome/Introductions		
2:30-2:35 12:35-2:35	Assessment Team Leaders	
Section 1: Program Administration		
2:35-3:00 (25) 12:35-1:00	Session 7	
3:00-3:25 (25)	Session 8	Tara Zamora

1:00-1:25		
3:25-3:50 (25)	Session 9	Audra Urie
1:25 - 1:50		
3:50-3:55		BREAK
Follow-up as Needed		
3:55-4:30 (35)	Session 10	Follow-up as Needed
1:55 - 2:30		

December 10 - Day 3 Proposed Agenda		
2:30pm-4:30pm EST 12:30-2:30		
Welcome/Introductions		
2:30-2:35	Assessment Team Leaders	
12:35-2:35		
Section 4: Coordination with Driver Licensing		
2:35-3:00 (25)	Session 11	Tara Zamora
12:35-1:00		
3:00-3:25 (25)	Session 12	Chad McCoy and Chris Bishop
1:00-1:25		
3:25-3:30		BREAK
Section 5: Parent/Guardian Involvement		
3:30-3:55 (25)	Session 13	Laurie Huntsman, Kerilee Burton, Matt Baumann, Tara Zamora
1:30 - 1:55		
3:55-4:20 (25)	Session 14	Audra Urie
1:55 - 2:20		
4:20-4:30 (10)		DEBRIEF
2:20 - 2:30		