ANSTSE's DRAFT
Stopgap Measures in Driver Education During a Pandemic or an Emergency

Presented by ANSTSE Task Group Facilitators:

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Objectives / Topics

▸ To provide background on ANSTSE and ANSTSE's stopgap measures Task Groups.

▸ To present the stopgap measures developed for BTW and Testing/Assessments during an emergency/pandemic.

▸ Identify possible alternatives during an emergency/pandemic.

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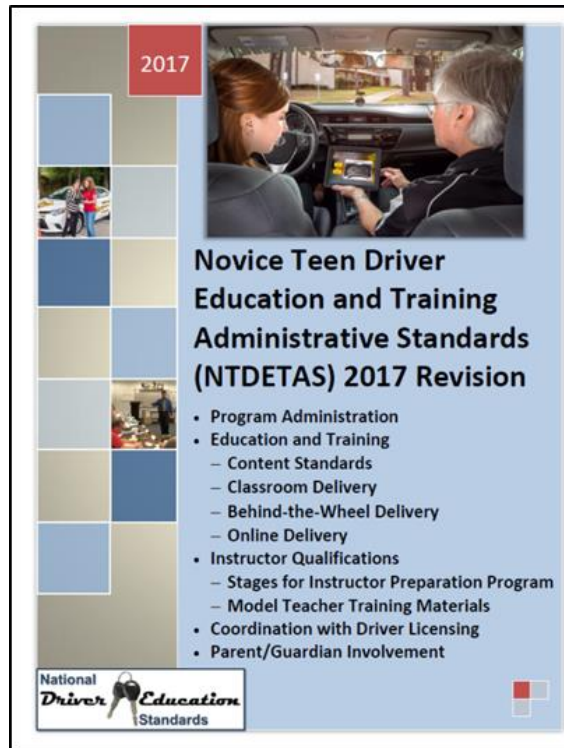# Association of National Stakeholders in Traffic Safety Education

- Formed in 2010

- Made up of volunteers from National Organizations

- Voluntary consensus

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Association of National Stakeholders in Traffic Safety Education

Advancing Quality in Driver Education!

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Novice Teen Driver Education and Training Administrative Standards

Novice Teen Driver Education and Training Administrative Standards (NTDETAS) 2017 Revision

- Program Administration
- Education and Training
  - Content Standards
  - Classroom Delivery
  - Behind-the-Wheel Delivery
  - Online Delivery
- Instructor Qualifications
  - Stages for Instructor Preparation Program
  - Model Teacher Training Materials
- Coordination with Driver Licensing
- Parent/Guardian Involvement

National Driver Education Standards

1. Program Administration
2. Education and Training (including instructional hours and online delivery)
3. Instructor Qualifications (program & materials)
4. Coordination with Driver Licensing
5. Parental Involvement

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ANSTSE Members

AAA

AAA Foundation for Traffic Safety

The Association for Driver Rehabilitation Specialist (ADED)

American Association of Motor Vehicle Administrators (AAMVA)

American Driver and Traffic Safety Education Association (ADTSEA)

Driver Education and Training Administrators (DETA)
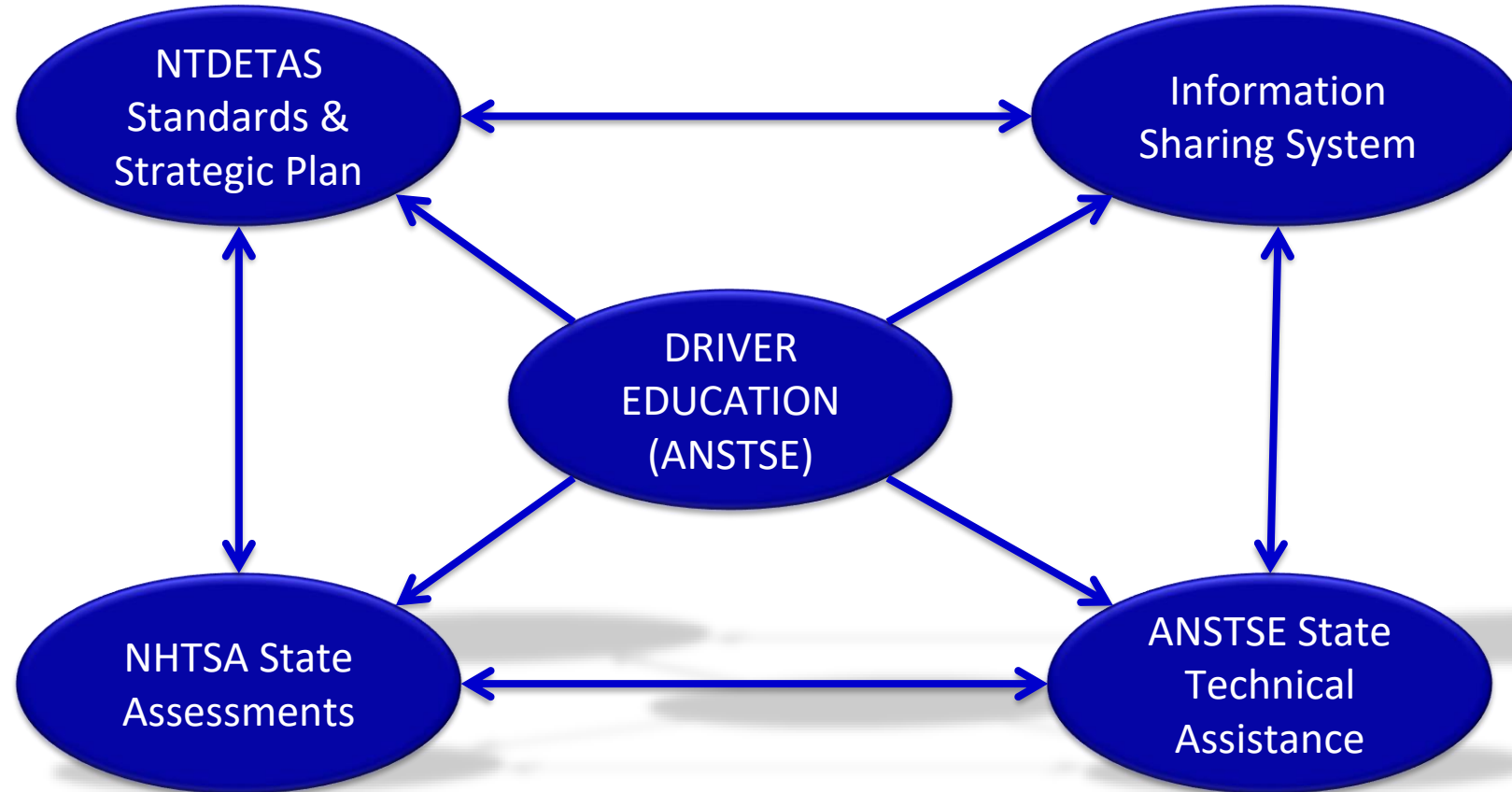
Driving School Association of the Americas (DSAA)

Governors Highway Safety Association (GHSA)

Transportation Research Board (TRB)

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NHTSA's Support for Driver Education

ANSTSE's Stopgap Measures in Driver Education

▶ ANSTSE and NHTSA support for the driver education community

▶ Maintaining health and safety guidelines

▶ Measures for current pandemic

◦ Major disruption in driver education services

◦ Continuation of services and instruction

◦ Maintaining quality of services and instruction

◦ Reducing backlogs

▶ Measures for future emergencies

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Formation of the Task Groups

- ANSTSE conducted webinars with State driver education administrators.
- State administrators answered questionnaire on greatest challenges faced during the pandemic.
- ANSTSE formed two task groups to study these concerns and propose guidance/stopgap measures.
  - Behind-the-Wheel
  - Testing and Assessment

Task Groups Comprised Of

- State driver education administrators
- Driver education providers
- Driver education instructors
- Driver license administrators
- Third party test providers
- Traffic safety researchers
- Injury prevention specialists
- Invited subject matter experts during the process

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BTW Task Group Topics Discussed

▸ Assistance with Behind-the-Wheel

▸ Availability of Instructors

▸ Dealing with Backlogs to BTW

▸ Completing In-Car Student Observation Time

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Testing and Assessment Topics Discussed

- Distance-Learning End-of-Course Knowledge Testing

- In-Car Behind the Wheel Assessments

- Parent/Guardian In-Car Assessments

- Third-Party Driver Education Provider License Testing

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Areas of Concern During Process

▸ Some of the areas of concern both groups had to consider during the process included:

- Physical distancing

- Health and safety

- Sanitizing

- State/local protocols

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Driving Factors During the Process

▸ Some of the driving factors both groups had to consider during the process included:

- Virtual instruction

- Mix of delivery methods/options

- Maintaining quality of instruction

- Maintaining quality of the NTDETAS

- Approvals from State agencies (policy changes)

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Policy Changes, if needed

▸ May require amending laws, rules, policies or standards.

▸ Establish processes that allow for temporary emergency measures or options.

▸ Establish a risk management plan.

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Background: Utilizing the Stopgap Measures

- ANSTSE puts the NTDETAS first but recognizes that unordinary times require extraordinary responses.

- States should always strive to provide quality and consistent driver education and training no matter the circumstances.

- They are temporary short or mid-to-long term fixes for considerations by States.

- They should not become permanent practices or policies.

- The NTDETAS remain the minimum standards for excellence in driver education.
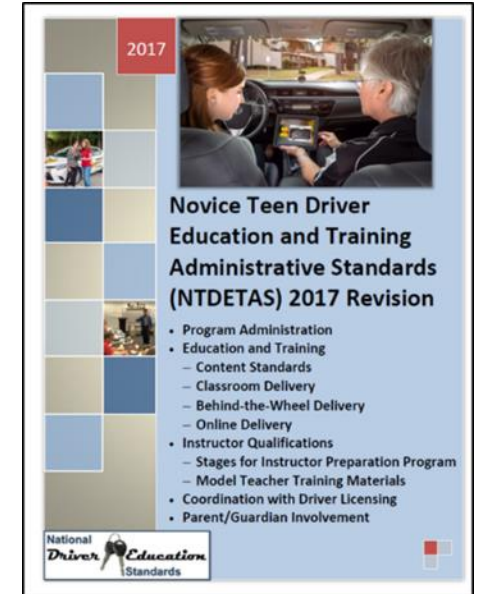
Background: The Stopgap Measures
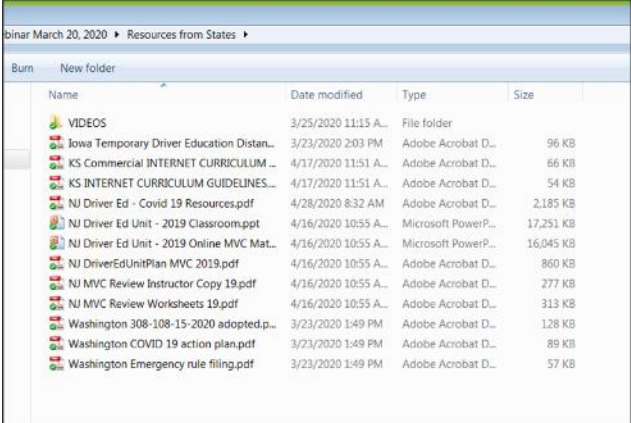
- Are based on expert opinion and promising practices.
- May not have been proven.
- May need to be researched.
- May offer an opportunity for individuals in the field of research.

RESEARCH

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Background: State Administrators of Driver Education

- Encourage you to research available resources.
- Shared resource library is available.
- Additional resources are available at www.anstse.info.

- May not be possible for all States to implement.
- May require amending laws, rules, policies or standards.
- What works in one State may not work in another.

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Background: State Administrators of Driver Education

- Take into consideration other areas that may be impacted by the measures.

- Consider whether they meet operational and safety objectives.

- Create plans now to avoid future problems.

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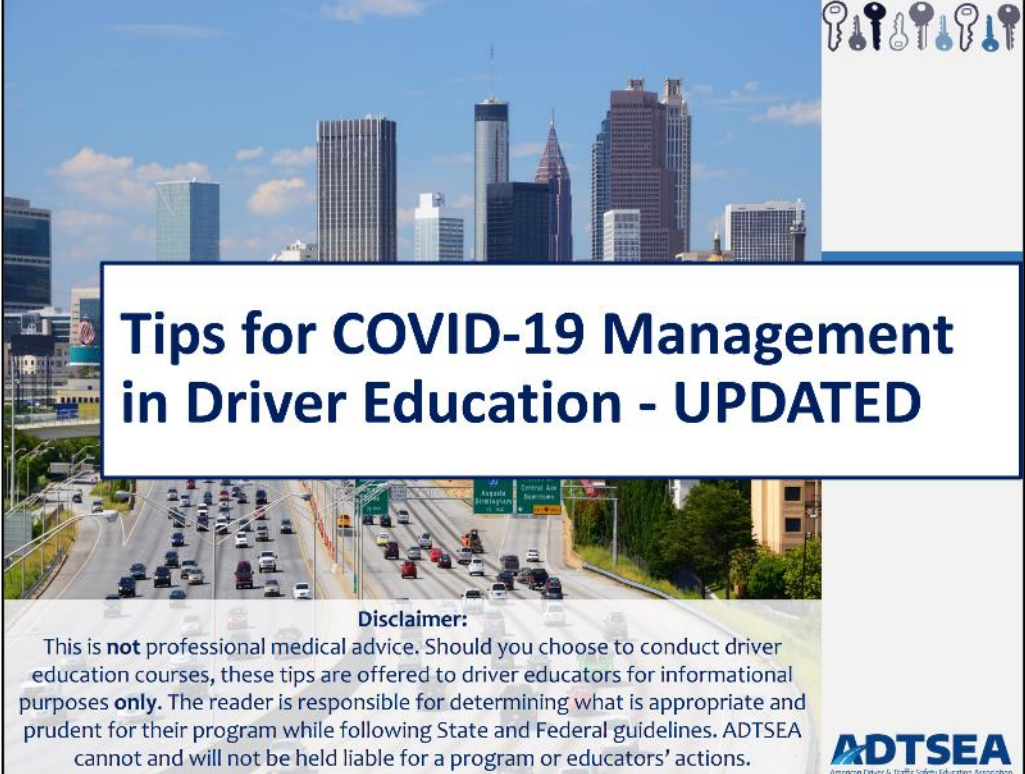# Background: Driver Education Providers and Instructors

▸ For State consideration and implementation.

▸ Providers and instructors will need to follow all regulations and requirements.

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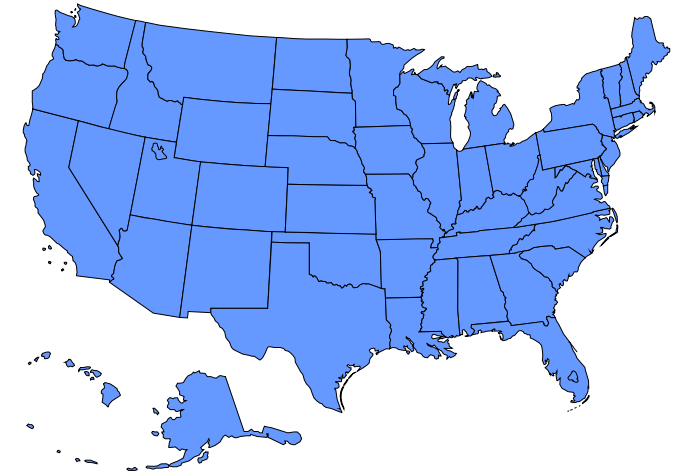
Background: Tips for COVID-19 Management in Driver Education

- Developed by ADTSEA.

- For the health and safety of students and instructors during the delivery of driver education, in a pandemic or an emergency.

- Visit www.adtsea.org.

Tips for COVID-19 Management in Driver Education - UPDATED

Disclaimer:
This is **not** professional medical advice. Should you choose to conduct driver education courses, these tips are offered to driver educators for informational purposes **only**. The reader is responsible for determining what is appropriate and prudent for their program while following State and Federal guidelines. ADTSEA cannot and will not be held liable for a program or educators' actions.

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Stopgap Measures for BTW Instruction

- ▸ **Assist with BTW Instruction**

  - ◦ Multiple-Car Range Instruction

  - ◦ Simulation, Computer-Based Training Programs and Virtual Reality (VR)

- ▸ **Availability of Instructors**

- ▸ **Dealing with Backlogs to Behind-the-Wheel Training**

- ▸ **Completing Required In-Car Student Observation Time**

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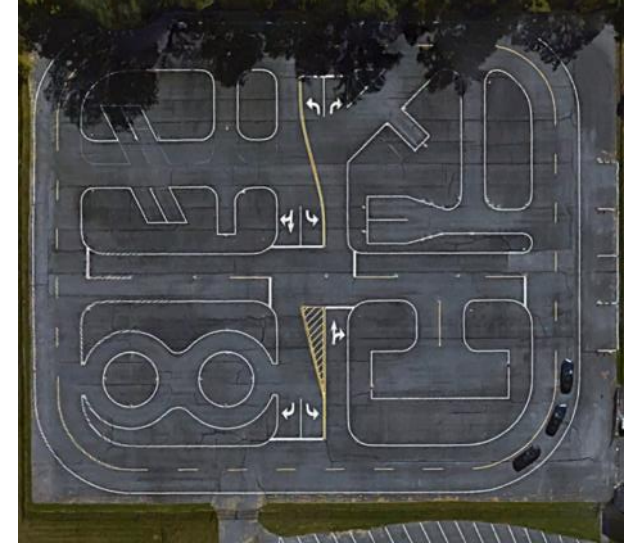
Multiple-Car Range (MCR) Instruction

▶ <u>State</u> Driver Education Administrators could:
- Determine hour allocations for multiple-car range instruction
- Utilize for initial BTW lessons
- Utilize for students near completion of BTW requirements

▶ A video recording on utilizing MCRs is available at www.anstse.info.

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Multiple-Car Range (MCR) Instruction

▸ Driver education <u>providers</u> could:
- Limit one student per car
- Instructors remain outside of the car
- Allow parents/guardians to ride in their own vehicles with their teen
- Develop/obtain lesson plans that can be safely taught on the MCR
- Ensure instructors are trained/retrained in the methods
- Limit the number of individuals that can be on the MCR
- Use communication devices to interact with students
- Follow all State and local health and safety guidelines/requirements

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Multiple-Car Range (MCR) Instruction

▸ <u>Other</u> Considerations
- Accessibility
- Space challenges
- Instructors need to be educated
- Not as common within the last decade

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Simulation, Computer-Based Training Programs and Virtual Reality (VR)

▸ <u>State</u> Driver Education Administrators could:

◦ Determine hour allocations

◦ Utilize for initial BTW lessons

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Simulation, Computer-Based Training Programs and Virtual Reality (VR)

▸ Driver education <u>providers</u> could:
- Develop/obtain lesson plans
- Ensure that instructors are trained/retrained
- Ensure that students are familiar with the instruction
- Limit the number of individuals
- Follow all State and local health and safety guidelines/requirements

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Simulation, Computer-Based Training Programs and Virtual Reality (VR)

▸ <u>Other</u> Considerations
  ◦ Accessibility
  ◦ Funding
  ◦ Instructors need to be educated

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Availability of Instructors

▶ <u>State</u> Driver Education Administrators could:

◦ Allow for alternatives to face-to-face instruction for instructor training

◦ Develop a plan to resume instructor training

◦ Allow for emergency waivers

◦ Maintain certification and not allow for reduced hours

◦ Conduct in-person in a 1:1 manner

◦ Allow for emergency waivers for instructor recertification

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Availability of Instructors

▶ Driver education <u>providers</u> could:

◦ Recruit new/previously certified instructors

◦ Assign instructors to their level of skill, training and comfortability

◦ Consider assignments for instructors to limit exposure

◦ Consider health and safety factors of instructors

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Availability of Instructors

▶ <u>Other</u> Considerations
- Risk factors for instructors and strategies to protect them
- Review current instructor qualifications, strengths, weaknesses and level of comfort
- Alternatives to maintain certification
- Assist current instructors with maintaining their certifications
- Level of difficulty and time required
- Alternative methods to recruit and train

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Dealing with Backlogs to BTW Training

▸ <u>State</u> Driver Education Administrators or providers could:

- Develop a plan before resuming BTW instruction

- Use a staggered restart

- Complete currently enrolled students first

- Use multiple-car ranges, simulation, computer-based training or virtual reality

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Dealing with Backlogs to BTW Training

◦ Temporarily increase the number of hours an instructor may instruct

◦ Communicate health checks prior to the day of a lesson

◦ Provide resources to parents or guardians on the basics

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Dealing with Backlogs to BTW Training

▸ <u>Other</u> Considerations
  ◦ Balancing the backlog of BTW lessons

  ◦ Mathematically determine hours needed to cover

  ◦ How to mitigate risk factors to eliminate or reduce delays

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Completing Required In-Car Student Observation Time

▸ <u>State</u> Driver Education Administrators or providers could provide students with a:

- Worksheet for observing parent/guardian driving

- Worksheet for observing instructor driving

- Worksheet or virtual discussion of video-recorded driving route

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Completing Required In-Car Student Observation Time

▸ <u>State</u> Driver Education Administrators or providers could allow the utilization of:

  ◦ Pre-recorded driving scenarios

  ◦ Perception-based technology

▸ A video recording on student in-car observation time in virtual training setting is coming soon to www.anstse.info.

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Completing Required In-Car Student Observation Time

▸ <u>Other</u> Considerations

- Each extra hour of BTW counts for two hours of observation time

- Complete home assignments, observing and taking note of appropriate driving habits and techniques

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Stopgap Measures for Testing and Assessment

- Distance-Learning End-of-Course Knowledge Testing

- In-Car Behind the Wheel Assessments

- Parent/Guardian In-Car Assessments

- Third-Party Driver Education Provider License Testing

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Distance End-of-Course Knowledge Testing

- Implementation (if authorized by the State)
  - Contact/partner with local resources for K-testing
  - Research and evaluate methods used by national testing organizations
  - Seek guidance from professional driver education associations

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Distance End-of-Course Knowledge Testing

▶ Evaluation Methods

◦ Evaluate the learners' knowledge throughout the course and be a learning experience

◦ On-line polling questions

◦ Written and verbal chats

◦ Verbal questions using Q&A

◦ Email contact and feedback

◦ Verbally answer questions

◦ Reflect on the information and apply to driving situations

◦ Small group discussions

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Distance End-of-Course Knowledge Testing

▶ Measures to limit possible "cheating"

- Periodic camera "check-in" by the test monitor
- Administer randomized questions and answers
- Set time limits for answering questions
- Display one question at a time and provide immediate feedback
- Encourage a learner's "honor code" to discourage "cheating"

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Distance End-of-Course Knowledge Testing

▸ Other Considerations for States or providers

- Collect information from providers

- Assist providers in developing knowledge testing options

- Distribute information on guidelines for knowledge testing

- Develop a plan to evaluate implemented test processes

- Establish processes for verifying and authenticating students

- Follow rules and regulations related to student privacy

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In-Person End-of-Course Knowledge Testing

▸ Implementation utilizing distancing practices:

◦ Follow State health and safety guidelines

◦ Limit the number of students being tested

◦ Have students take the knowledge test in an outdoor area

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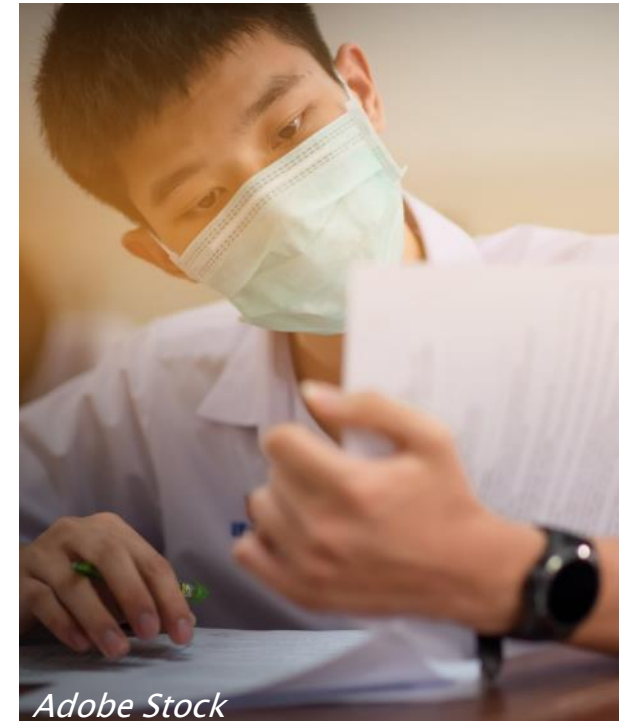
Computer-Based BTW Assessments

- Implementation
  - Wide variability in in-car BTW assessment practices.
  - Consider what is best for your driver education program.
  - Require providers to follow the State driver education agency laws, rules, policies or standards for in-car BTW assessments.
  - Conduct professional development for instructors for new processes utilized in in-car BTW assessments.

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Computer-Based BTW Assessments

▸ Other Considerations
  ◦ Proven computer-based driving simulation may provide promise in conjunction with in-car on-road assessments.
  ◦ May be practical during an emergency.
    • Cannot fully replace the in-car experience with a qualified instructor.

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Parent/Guardian In-Car Assessments

▸ Implementation for providers:
  ◦ Communicate the value of supervised practice driving
  ◦ Provide information on conducting supervised practice
  ◦ Provide feedback on their teen's performance
  ◦ Provide guidance on how to evaluate their teen's driving performance

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Third-Party Driver Education Provider License Testing

▸ Implementation for States:
  ◦ Driver education providers administer all or part of the State's licensing test to their students
  ◦ Almost a third of State's already doing so
  ◦ Convenience for parents/guardians and students
  ◦ Can reduce State's licensing backlogs

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Third-Party Driver Education Provider License Testing

▸ **Implementation for States:**
  ◦ Contact AAMVA and professional associations
  ◦ Collaborate with State licensing authority and providers
  ◦ Contract with and certify driver education providers and instructors
  ◦ Follow the licensing authority's rules and standards
  ◦ Ensure provider skills testing supports the State's GDL program

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Third-Party Driver Education Provider License Testing

▸ Implementation, continued:

◦ Comply with the State's conflict of interest and ethics rules

◦ Include in the licensing authority's quality assurance program

Quality

◦ Submit knowledge and/or skills test results in a timely, efficient and secure manner

◦ Continuous monitoring effort

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Next Steps of Draft Report

1) Finalize draft report for ANSTSE review.
2) Incorporate ANSTSE feedback.
3) Review by NHTSA.
4) Incorporate feedback from NHTSA.
5) Finalize report (November 2020).

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Questions

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For more information on ANSTSE and the NTDETAS visit www.anstse.info.

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