

# STATE OF WASHINGTON

## TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



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

Michael Calvin  
Richard Hanson, MS  
Tracy Krugh  
Brett Robinson  
Karen Sprattler, MA  
John Svensson

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The Team also thanks each of the participants in the review process for the time and energy invested in preparing and delivering their presentations. The participants' candor and thoroughness in discussing the status of the driver education program in the State of Washington greatly assisted the Team in conducting a comprehensive review.

The Team believes 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 Washington's roadways.

The Team recognizes the assessment is a review of all driver education activities and commends all who are involved in the day-to-day efforts to improve highway safety and driver education, referred to as Traffic Safety Education, in Washington.

# INTRODUCTION

## *Mission*

The Washington Traffic Safety Commission (WTSC) is the State’s designated highway safety office. Washington’s Traffic Safety Commission leads statewide efforts and builds partnerships to aid in the decrease of injuries and fatalities on Washington’s roadways for the health, safety and benefit of American public.

The Washington Department of Driver Licensing (DOL) is charged with improving public safety, specifically improving driver training programs, curriculum, guides and tests that reflect updated national standards and “Target Zero”. DOL is responsible for developing and implementing the Target Zero Action Plan which focuses on reducing fatalities and serious injuries involving 16 to 25 year olds. The DOL is committed to a strong customer service, advancing public safety and consumer protection through licensing, regulation and education. The revenue that is collected through DOL services assists in supporting the State’s transportation system.

## *Demographics*

Washington is located in the Northwest region of the United States. The state is bordered by Canada to the North, Oregon to the South and Idaho to the East. The Pacific Ocean forms Washington’s western border. Washington covers 71,303 square miles and is 240 miles long by 360 miles wide.

Washington’s landscape can be divided into six geographic land areas. In the Northwest corner are the Olympic Mountains. The Coast Range is positioned to the South of the Olympic Mountains with the Puget Sound Lowlands to the East. Seventy-five percent of the state’s population resides in the Puget Sound Lowlands. The Cascade Mountains lie to the East of the Puget Sound Lowlands and contain the highest point of the state, Mount Rainier. Located in the Central Southern part of Washington is the Columbia Plateau. It lies to the Southeast of the great bend in the Columbia River. Lastly are the Rocky Mountains which consist of ridges and valleys cut by the Columbia River.

**FIGURE 1**



### ***Population***

According to 2014 census estimates, Washington has a population of about 7,061,530 persons and ranked 13<sup>th</sup> in the United States. The state's population has increased 5 percent since 2010. Washington consists of 39 counties and 12 municipalities with populations of more than 100,000.

Washington's largest cities include Seattle (population 668,342), Spokane (212,052), Tacoma (205,159), Vancouver (169,294), Bellevue (136,426), Kent (125,560), Everett (106,736) and Renton (98,404). The median age in Washington is 37.5 years. Fourteen percent (14 percent) of the state's population is age 65 or older; 23 percent is under age 18. Statewide in 2014, White or Caucasians make up 70 percent of the population, Hispanic or Latino make up 12 percent, Asians make up 8 percent, Black or African American make up 3 percent, American Indian and Alaska Natives make up 2 percent. The median income in Washington is \$61,366.

### ***Economy***

Some of the key industries that are thriving in Washington include agriculture, manufacturing, mining, fishing and services. The largest industry within the state is comprised of trade, transportation and utilities. More recently, computer software, electronics and biotechnology have become important to the economy.

The State's unemployment rate is 5.8 percent which is close to the national unemployment rate of 5.5 percent. Washington is the 28<sup>th</sup> richest state in the United States.

### ***Transportation***

Annual Vehicle Miles Traveled (AVMT) is the number of miles traveled on a given portion of the road network. Washington's transportation system includes 20,000 lane-miles of roadway, 3,000 vehicular bridges and 524 other structures. The Washington State Department of Transportation (WSDOT or WashDOT) is the lead agency responsible for the lane-miles of roadway, vehicular bridges and other structures. Of the total lane-miles of roadway the overall number of AVMT in 2013 was 31,648,818.7.

### ***Highway Safety***

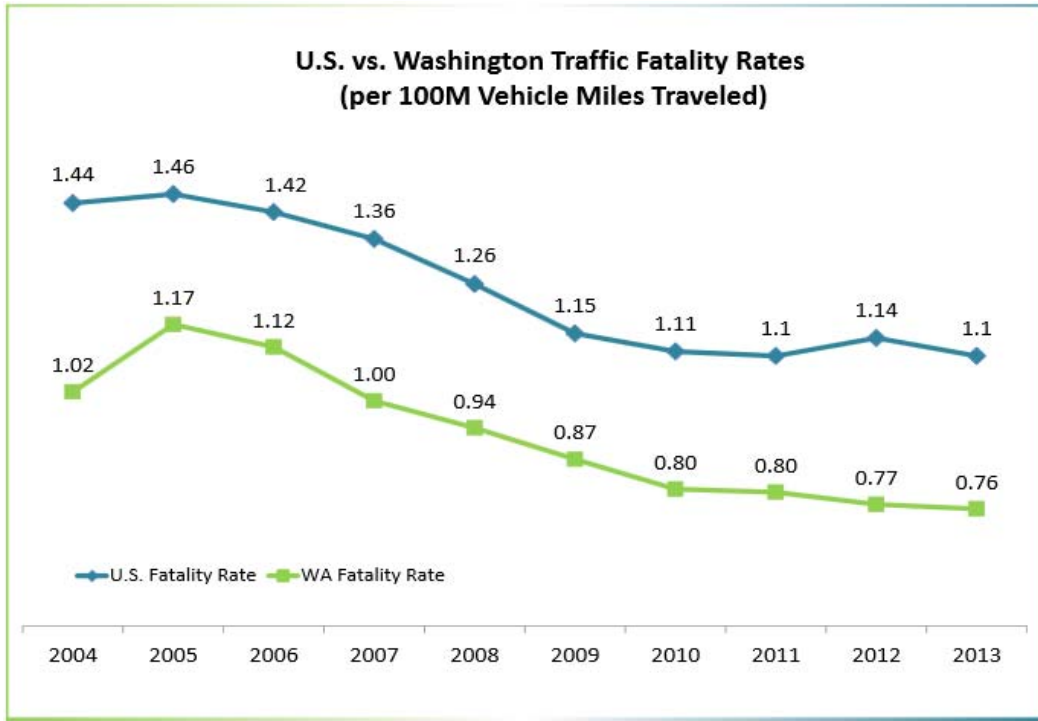
An examination of the State's Traffic Crash Statistics files reveals the following data for Washington:

From 2006 to 2013, Washington had a significant decrease in the number of fatalities per 100 million vehicle miles traveled (MVMT), as presented below in Figure 2. The 2013 fatality rate is under .80 fatalities per 100 MVMT<sup>1</sup>. The national fatality rate has also declined during the same time period.

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<sup>1</sup> Washington's 2013 Annual Collision Summary

**FIGURE 2**



During 2013, the State had a total of 99,709 collisions on all of Washington’s roadways; 401 fatal collisions and 1,601 serious injury collisions as shown in Figure 3<sup>1</sup> below.

**FIGURE 3**

MOST SEVERE INJURY per COLLISION						
	TOTAL COLLISIONS	FATAL COLLISIONS	SERIOUS INJURY COLLISIONS	MINOR INJURY COLLISIONS	PROPERTY DAMAGE ONLY COLLISIONS	UNKNOWN INJURY COLLISIONS
<b>STATEWIDE ALL ROADS</b>	<b>99,709</b>	401	1,601	30,398	65,426	1,883
State Routes	43,759	180	618	13,057	29,443	461
City Streets	42,831	97	594	12,958	28,325	857
County Roads	12,768	120	364	4,287	7,447	550
Other Roads	351	4	25	96	211	15

Young drivers between the ages of 15-18 with instructional permits accounted for 284 of the total collisions and drivers, ages 16-18 with a license accounted for 6,670 collisions in 2013<sup>2</sup> (Figure 4).

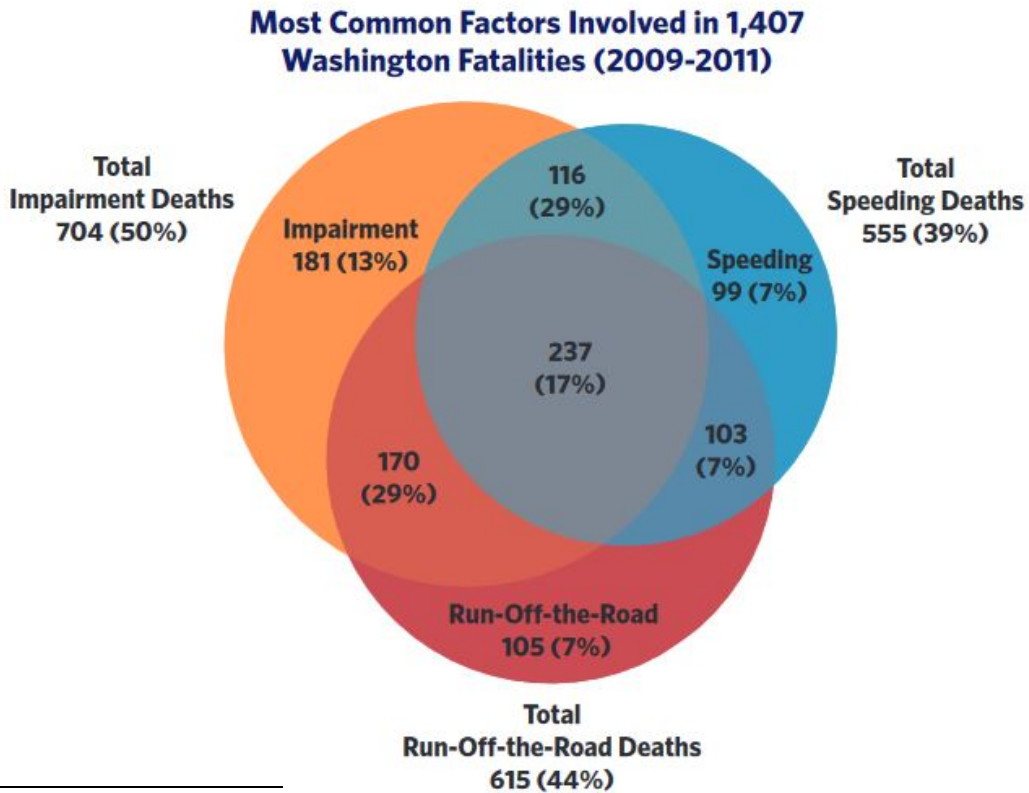
<sup>2</sup> Washington Data Elements

**FIGURE 4**

<b>Total Number of Collisions by Document Type, by Age</b>		
	<b>CY 2012</b>	<b>CY 2013</b>
<b>Drivers with Permits</b>	<b>283</b>	<b>284</b>
<b>15 Year Olds</b>	112	123
<b>16 Year Olds</b>	73	68
<b>17 Year Olds</b>	42	40
<b>18 Year Olds</b>	56	53
<b>Drivers with Licenses</b>	<b>6,046</b>	<b>6,670</b>
<b>16 Year Olds</b>	3,274	3,766
<b>17 Year Olds</b>	1,156	1,158
<b>18 Year Olds</b>	1,616	1,746

An average of 469 people died and 2,421 were seriously injured each year from 2009-2011 on Washington’s roadways. Impaired drivers consistently contributed to around 50 percent of the total traffic fatalities during this time; young drivers constituted 30 percent. Speeding was involved in 39 percent of the total traffic fatalities and running off the road was indicated in 44 percent of fatalities. Overall, 72 percent of the total traffic fatalities involved at least one of these contributors and 17 percent involved all three. Additionally, 35 percent of fatalities and 38 percent of collisions with serious injuries involved young drivers ages 16-25<sup>3</sup> (Figure 5).

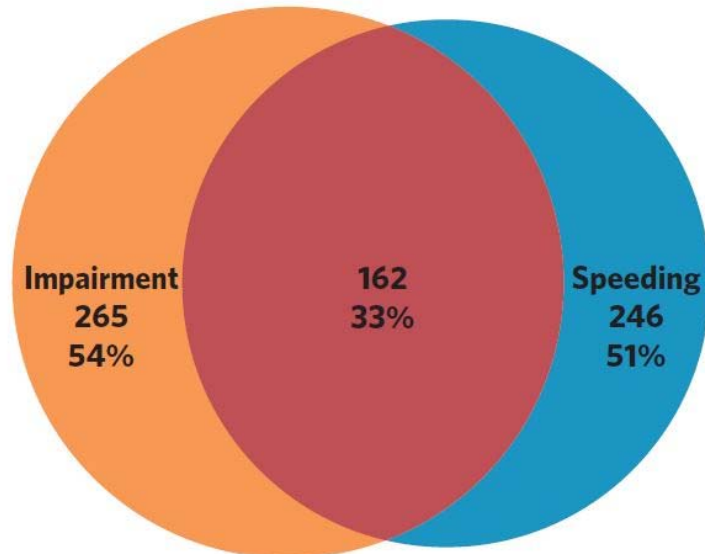
**FIGURE 5**



<sup>3</sup> Target Zero: Washington’s State Strategic Highway Safety Plan 2013

**FIGURE 6**

**Young Driver 16-25 Involved Fatalities  
Total = 487**



Motor vehicle crashes are the leading cause of death for young people ages 16-25 in Washington. Drivers in this group have the highest rates of speeding, impaired driving and distracted driving of any driver age group in the state, but only make up 14 percent of Washington’s licensed drivers<sup>3</sup>.

Fatal crash data from 2009-2011 indicates that young drivers constituted 30 percent of impaired drivers, 40 percent of speeding drivers and 27 percent of distracted drivers. During this time period, young drivers (16-25) were almost twice as likely to be speeding, three times more likely to be passing improperly and 20 percent more likely to be impaired than their older counterparts. Compared to earlier years, there has been a 26 percent decrease in traffic fatalities involving young drivers and 15 percent decrease in serious injuries<sup>3</sup>.

***Permitted/Licensed Drivers and Completion of Driver Education***

In 2014, there were a total of 130,286 potential teen drivers between the ages of 15-17. Teens, ages 15-17, who held permits in 2014 totaled at 52,943. Further, there were a total of 5,469,598 licensed drivers in the state of Washington; 77,343 of those licensed drivers were teens, ages 16-17, as shown in Figure 8 below<sup>2</sup>.



**FIGURE 8**

	<b>CY 2014</b>
<b>Instruction Permit</b>	<b>52,943</b>
<b>15 Year Olds</b>	<b>22,715</b>
Female	11,658
Male	11,057
<b>16 Year Olds</b>	<b>19,171</b>
Female	9,219
Male	9,952
<b>17 Year Olds</b>	<b>11,057</b>
Female	5,265
Male	5,792
<b>Driver License</b>	<b>77,343</b>
<b>16 Year Olds</b>	<b>30,672</b>
Female	15,822
Male	14,850
<b>17 Year Olds</b>	<b>46,671</b>
Female	23,528
Male	23,143

In 2014, 57,616 young drivers took a driver education course. While the majority of eligible teens took their driver training at a private facility (49,711 students), there were some students who had the ability to take it at a public driver training school (7,905 students).

In 2015, there were 6,039 teens (age 15-17) that completed a driver education course in a public school and 48,024 through a private driver education provider. Over 89 percent completed driver education through a private provider and about 11 percent completed driver education through the public school system (Figure 7)<sup>2</sup>.

**FIGURE 7**

<b>Number of Public vs. Private Driver Training School Students Each Year, Age 15-17</b>									
<b>Year</b>	<b>2013</b>			<b>2014</b>			<b>2015</b>		
<b>Type of School</b>	<b>Private</b>	<b>Public</b>	<b>Total</b>	<b>Private</b>	<b>Public</b>	<b>Total</b>	<b>Private</b>	<b>Public</b>	<b>Total</b>
<b>Total</b>	47,343	7,766	<b>55,978</b>	49,711	7,905	<b>57,616</b>	48,024	6,039	<b>54,063</b>

Female young drivers who took the driver’s education knowledge test at any age, between the ages of 15-17, were more likely to pass the test than their male counterparts. However, male young drivers who took the driving test, in the same age group, were more likely to pass than females<sup>2</sup>.

Tests Taken and Passing Rate Each Year by Public vs. Private Driver Training Schools									
by Gender, By Age, By Test Type									
	2013			2014			2015		
	Private	Public	Total	Private	Public	Total	Private	Public	Total
<b>Female</b>									
<b>15 Year Olds</b>									
Knowledge Tests	17,815	2,857	20,672	19,023	3,002	22,025	15,292	1,951	17,243
Knowledge Tests - Passing Rate	88%	86%	88%	84%	82%	84%	78%	73%	77%
Drive Tests	17,094	2,775	19,869	17,697	2,725	20,422	8,908	1,137	10,045
Drive Test - Passing Rate	88%	89%	88%	87%	87%	87%	88%	87%	88%
<b>16 Year Olds</b>									
Knowledge Tests	6,198	879	7,077	6,736	931	7,667	6,144	671	6,815
Knowledge Tests - Passing Rate	85%	85%	85%	82%	81%	82%	76%	72%	75%
Drive Tests	6,809	927	7,736	6,306	862	7,168	4,350	405	4,755
Drive Test - Passing Rate	86%	87%	86%	86%	84%	86%	86%	88%	86%
<b>17 Year Olds</b>									
Knowledge Tests	1,753	203	1,956	2,082	213	2,295	1,911	185	2,096
Knowledge Tests - Passing Rate	84%	89%	84%	82%	80%	82%	74%	71%	73%
Drive Tests	1,952	251	2,203	1,990	189	2,179	1,328	101	1,429
Drive Test - Passing Rate	85%	85%	85%	84%	85%	84%	85%	87%	85%
<b>Male</b>									
<b>15 Year Olds</b>									
Knowledge Tests	16,836	2,740	19,576	18,387	2,899	21,286	14,814	1,886	16,700
Knowledge Tests - Passing Rate	87%	85%	87%	83%	80%	82%	76%	73%	76%
Drive Tests	15,956	2,607	18,563	16,630	2,542	19,172	8,849	1,054	9,903
Drive Test - Passing Rate	89%	89%	89%	88%	89%	88%	88%	88%	88%
<b>16 Year Olds</b>									
Knowledge Tests	6,835	943	7,778	7,928	1,009	8,937	6,868	732	7,600
Knowledge Tests - Passing Rate	84%	80%	84%	81%	79%	81%	73%	70%	72%
Drive Tests	7,146	916	8,062	7,086	886	7,972	4,666	450	5,116
Drive Test - Passing Rate	87%	88%	87%	87%	86%	87%	88%	88%	88%
<b>17 Year Olds</b>									
Knowledge Tests	1,967	257	2,224	2,360	285	2,645	2,374	248	2,622
Knowledge Tests - Passing Rate	84%	81%	84%	80%	75%	79%	72%	65%	72%
Drive Tests	2,224	283	2,507	2,210	250	2,460	1,641	135	1,776
Drive Test - Passing Rate	87%	88%	87%	86%	84%	85%	86%	86%	86%

Source: DriverDM – Driver, DriverFlag, Testscore tables

### ***Major Accomplishments in Traffic Safety and Education Outreach***

The Washington Traffic Safety Commission (WTSC) is designated as the State's highway safety office. WTSC's mission is to lead the statewide effort in the reduction of crashes, injuries and fatalities and support in building stakeholder partnerships.

In an endeavor to assist in reduction of crashes, injuries and fatalities, the State of Washington ensures that all novice drivers under the age of 18 must complete a Traffic Safety Education Program. Providing outreach, education and additional training to the motoring public is both important and essential.

Each state must have a Strategic Highway Safety Plan (SHSP) and Washington's is called Target Zero. The SHSP is a statewide-coordinated safety plan that provides a comprehensive framework for reducing highway fatalities and serious injuries on all public roads. An SHSP identifies a State's key safety needs and guides investment decisions towards strategies and countermeasures with the most potential to save lives and prevent injuries. WTSC has identified Young Drivers Age 16-25 as one of the primary focus areas and have committed to devoting time, attention and funding to the Young Driver area.

The WTSC in coordination with the Washington State Department of Licensing (DOL), has established an advisory group named the Action Council on Young Drivers to advise the Washington Traffic Safety Commission and coordinate statewide young driver safety efforts. The Action Council includes representatives from the Washington Traffic Safety Commission member agencies, local government, public health and law enforcement agencies, and other traffic safety stakeholders.

## ASSESSMENT BACKGROUND

Motor vehicle crashes are the leading cause of unintentional injury and death in the United States. Nationwide, the economic cost of motor vehicle traffic crashes exceeds \$230 billion annually. Motor vehicle crashes are the leading cause of teen (age 15-20) deaths in the United States.

The mission of the National Highway Traffic Safety Administration (NHTSA) is to reduce deaths, injuries, and economic and property losses resulting from motor vehicle crashes. In its ongoing efforts to reduce teen traffic crashes and subsequent fatalities and injuries, NHTSA continues its program of providing technical program assessments including Driver Education to the States upon request.

NHTSA acts as a facilitator by assembling an outside team of subject matter expertise composed of individuals who have expertise in driver education program administration, program development and evaluation, curriculum and instruction, and teen driving advocacy, outreach and education. Specific areas of expertise that the Team members will focus on for the Technical Assessment includes: Program Administration, Driver Licensing, Education and Training, Instructor Qualification, and Parental Involvement.

The purpose of the assessment is to assist in the review of the driver education program in the State of Washington, identify the program's strengths and accomplishments, and identify areas of opportunity that can be strengthened and lastly offer suggestions for improvement. The assessment can be used as a tool for future strategic planning purposes and for making decisions about how to best use available resources. This assessment tool follows the format of the *Novice Teen Driver Education and Training Administrative Standards (NTDETAS)*. The Advisory that precedes each section of this report is taken from this document. The assessment process provides an organized approach for measuring program status.

In August of 2010, the initial Driver Education Program Assessment was conducted in the State of Maryland. The Maryland Assessment Team and the State of Maryland developed the assessment tools and processes with the assistance of NHTSA and independently conducted the technical assessment in 2010. Following the success of the Maryland driver education assessment, NHTSA assumed the role of coordinator and facilitator of future assessments. Washington is the eleventh State to undertake a driver education assessment since the inception of the assessments in 2010.

NHTSA utilized the newly developed *Novice Teen Driver Education and Training Administration Standards* as the assessment framework. These standards were developed by representatives from the driver education professional community, with assistance from NHTSA. The five major topic areas in the standards are:

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

The topic areas identified in the standards became the foundation for this assessment as well as key factors in identifying the panel of experts for the technical assistance team. NHTSA developed a list of national experts in the five areas above and used that list to determine the assessment team. Team members were also provided with a “briefing book” by the Washington Department of Licensing (DOL).

### ***Assessment Process***

NHTSA Headquarters and NHTSA Region 10 Office staff facilitated the Driver Education Program Assessment which was conducted at the Governor, A Coast Hotel in Olympia, Washington from May 2 - 6, 2016. The coordination of the assessment was a joint effort between the Washington Traffic Safety Commission (WTSC) and the Washington Department of Licensing (DOL). Working with the WTSC, NHTSA recommended a team of six individuals with demonstrated expertise in the topic areas of the National Administrative Standards. Efforts were made to select a team that reflected the needs and interests expressed by the DOL and WTSC during pre-assessment conference calls. The assessment consisted of interviews with WTSC and DOL staff, State and community level driver education program managers, trainers, public and commercial (private) instructors, law enforcement, researchers, parents and students. The conclusions drawn by the assessment team are based upon the facts and information provided by the various experts who made presentations to the team as well as the briefing book materials that were provided to the team during the assessment planning phase.

Following the completion of the presentations, the team convened to review, analyze and discuss the information presented and developed recommendations. The report is a consensus report by the Team. The recommendations are based on the unique characteristics of the State and what the Team members believed the State and its political subdivisions and partners can do to improve the effectiveness and comprehensiveness of the program.

The assessment Team noted that there are a variety of education and outreach initiatives conducted throughout Washington in the area of driver education and traffic safety. It is not the intent of this report to thoroughly document all of these successes, nor credit the large number of individuals at all levels who are dedicated to driver education. By its very nature, the report tends to focus on the areas that need improvement based on the *Novice Teen Driver Education and Training Administrative Standards*. The report is an attempt to provide assistance throughout all areas of the Washington driver education program for enhancement, which is consistent with the overall goals of these types of NHTSA program assessments.

On the final day of the assessment, the Team briefed representatives from the State of Washington and the driver education community on the results of the assessment and discussed major points and the priority recommendations. This report is an assessment Team report; it is not a NHTSA document. Washington may use the assessment report as the basis for future planning of driver education program enhancements, assessing legislative priorities, providing for additional training, identifying areas of opportunity and evaluating funding priorities. On behalf of the Assessment Team, NHTSA provides the final report to the Washington Traffic Safety Commission (WTSC), and Washington Department of Driver Licensing (DOL).

## **PRIORITY RECOMMENDATIONS**

### **1.1.1**

- **Establish a single agency or coordinated agencies charged with overseeing all Traffic Safety Education programs.**
- **Establish a stakeholder’s group specific to Traffic Safety Education programs to inform the agency or agencies charged with overseeing Traffic Safety Education programs.**

### **1.1.8; 1.1.11; 1.1.18; and 1.1.20**

- **Evaluate all practicing Traffic Safety Education instructors within their license cycle.**
- **Extend the audit process to include evaluation of instructor preparation programs.**

### **2.1.1 & 2.1.2**

- **Review, revise and approve all curricula by an instructional and content knowledge specialist.**

### **3.1.2**

- **Develop standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs.**

### **3.1.3**

- **Standardize and require training in best practices for all licensed instructors in both public and private driver education and training programs.**

### **4.1.1**

- **Require parents, guardians or employers of students attending both public and private Traffic Safety Education classes to attend a parent seminar, a pre-course session, or the initial session of the Traffic Safety Education program.**

### **5.1.1**

- **Provide a forum, on a regular basis, for open communication between and among all “Stakeholder” groups, to help ensure uniform administration of curriculum content and the administration of knowledge and skill tests at both public and private schools.**
- **Establish a formal system of regular communication and meetings between all applicable state agencies and departments dealing with Traffic Safety Education and driver licensing.**

### **5.1.4**

- **Encourage and prioritize aggressive enforcement of the Intermediate Driver Licensing law across the State.**

**5.1.7**

- **Revise and improve initial and refresher examiner training across the State to effectively administer valid, reliable and uniform tests.**

## ASSESSMENT FINDINGS

### 1.0 Program Administration

All entities delivering driver education and training should be treated fairly and equitably, meet the same quality standards, and have equitable access to State driver education and training resources.

Most States may have a multitude of public and private novice teen driver education and training programs. Each State may have different administrative and provisional structures. Alternative delivery (e.g., online, parent-taught, and correspondence) programs can be either public or private, may not have a physical location, and are subject to varying requirements set forth by the State.

### 1.1 Management, Leadership, and Administration

#### Advisory

#### Each State should:

1.1.1 have a single agency, or coordinated agencies, informed by an advisory board of stakeholders and charged with overseeing all novice teen driver education and training programs. That agency should have authority and responsibility for the implementation, monitoring, evaluation, and enforcement of these standards. This agency should also be charged with developing and executing communication strategies to inform parents and the public about driver education and training issues. In addition, the agency should inform providers in a timely fashion about changes to laws, regulations, and procedures.

1.1.2 carefully choose a State agency that is best suited and ideally not a direct provider of driver education to administer a statewide education and training program that can provide needed and appropriate regulatory environment, oversight, monitoring, evaluation, review and approval processes, professional development, and all other administrative actions that make available a quality driver education and training program to all age-eligible residents.

1.1.3 have a full-time, funded State administrator for driver education and training. This individual should meet or exceed the qualifications and training required by the State for a novice teen driver education and training instructor and/or school owner or possesses equivalent experience or qualifications. This administrator should be an employee of the agency that has oversight of driver education and training.

1.1.4 have standardized monitoring, evaluation/auditing, and oversight procedures to ensure that every driver education and training program uses a curriculum with written goals and objectives.

1.1.5 have a program renewal process to ensure that curriculum material and procedures are current.

1.1.6 adopt an instructor certification renewal process.



1.1.7 approve driver education and training programs that conform to applicable State and national standards.

1.1.8 deny or revoke approval of driver education and training programs that do not conform to applicable State and national standards.

1.1.9 ensure that programs reflect multicultural education principles and are free of bias.

1.1.10 administer applications for licensing of driver education and training instructors, including owner/operators of public and private providers.

1.1.11 develop and execute monitoring, evaluation, and auditing procedures to ensure standards are met by public and private providers.

1.1.12 adopt goals, objectives, and outcomes for learning.

1.1.13 develop criteria to assess and approve programs, curricula, and provider effectiveness. Financial and/or administrative sanctions for non-compliance with the State application and approval processes and/or standards should be provided to all applicants and provide remediation opportunities to driver education and training programs when sanctions are issued.

1.1.14 establish and maintain a conflict resolution system for disputes between the State agency and local driver education and training programs.

1.1.15 require, provide, or ensure the availability of ongoing professional development for instructors to include updates in best education and training methods and material.

1.1.16 require all public and private driver education and training providers to report program data to the designated State agency so that periodic evaluations of the State's driver education and training programs can be completed and made available to the public.

1.1.17 ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations.

1.1.18 ensure that all novice teen driver education and training programs, instructors, and associated staff possess necessary operating licenses and credentials required by the State.

1.1.19 ensure that each driver education and training provider has an identified person to administer day-to-day operations, including responsibility for the maintenance of student records and filing of reports with the State in accordance with State regulations.

1.1.20 ensure that all materials, equipment, and vehicles are safe and in proper condition to conduct quality, effective driver education and training.

1.1.21 refer to a general standard for online education such as those established by the North American Council for Online Learning in the absence of national standards specific to the delivery of online driver education or online teacher preparation.

1.1.22 ensure that the instruction of novice teen drivers is completed using concurrent and integrated classroom and in-car instruction where the bulk of the classroom instruction occurs close in time to the in-car instruction to ensure the maximum transfer of skills.

## **Status and Recommendations**

### **Standard 1.1.1**

1.1.1 have a single agency, or coordinated agencies, informed by an advisory board of stakeholders and charged with overseeing all novice teen driver education and training programs. That agency should have authority and responsibility for the implementation, monitoring, evaluation, and enforcement of these standards.

### **Status**

#### 1.1.1

- Washington does not have a single agency, or coordinated agencies, informed by an advisory board of stakeholders and charged with overseeing all novice teen driver education and training programs.
  - The Office of Superintendent of Public Instruction (OSPI) and the Department of Licensing (DOL) coordinate driver education activities informally.
  - There is no formal interagency agreement or interagency working group to coordinate the State's Traffic Safety Education (TSE) program.
  - There is a positive working relationship between the two agencies that also involves the Washington Traffic Safety Commission (WTSC).
  - There is a strong feeling in Washington that TSE should be administered by a single agency or coordinated agencies.
- Washington State law authorizes the DOL to license and regulate commercial driver training schools (Chapter 46.82 Revised Code of Washington (RCW)). OSPI oversees public school TSE programs (Chapter 28A-220 RCW). The Washington TSE program is governed through the RCW and the Washington Administrative Code (WAC).
- Prior to 2002, OSPI set curriculum standards and annually approved all driver education programs. In 2002, the Washington Legislature moved private driver training school oversight from OSPI to DOL. Around this same time, the Legislature de-funded the OSPI Traffic Safety Education program which led to a significant decline in public school TSE program offerings. Today, nearly 90 percent of all young drivers enrolled in Traffic Safety Education do so through commercial school providers. Over the last 15 years, DOL's role in driver education has grown significantly.
- Washington does not currently utilize a driver education advisory board or have a formal group of stakeholders whose purpose is to address issues and improvements in the administration of driver education. The Driver Instructors' Advisory Committee was disbanded by the Legislature in 2010. The WTSC established the Action Council on Young Drivers (Action Council) in 2016. The mission is to lead a statewide effort focused on young drivers to build partnerships that save lives and prevent injuries on Washington's roadways for the health, safety and benefit of Washington's communities.
  - The membership includes leaders of governmental organizations and agencies with roles in public health and safety, including the Washington State Patrol,

Department of Transportation, Department of Licensing, Department of Health, Courts, Department of Social and Health Services, Office of Superintendent of Public Instruction, Washington State Association of Counties, and the Association of Washington Cities.

- The Action Council is jointly led by the WTSC and the DOL and focuses on overall young-driver road safety-related issues. The State’s Strategic Highway Safety Plan, known as “Target Zero,” outlines priority issues, opportunities and strategies to reduce fatal and serious injury collisions in Washington. As an identified priority issue, young drivers ages 16-25 are included due to the number of fatal and serious injury collisions involving this age group. Despite an overall reduction in the number of young driver-involved fatalities over the last decade, the State has begun to lose ground on this progress, with fatalities increasing in 2014 and 2015.
- The State identified a renewed interest among parents, students, public health professionals, law enforcement, educators, elected officials, and agency leaders to participate in a bold effort to increase awareness and build support for a comprehensive legislative package to reduce this trend.
- There is no forum for TSE providers and instructors to routinely interact with the DOL and OSPI in a proactive fashion.
- Both the OSPI and DOL have the authority and responsibility, through State law, for the implementation, monitoring, evaluation, and enforcement of their respective standards.
  - OSPI and DOL are responsible for implementing standards: monitoring providers; conducting program evaluations; and enforcing the standards.
  - However, OSPI has only one position to oversee all public schools and is therefore limited in its capacity for monitoring, evaluating and enforcing the standards.
  - DOL is currently updating their WACs. Once updated, the OSPI will update their WACs to mirror the DOLs.
- The WTSC takes the primary lead in developing and executing communication strategies to inform parents and the public about young driver concerns, including driver licensing, education and training issues.
  - The WTSC provides this service through media-buys, Public Service Announcements (PSAs), social media and through its website. WTSC and DOL have partnered on teen driving safety week. Parents have not been engaged through organizations such as parent associations, parent booster clubs and athletic governance organizations.
  - Parents, teens and law enforcement felt there is very little communication on driver licensing and driver education requirements from the DOL.
  - Neither the DOL nor OSPI have a formal communication strategy to inform parents and the general public about driver education and training issues.
- The DOL takes the primary lead to inform TSE providers in a timely fashion about changes to laws, regulations and procedures. There is no formal strategy to inform providers. Notification is conducted primarily through the DOL Listserv and email notifications to registered owners of driving schools.
  - OSPI encourages teachers to be registered on the DOL traffic safety Listserv.
  - Providers indicated that communications and interaction between the DOL and providers needs to be improved. Other observations include:

- There is no mechanism for providers to provide input to the DOL.
- Most communications center on the WACs and often notifications are retracted creating confusion among the providers.

## **Recommendations**

### 1.1.1

- **Establish a single agency or coordinated agencies charged with overseeing all Traffic Safety Education programs.**
- **Establish a stakeholder’s group specific to Traffic Safety Education programs to inform the agency or agencies charged with overseeing Traffic Safety Education programs.**
- Increase the ability of the Office of Superintendent of Public Instruction to monitor, evaluate and enforce driver education standards.
- Ensure that the Washington Administrative Code outlines the authority of the Department of Licensing and the Office of Superintendent of Public Instruction for all aspects of implementing, monitoring, evaluating and enforcing driver education standards.
- Develop and execute formal communication strategies to better inform parents and the public about driver licensing, education and training issues.
- Increase communications and interactions with Traffic Safety Education providers and instructors.

### **Standard 1.1.2**

1.1.2 carefully choose a State agency that is best suited and ideally not a direct provider of driver education to administer a statewide education and training program that can provide needed and appropriate regulatory environment, oversight, monitoring, evaluation, review and approval processes, professional development, and all other administrative actions that make available a quality driver education and training program to all age-eligible residents.

## **Status**

### 1.1.2

- The Washington TSE program is administered by both the OSPI and the DOL.
- There is no single agency charged to administer a statewide education and training program.
- DOL has demonstrated an ability to assume this role.
- There is a strong feeling in Washington that TSE should be overseen by a dedicated agency.
- OSPI currently does not receive funding for Traffic Safety Education. DOL receives funding through the state’s Transportation Budget.

## **Recommendation**

### 1.1.2

- **Designate a State agency that is best suited to administer the statewide Traffic Safety Education program.**

## **Standard 1.1.3**

1.1.3 have a full-time, funded State administrator for driver education and training. This individual should meet or exceed the qualifications and training required by the State for a novice teen driver education and training instructor and/or school owner or possesses equivalent experience or qualifications. This administrator should be an employee of the agency that has oversight of driver education and training.

## **Status**

### 1.1.3

- The DOL has a full-time funded Driver Training Schools Program Manager. The OSPI has a Traffic Safety Program Manager, of which driver education is a minor portion of the position's responsibility.
- The DOL program consists of 12 full-time and two half-time employees to oversee both commercial TSE programs and driver testing activities.
  - Positions include the Program Manager, investigators, auditors, analysts and customer service representatives.
  - The staff conducts audits of commercial TSE providers and driver license examiners. Audits of TSE instructors are not conducted.
  - Current DOL staff does not possess driver education experience and recognize this as a shortcoming for curriculum review and provider audits.
- The OSPI has one position, of which driver education is a small portion of the position's responsibility. The major responsibility of this position includes student transportation. Audits of public school programs and teachers are not conducted.

## **Recommendations**

### 1.1.3

- If the state maintains the Office of Superintendent of Public Instruction's role in Traffic Safety Education, it should increase the ability of the Office of Superintendent of Public Instruction to effectively administer the Traffic Safety Education program within the public school system.
- Utilize an instructional and content knowledge specialist within the Department of Licensing to assist with curriculum reviews and audits.

## Standard 1.1.4

1.1.4 have standardized monitoring, evaluation/auditing, and oversight procedures to ensure that every driver education and training program uses a curriculum with written goals and objectives.

### Status

#### 1.1.4

- The OSPI does not conduct audits of public school TSE providers.
- DOL utilizes standardized monitoring, evaluation/auditing, and oversight procedures.
  - The DOL has dedicated staff to conduct audits of TSE providers.
  - DOL does not audit the TSE instructors.
  - The Audit Management System provides a driving record check of each instructor.
- The DOL audits all commercial driver training schools annually. DOL is authorized to conduct audits under RCW 46.82.360(10).
  - These are comprehensive audits that include a pre-audit review of internal records and files, verification of the status of all licenses and credentials required for instruction and testing, vehicle inspections, premises inspections, records inspections, a check-ride for license examiners and security procedures.
  - WAC 308-108-130 also provides that DOL may conduct an inspection or review at any time during regular business hours.
- Complaints or audit findings may lead to an investigation. Following an investigation, DOL may exercise its authority to take action against a licensed provider. The program uses progressive discipline with all licensees. All forms of education or discipline provide the licensee an opportunity to comply with the law/rules as a means of issue resolution. DOL has broad disciplinary authority under the Uniform Regulation of Business and Professions Act (Chapter 18.235 RCW).
- New auditors shadow a current auditor for about one month. Auditors utilize an audit checklist and a standardized audit report form. DOL has developed audit thresholds based on risk assessments.
  - Schools were provided with pre-audit checklists in the past but are not currently. An exit interview covering the findings and recommendations of the audit is conducted. The period of time to correct the audit finding depends on the risk level assigned. Follow up audits may be conducted about three months later.
  - There are no policies or an audit compliance manual for the providers to use and refer to.
  - The new WACs will assist with providing polices for audit compliance.
- The DOL identified the need for more auditors to conduct specific audits for instructors and that additional funding would be required.
- Providers indicated that audits tend to focus on minor administrative issues such as driver logs and contiguous learning rather than safety-related issues.
- Providers also felt that there should be more consistency in how audits are conducted; that all providers should be treated fairly and equally; and there should be more communication between the DOL and providers.

## **Recommendations**

### 1.1.4

- Increase the ability of the Office of Superintendent of Public Instruction to conduct standardized monitoring, evaluation/auditing and oversight procedures to ensure that every Traffic Safety Education program in the public school system uses a curriculum with written goals and objectives.
- Develop, implement and distribute audit policies, including an audit compliance manual and pre-audit check list for use by the Department of Licensing and Traffic Safety Education providers.

## **Standard 1.1.5**

1.1.5 have a program renewal process to ensure that curriculum material and procedures are current.

## **Status**

### 1.1.5

- Neither OSPI nor DOL have a program renewal process to ensure that curriculum materials and procedures are current.
  - Commercial TSE providers are required to submit their curriculum only when there are changes in the materials.
  - There is no requirement for a regular review process.
  - Some curricula have not been reviewed since 2008.
  - Teens felt that curriculums, visuals and videos were outdated and that the programs need to better engage the learner.

## **Recommendation**

### 1.1.5

- Establish a program renewal process to ensure that curriculum material and procedures are current and reflect delivery methods designed for teen learners.

## **Standard 1.1.6 and 1.15**

1.1.6 adopt an instructor certification renewal process.

1.1.15 require, provide, or ensure the availability of ongoing professional development for instructors to include updates in best education and training methods and material.

## Status

### 1.1.6 and 1.1.15

- WAC 392-153-020 states that the OSPI requires instructors to complete the course work requirement of forty clock hours every five years to maintain a TSE endorsement or letter of approval.
- WAC 392-153-021(3) states that a behind the wheel or classroom conditional certificate is valid for two years. OSPI may reissue the conditional certificate if an instructor provides verification that they continue to meet all requirements of this chapter, including having completed sixty hours of course work within the previous two years. However, for the purpose of reissue, the employing school district superintendent (or designee) may approve up to forty-eight of the sixty hours, including approving credit for professional development courses or TSE related projects.
- RCW 46.82.330 states that the DOL instructor license is valid for two years. An instructor seeking to renew a license must pay licensing fees, and provide proof of eight hours of continuing professional development. The DOL will review driver abstract records and conduct a background check, if necessary.
  - The current language is ambiguous concerning the number of continuing professional development hours a DOL school instructor must have per year. It can be misconstrued as requiring only eight hours every two years.
- Both public and private school instructors are required to provide evidence of continuing professional development and instructors are required to submit evidence of professional development at the time of their license renewal. The requirement for professional development is found in the WAC and RCW.
- Ongoing professional development is provided by the Washington Traffic Safety Education Association (WTSEA) and by the Professional Driving Schools Association (PDSA) in Washington and by the regional Pac Northwest conference in Oregon. There was also some evidence of collaboration between the associations in providing professional development to driver education instructors.

### 1.1.6 and 1.1.15

## Recommendation

- No Recommendation.

## Standard 1.1.7

1.1.7 approve driver education and training programs that conform to applicable State and national standards.

## Status

### 1.1.7

See Standard 2.1.2 – Approve curricula that are based on nationally based and recognized standards such as ADTSEA and DSAA.



## **Recommendation**

### 1.1.7

- No Recommendation.

## **Standards 1.1.8; 1.1.11; 1.1.18; and 1.1.20**

1.1.8 deny or revoke approval of driver education and training programs that do not conform to applicable State and national standards.

1.1.11 develop and execute monitoring, evaluation, and auditing procedures to ensure standards are met by public and private providers.

1.1.18 ensure that all novice teen driver education and training programs, instructors, and associated staff possess necessary operating licenses and credentials required by the State.

1.1.20 ensure that all materials, equipment, and vehicles are safe and in proper condition to conduct quality, effective driver education and training.

## **Status**

### 1.1.8; 1.1.11; 1.1.18; and 1.1.20

- The DOL may deny or revoke approval of driver education and training programs through RCW 46.82.350 – Suspension, revocation, or denial of licenses. The director may suspend, revoke, deny, or refuse to renew an instructor's license or a driver training school license, or impose such other disciplinary action authorized under RCW 18.235.110, upon determination that the applicant, licensee, or owner has engaged in unprofessional conduct as defined by RCW 18.235.130.
- There is little oversight at the State level by OSPI. It is up to the local school districts to evaluate their programs and submit certificate of compliance to the office of OSPI but there is little follow up unless a complaint has been filed and needs the attention of OSPI. There are multiple references to RCW and WAC that give authority to the DOL to monitor, evaluate and audit programs to ensure standards are met by private providers.
  - The DOL Program audits all commercial driver training schools annually. DOL is authorized to conduct audits under RCW 46.82.360(10). These are comprehensive audits that include a pre-audit review of internal records and files, verification of the status of all licenses and credentials required for instruction and testing, vehicle inspections, premises inspections, records inspections, a check-ride, and security procedures. WAC 308-108-130 also provides that DOL may conduct an inspection or review at any time during regular business hours. Complaints or audit findings may lead to an investigation. Following an investigation, DOL may exercise its authority to take action against a licensed provider. The DOL uses progressive discipline with all licensees. All forms of education or discipline provide the licensee with an opportunity to become compliant with the law/rules as a means of issue

resolution. Driver Training Schools (DTS) may receive one or more of the following according to audit findings:

- Letter of education – This is a formal letter from the program that notifies the DTS of discrepancies found in audits. This letter outlines the performance areas that need correction.
- Follow up audit – Depending on the nature of the findings from an audit, the program may elect to revisit the DTS to see if the citations have been corrected and are no longer taking place.
- Investigation – complaint intake, analyze complaints for issue resolution or determine if an investigation is needed. An investigation can result in the investigation being closed due to insufficient evidence, no jurisdiction or it may progress to administrative action resulting in statement of charges.
- Statements of charges – these charges are a result of progressive discipline. Charges may be issued prior to a letters of education depending on aggravating or mitigating circumstance. All Licensees have the right to due process that may include a settlement conference, withdrawal of charges, administrative hearing, or an agreed order.
- DOL has broad disciplinary authority under the Uniform Regulation of Business and Professions Act (Chapter 18.235 RCW).
- Statements offered during the presentations mentioned several concerns about the audit process and the consequences of a finding. It was mentioned that the process left some of the providers with the feeling that there were inconsistencies between auditors and that when a finding was noted, it was a real fear that a business license would be suspended for what they felt was a minor infraction.
- There was also a concern that the audit process focused on clerical issues rather than issues that are pertinent to operating a traffic safety school such as evaluating instructors in the classroom and behind-the-wheel.
- DOL ensures that all training programs, instructors and associated staff possess necessary operating licenses and credentials required by the State.
  - RCW 46.82.310 – School licenses – Insurance states that no person shall engage in the business of conducting a driver training school without a license issued by the director for that purpose.
  - RCW 46.82.320 – Instructor’s license states that no person affiliated with a driver training school shall give instruction in the operation of an automobile for a fee without a license issued by the director for that purpose.
  - RCW 46.82.330 specifies: Instructor’s license – Application – Requirement. The application for an instructor's license shall document the applicant's fitness, knowledge, skills and abilities to teach the classroom and behind-the-wheel phases of a driver training education program in a commercial driver training school.
  - RCW 46.82.325 – Background checks for school personnel states that Instructors, owners, and other persons affiliated with a school who have regularly scheduled, unsupervised contact with students are required to have a background check through the Washington state patrol criminal identification system and through the federal bureau of investigation.
- Training programs, instructors and associated staff must also meet other established

requirements. The DOL has various requirements relating to the condition of materials, equipment, and vehicles.

- WAC 308-108-110 – Traffic safety education vehicles. This section states that all vehicles used for student instruction by a commercial driver training school shall:
  - Carry a minimum twenty-piece approved first aid kit, fire extinguisher safely secured in the vehicle and fully charged, and an emergency strobe light, reflective triangle, or two eighteen-inch traffic cones;
  - Maintain an annual vehicle inspection form meeting minimum equipment and safety criteria established by the department that it has been conducted by or for the school owner; and
  - Be used exclusively for driver training purposes at all times when student instruction is being given.
- Records of all TSE vehicles used by a commercial driver training school shall:
  - Be maintained at the school's primary place of business; and
  - Include the original insurance policy or policies covering the vehicles and copies of the current vehicle registrations and annual vehicle safety inspection report.

## **Recommendations**

1.1.8; 1.1.11; 1.1.18; and 1.1.20

- **Evaluate all practicing Traffic Safety Education instructors within their license cycle.**
- **Extend the audit process to include evaluation of instructor preparation programs.**
- Develop an audit program that evaluates public school Traffic Safety Education programs.
- Extend the audit process to include evaluation of classroom teachers and behind-the-wheel instructors.

## **Standard 1.1.9**

1.1.9 ensure that programs reflect multicultural education principles and are free of bias.

### **Status**

1.1.9

- Neither OSPI nor DOL ensure that programs reflect multicultural education principles and are free of bias.
  - Both agencies regulate only the content of curriculum and do not specify how the content is delivered.
  - OSPI mandates that teachers are familiar with multicultural education principles but do not specifically audit programs for compliance.
- DOL provides the Washington Risk Prevention Curriculum as a resource. It is not clear if this curriculum meets multicultural education principles. Since 2005, about 90 percent of schools have chosen to use the Washington Risk Prevention Curriculum that consists of 29 foundational concepts.

## **Recommendation**

### 1.1.9

- Establish requirements to ensure that Traffic Safety Education programs reflect multicultural education principles and are free of bias.

## **Standard 1.1.10**

1.1.10 administer applications for licensing of driver education and training instructors, including owner/operators of public and private providers.

## **Status**

### 1.1.10

Commercial Driver Training School Instructor Licensing Process

- Becoming a commercial driver training school instructor requires a license issued by the DOL. This is a separate license than the program/business license. In order to qualify, the instructor must submit an application, pay the following fees and meet the following requirements:
  1. Proof of 100 hours training log of secondary school training
  2. Possess a High School Diploma or equivalent
  3. Background check - fingerprint cards
  4. \$150 application fee (\$125 application fee and \$25 testing fee)
  5. \$34.75 print processing fee
  6. Driving abstract that reflects a minimum of 5 years driving experience

Once the application is submitted, the DOL conducts the following process:

1. Upon receiving an application in the Driver Training School Program (DTS), staff begins processing the application packets, making sure all documents are provided
2. If all documents are received, DTS will issue a “testing letter” to the applicant to take the instructor 100 question knowledge and skills exams at the Licensing Service Office of their choice
3. If all documents are NOT received, DTS does not process the application; DTS will notify the applicant of the missing items and cc the DTS they are employed by
4. DTS will only allow the applicant one failure per exam on their instructor’s examination; if there is a failure, DTS requests an additional fee for another testing letter; this process can possibly happen various times
5. Once the applicant completes their exam(s), the Licensing Service Office transmits the results to the DTS program
6. During this waiting period, DTS also waits for the fingerprint/background results from WSP & FBI; if results are received, proceed; if rejected due to light or insufficient print pads, request new prints
7. When all successful results are received, DTS reviews the applicant’s record once more for accuracy to make sure they have completed all the requirements
8. At this time the applicant will be issued a Washington State DTS Instructor

license identification number

9. DTS will notify applicant and school of their new license via email

#### Public School Traffic Safety Education Instructors

- Certificated teachers can qualify for a traffic safety endorsement or a letter of authorization issued by OSPI if they meet the following requirements:
  - a. Possess a valid Washington State driver's license (or a valid license issued by another state provided you are a legal resident of that state).
  - b. Provide a current satisfactory driving record to the employing school district on an annual basis.
  - c. Complete twelve quarter hours (or eight semester hours) of approved course work.
  - d. Provide verification to OSPI that the employing school district has determined that you comply with all of the requirements set forth in this chapter.
- Maintaining the endorsement or authorization requires 40 clock hours every 5 years. See WAC 392-153-020.
- The OSPI also issues conditional TSE certificates to individuals who are not certificated teachers. In order to qualify for a conditional certificate to teach the driving/laboratory phase of driver training, the individual must:
  - a. Complete a behind the wheel conditional certificate course, consisting of at least sixty clock hours of instruction, approved by OSPI that includes supervised practice in instructing and demonstration of instructional competencies within two years prior to application. You must also pass practical and knowledge examinations administered by an agent approved by OSPI.
  - b. Possess a valid Washington State driver's license (or a valid license from another state provided you are a resident of that state).
  - c. Hold a high school diploma or its equivalent.
  - d. Have at least five years of licensed driving experience.
  - e. Provide a current satisfactory driving record to the employing school district on an annual basis.
  - f. Provide verification to OSPI that the employing school district has determined that all of the requirements set forth in this chapter are in compliance.
  - g. To teach using a simulator or on a multiple car driving range, you must provide evidence of having completed an additional thirty hours of course work which includes supervised practice in instructing using the designated method.
- In order for the individual to teach the classroom phase of driver training, they must:
  - a. Possess a valid Washington State driver's license (or a valid license from another state provided you are a resident of that state).
  - b. Provide a current satisfactory driving record to the employing school district on an annual basis.
  - c. Complete at least one thousand hours of behind the wheel teaching experience within the last five years.
  - d. Complete an eighty clock hour classroom instructor training course approved by OSPI.
  - e. Provide verification to OSPI that the employing school district has determined that all of the requirements set forth in this chapter are in compliance.
- A behind the wheel or classroom conditional certificate is valid for two years. OSPI

may reissue the conditional certificate if a candidate provides verification that they to continue to meet all requirements in WAC 392-153-021, including having completed sixty hours of course work within the previous two years. However, for the purpose of reissue, the employing school district superintendent (or designee) may approve up to forty-eight of the sixty hours, including approving credit for professional development courses or TSE related projects. See WAC 392-153-021.

- While the State meets the standard for teacher licensing, it does have two agencies that license teachers to teach driver education. There are minor inconsistencies between requirements of each agency.

## **Recommendation**

### 1.1.10

- No Recommendation.

## **Standard 1.1.12**

1.1.12 adopt goals, objectives, and outcomes for learning.

## **Status**

### 1.1.12

- DOL has adopted the Washington Risk Prevention Curriculum as the model. Each school's curriculum is approved by the DOL and must meet or exceed the standards within this curriculum. Specific requirements are established in RCW 46.82.420 and WAC 308-108-150.
- Washington Risk Prevention Curriculum is reviewed periodically and is updated based on feedback from stakeholders. DOL recently conducted a gap analysis of its curriculum relative to Washington's Strategic Highway Safety Plan (Target Zero). Based on this analysis, DOL bolstered content around the leading causal factors in young driver-related fatal and serious injury collisions.

## **Recommendation**

### 1.1.12

- No Recommendation.

### **Standard 1.1.13**

1.1.13 develop criteria to assess and approve programs, curricula, and provider effectiveness. Financial and/or administrative sanctions for non-compliance with the State application and approval processes and/or standards should be provided to all applicants and provide remediation opportunities to driver education and training programs when sanctions are issued.

#### **Status**

1.1.13

- OSPI has not developed criteria to assess and approve programs, curricula and provider effectiveness as addressed in other standards within this section.
- DOL has developed criteria to assess and approve programs as addressed in other standards within this section.

#### **Recommendation**

1.1.13

- No Recommendation (see other standards within this section).

### **Standard 1.1.14**

1.1.14 establish and maintain a conflict resolution system for disputes between the State agency and local driver education and training programs.

#### **Status**

1.1.14

- The DOL does not have a well-defined conflict resolution system for disputes between the DOL and TSE providers. Providers are unclear about the process to dispute findings of an audit and indicated that pursuing such resolution is difficult at best.

#### **Recommendation**

1.1.14

- Establish or refine a conflict resolution process for disputes between the Department of Licensing and Traffic Safety Education providers. Clearly define the procedures for providers to follow.

### **Standard 1.1.16 and 1.1.17**

1.1.16 require all public and private driver education and training providers to report program data to the designated State agency so that periodic evaluations of the State's driver education and training programs can be completed and made available to the public.

1.1.17 ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations.

## Status

1.1.16 and 1.1.17

- Reporting requirements are established through WAC 308-108-140. All driver training school owners shall:
  - Report to the DOL within ten days any driving or traffic-related incidents involving an instructor employed by the school, including but not limited to:
    - (a) Conviction for a traffic violation;
    - (b) Finding that a traffic infraction has been committed;
    - (c) Entry into a deferred prosecution agreement; or
    - (d) Suspension, revocation, cancellation, or denial of driving privileges.
  - Report to the DOL within twenty-four hours following any TSE vehicle involved in a traffic collision for which an accident report must be or has been made under the provisions of RCW 46.52.030. Prior to the return to service of any Traffic Safety Education vehicle that has been involved in a collision, the school owner must forward a vehicle inspection report to the department.
  - Forward to the department by the seventh day of each month, a report of student enrollment in TSE courses provided by the school, including but not limited to:
    - (a) The start date and end date of any courses provided by the school that are initiated during the reporting period, including the total number of students enrolled in each course;
    - (b) The names and certificate numbers of all instructors providing classroom and/or behind the wheel instruction for each course;
    - (c) The names and instruction permit or driver's license numbers or dates of birth of all students enrolled in each course, along with the identifying number of the TSE certificate reserved for each student for issuance upon successful completion of the course.
  - Not less than annually, have completed and have on file at the main school location a vehicle inspection report as required under WAC 308-108-110 (1)(b) for all TSE vehicles in use by the school.
  - Report to the DOL within ten days any new vehicles used by the school for instructional purposes or any vehicles taken out of service.
- Secure Access Washington is the name of the portal for transmitting information. To use the portal an individual must be a licensed instructor or designated staff member. Student records are housed by the provider. All other communications are conducted through email or fax. DOL could not verify that the information transmitted remains confidential and that emails and faxes do, in fact, contain personal information which may put this information at risk.



## **Recommendations**

### 1.1.16 and 1.1.17

- Establish a secure electronic system to report all program data from providers to the designated State agency.
- Implement standards and practices to ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations.

## **Standard 1.1.19**

1.1.19 ensure that each driver education and training provider has an identified person to administer day-to-day operations, including responsibility for the maintenance of student records and filing of reports with the State in accordance with State regulations.

## **Status**

### 1.1.19

- OSPI requires that the public school must designate a local coordinator and that the designee must be renewed every year. School districts that offer an approved TSE program must meet specific requirements in WAC 392-153-040: including appointing a person to be responsible for ensuring the program's continuing compliance with program requirements.
- DOL has established that the owners for commercial schools are the designated point of contact.

## **Recommendation**

### 1.1.19

- No Recommendation.

## **Standard 1.1.21**

1.1.21 refer to a general standard for online education such as those established by the North American Council for Online Learning in the absence of national standards specific to the delivery of online driver education or online teacher preparation.

## **Status**

### 1.1.21

- In 2014, the Legislature directed the Washington Joint Transportation Committee to convene a work group made up of legislators and representatives from commercial driver training schools, public school driver education programs, Department of Licensing, Traffic Safety Commission, Washington State Patrol, Superintendent of Public Instruction, AAA and Farmers Insurance to develop parameters for and make recommendations regarding an on-line drivers' education program. The work group did not reach consensus for online driver's education standards.

## **Recommendation**

1.1.21

- No Recommendation.

## **Standard 1.1.22**

1.1.22 ensure that the instruction of novice teen drivers is completed using concurrent and integrated classroom and in-car instruction where the bulk of the classroom instruction occurs close in time to the in-car instruction to ensure the maximum transfer of skills.

## **Status**

1.1.22

- The driving and classroom time must be integrated and contiguous. All curricula must demonstrate how the Behind-the-Wheel lessons are integrated, and a course must be scheduled in contiguous weeks. Open enrollment or self-paced instruction is not permitted.
- Classroom and Behind-the-Wheel instruction in a course that is scheduled for not less than thirty days in which lessons must be in contiguous weeks.

## **Recommendation**

1.1.22

- No Recommendation.

## **2.0 Education/Training**

### **Advisory**

#### **2.1 Each State should:**

2.1.1 have driver education and training that meets or exceeds current nationally accepted content standards and benchmarks.

2.1.2 approve curricula that are based on nationally recognized standards such as ADTSEA and DSAA – Attachments E and F. Each State retains authority in determining what curricula meet its State standards. Other resources include AAA and NIDB.

2.1.3 regulate the use of simulation and driving ranges.

2.1.4 require an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to graduate from the driver education and training program.

2.1.5 require a course provider to conduct valid post-course evaluations of driver education and training programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program (a resource for help in conducting these evaluations is the AAA Foundation for Traffic Safety).

2.1.6 require core driver educational hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination. To enable States to select the appropriate guidelines for contact hours to meet the desired outcomes, the following instructional time should be:

First stage education:

Minimum of 45 hours of classroom/theory;

Minimum of 10 hours of behind the wheel instruction;

10 hours in-car observation; Second stage education;

Minimum of 10 hours; and

The in-car instruction can be enhanced with simulation or driving range instruction.

2.1.7 require distributive learning.

### **Status and Recommendations**

#### **Standards 2.1.1 and 2.1.2**

2.1.1 have driver education and training that meets or exceeds current nationally accepted content standards and benchmarks.

2.1.2 approve curricula that are based on nationally recognized standards such as ADTSEA and DSAA – Attachments E and F. Each State retains authority in determining what curricula meet its State standards. Other resources include AAA and NIDB.

## Status

### 2.1.1 and 2.1.2

- Washington has a comprehensive set of statutes and administrative rules that govern the delivery and accountability of novice traffic safety education.
- However, with bifurcated responsibility for the delivery of novice traffic safety education programs, there is no standardized state-wide process for curriculum review, revision and approval or a mechanism to track and monitor all curricula in use.
- Washington law authorizes the Department of Licensing (DOL) to license and regulate private driver training schools and the Office of Superintendent of Public Instruction (OSPI) to oversee public school Traffic Safety Education (TSE) programs. Chapter 46.82 RCW (commercial schools); Chapter 28A-220 RCW (public school programs).
- Washington does not have generic or universal curriculum content standards but does specify Basic Minimum Required Curriculum requirements RCW 46.82.420 (private schools); WAC 392-153-032 (public school programs).
- The most prevalent curriculum in use is the Washington Risk Prevention Curriculum (Model Curriculum). This curriculum appears to meet or exceed current nationally accepted content standards and benchmarks.
- The Model Curriculum and its related documents and resources were created through a partnership between the Oregon Department of Transportation (ODOT) and Western Oregon University (WOU). This curriculum was revised to comply with the Washington DOL Driver Training School Program rules and regulations. It is a local representation of a TSE curriculum that brings together resources and materials gleaned from the WOU-ODOT Trainer of Trainers Curriculum, National Driver Training Credentialing Program of the American Driver and Traffic Safety Education Association (ADTSEA) and the National Institute for Driver Behavior (NIDB) Driver Risk Prevention Curriculum. It follows the NIDB Risk Prevention Curriculum and its behavioral delivery sequences. It is designed to meet the minimum standards of driver behavior risk prevention as set forth by the NIDB and ADTSEA.
- In addition to the Model Curriculum, there are also a number of other approved curricula in use by private driving schools under DOL.
- The various curricula used by public school TSE programs operating under OSPI are undocumented.
- The curriculum used by public school TSE programs must be approved by the local school district, but no criteria for this approval process were made available.
- Prior to the issuance of a Driver Training School (DTS) license by DOL, the school must submit its curriculum with the initial school application to DOL. A school may use the Model Curriculum or develop its own that meets or exceeds the Model Curriculum. A license is not issued prior to the curriculum being approved. The DOL program staff review all driver education curricula by using state law and rules as the minimum guidelines along with comparison against the Model Curriculum. However, DOL does not currently utilize a reviewer with instructional and content knowledge expertise.
- Any time a licensed DTS makes modifications to its approved curriculum it must submit the changes to the program for approval prior to use, and it may not use the revised curriculum until it is approved. The program staff date stamps each approved modification with his/her initials. Each form is required to have a revision date for audit review and program approval. The Audit team reviews the approved curriculum at the

DTS annual audit to ensure it is up to date.

- DOL reviews its curriculum content periodically and issues updated requirements to all private driver training schools when it makes changes to the Model Curriculum.

## **Recommendations**

2.1.1 and 2.1.2

- **Review, revise and approve all curricula by an instructional and content knowledge specialist.**
- Establish a single curriculum review and approval process for all approved curricula for both Department of Licensing and the Office of Superintendent Public Instruction.
- Schedule periodic content and delivery reviews to ensure that curriculum materials, content and delivery remain current and complete.

## **Standard 2.1.3**

2.1.3 regulate the use of simulation and driving ranges.

## **Status**

2.1.3

- There are no active driving ranges in use for novice traffic safety education in Washington.
- No driving simulators are currently in use for novice traffic safety education in Washington and driving simulators are not currently approved for credit against any required classroom or in-car hours by either DOL or OSPI.
- However, the American Automobile Association's (AAA's) Driver-ZED computer-based training (CBT) program is accepted under the term of "simulation" for credit against one in-vehicle hour on a 4:1 ratio by both DOL (WAC 308-108-120) and OSPI (WAC 392-153-040).<sup>4</sup>

## **Recommendation**

2.1.3

- Adopt or develop criteria and standards for the use of driving simulators for credit against hours in both the classroom and in-car phases of the novice traffic safety education program.
- Recognize the Driver-ZED program only for substitution of classroom hours and when delivered under the direct supervision of the classroom instructor.

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<sup>4</sup> The Team does not believe that the Driver-ZED program qualifies as a driving simulator acceptable for substitution for behind-the-wheel instruction.

## **Standard 2.1.4**

2.1.4 require an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to graduate from the driver education and training program.

### **Status**

#### 2.1.4

- Both DOL and OSPI require knowledge testing and an end-of-course skills assessment. However, there are no standardized procedures or criteria to ensure that assessments are based on the stated program goals, objectives and learning outcomes.
- There is no centralized process at the State level to collect, analyze or summarize evidence from multiple sources of data related to the end-of-course performance.
- The Model Curriculum provides guidance on student assessments which informs teachers and others with regard to driving-related concepts and skills students have learned and how well they have learned them. This information can be used to determine if adjustments need to be made to the curriculum and or the instructional process.

### **Recommendations**

#### 2.1.4

- Develop and implement a standardized end-of-course knowledge test and skills assessment to inform teachers, parents and others about the driving-related concepts and skills students have learned and how well they have learned them.
- Utilize end of course assessments to determine if adjustments need to be made to the curriculum and/or the instructional process.

## **Standard 2.1.5**

2.1.5 require a course provider to conduct valid post-course evaluations of driver education and training programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program (a resource for help in conducting these evaluations is the AAA Foundation for Traffic Safety).

### **Status**

#### 2.1.5

- There is no required post-course student and/or parent evaluation of novice traffic safety education and training programs by DOL or OSPI. The lack of student and/or parent feedback does not allow DOL or OSPI to improve program delivery and outcomes.

## **Recommendations**

### 2.1.5

- Require that all approved course providers have students and/or parents complete a valid, evidence-based post-course evaluation that comments on the effectiveness of the program.
- Utilize the information collected from post-course evaluations to analyze and improve program delivery and outcomes.

## **Standard 2.1.6**

2.1.6 require core driver educational hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination. To enable States to select the appropriate guidelines for contact hours to meet the desired outcomes, the following instructional time should be:

First stage education:

- Minimum of 45 hours of classroom/theory;
- Minimum of 10 hours of behind the wheel instruction;
- 10 hours in-car observation; Second stage education;
- Minimum of 10 hours; and

The in-car instruction can be enhanced with simulation or driving range instruction.

## **Status**

### 2.1.6

- Washington requires a minimum of: 30 hours of classroom/theory, six hours of behind-the-wheel (BTW) instruction, one hour in-car observation (DOL), and four hours in-car observation (OSPI). There is no Second Stage education with either DOL or OSPI, but an opportunity for second stage learning can occur through modifications to the Intermediate Driver Licensing (IDL) law, self-identification through infractions and/or voluntary enrolment.
- Due to the predominately rural nature of Washington, the current one hour per day, BTW limitation WAC 308-108-150 causes a hardship on some providers to ensure that students receive exposure to the widest possible variety of driving environments.
- The most commonly cited obstacle to expanding from 30 to 45 hours of classroom instruction and from six to ten hours of BTW instruction is cost. There is a high level of interest in improving existing course content, delivery and resources that includes: increasing the education and training hours, embracing alternative delivery methods and adopting a hybrid program model. Examples include simulation, CBT, computer-mediated or self-directed study components and accommodating a combination of both synchronous and asynchronous learning environments.

## **Recommendations**

### 2.1.6

- Adopt or develop criteria and standards for augmenting the current curricula with additional and/or alternative educational delivery systems.
- Provide the opportunity for second stage learning through modifications to the Intermediate Driver Licensing law, self-identification through infractions and/or voluntary enrolment.
- Increase: classroom hours from 30 hours to 45, behind-the-wheel instruction from six hours to 10 and in-car observation from one or two hours to 10.
- Require second stage education of at least 10 hours.
- Allow for a single behind-the-wheel session of one and a half hours in a 24-hour period, where justifiable.

### **Standard 2.1.7**

2.1.7 require distributive learning.

### **Status**

#### 2.1.7

- Both DOL and OSPI require distributive learning in the delivery of novice traffic safety education and training programs (WAC 308-108-150).

### **Recommendation**

#### 2.1.7

- No Recommendation.



## **3.0 Instructor Qualifications**

### **Advisory**

#### **3.1 Each State should:**

3.1.1 require the following prerequisites for instructors receiving certification and recertification:

- a) possession of a valid driver's license, as recognized by the State.
- b) have an acceptable driving record as determined by the State.
- c) pass a Federal and State criminal background check.
- d) meet health or physical requirements as determined by the State.
- e) achieve a minimum academic education requirement as determined by the State.
- f) meet a minimum age requirement as determined by the State.

3.1.2 require instructors to complete approved standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs. This preparation should include a course of study that is no less than 120 hours of preparatory time. (See Attachment B, Instructor Qualifications Statement)

3.1.3 require instructors to receive training in accepted best practices in course delivery and evaluations using various delivery modalities.

3.1.4 require that an instructor pass a State-approved practical and/or written exam (e.g., Praxis II, National Teacher Certification Program [available at [www.ADTSEA.org](http://www.ADTSEA.org)]).

3.1.5 require annual continuing education and professional development hours for instructors.

3.1.6 require an annual driving record review for instructors.

### **Status and Recommendations**

#### **Standard 3.1.1**

3.1.1 require the following prerequisites for instructors receiving certification and recertification:

- a) possession of a valid driver's license, as recognized by the State.
- b) have an acceptable driving record as determined by the State.
- c) pass a Federal and State criminal background check.
- d) meet health or physical requirements as determined by the State.
- e) achieve a minimum academic education requirement as determined by the State.
- f) meet a minimum age requirement as determined by the State.

### **Status**

#### 3.1.1

Washington meets these requirements for licensing and recertification, with a few exceptions. Washington has two agencies that license driver education teachers and each office is governed by their respective Revised Code of Washington (RCW) and Washington Administrative Code

(WAC). Department of Licensing (DOL) and the Office of Superintendent of Public Instruction (OSPI) regulate their instructor qualifications and licensing of teachers. Each agency's requirements is as follows:

- a) Possession of a valid driver's license, as recognized by the State.
  - RCW 46.82.330, DOL and WAC 392-153-020, 021, OSPI applicants must possess a valid Washington driver's license (or a valid license issued by another state provided you are a legal resident of that state) and have 5 years of driving experience.
- b) Have an acceptable driving record as determined by the State
  - RCW 46.82.330 states that the applicant possesses a current and valid license issued by such jurisdiction, and does not have on his or her driving record any of the violations or penalties set forth in (a) (i), (ii), or (iii) of this subsection. The director shall have the right to examine the driving record of the applicant from the department of licensing and from other jurisdictions and from these records determine if the applicant has had:
    - (i) Not more than one moving traffic violation within the preceding twelve months or more than two moving traffic violations in the preceding twenty-four months;
    - (ii) No drug or alcohol-related traffic violation or incident within the preceding three years. If there are two or more drug or alcohol-related traffic violations in the applicant's driving history, the applicant is no longer eligible to be a driving instructor; and
    - (iii) No driver's license suspension, cancellation, revocation, or denial within the preceding two years, or no more than two of these occurrences in the preceding five years;
  - WAC 392-153-020(1)(b) and WAC 392-153-021(1)(e) states that a certified public school teacher and a teacher applying for a Conditional Traffic Safety Certificate must provide a current satisfactory driving record to the employing school district on an annual basis.
- c) Pass a Federal and State criminal background check.
  - RCW 46.82.325 – Background checks for school personnel instructors, owners and other persons affiliated with a school who have regularly scheduled, unsupervised contact with students are required through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation.
  - RCW 28A.410.010 rules require that the initial application for certification shall require a record check of the applicant through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation at the applicant's expense. The record check shall include a fingerprint check using a complete Washington State criminal identification fingerprint card. An individual who holds a valid portable background check clearance card issued by the Department of Early Learning consistent with RCW 43.215.215 is exempt from the OSPI fingerprint background check if the individual provides a true and accurate copy of his or her Washington State Patrol and Federal Bureau of Investigation background report results to the OSPI.
- d) Meet health or physical requirements as determined by the State.
  - Currently there are no health or physical requirements statements in the RCW and the WAC for providers of driver education in the State.
- e) Achieve a minimum academic education requirement as determined by the State.
  - a) RCW 46.82.330 states that applicants for DOL instructors are required to have a high

school diploma or equivalent. OSPI applicants must complete 12 college quarter hours (eight semester hours) from a college or university. It also allows the OSPI to issue conditional Traffic Safety Education (TSE) certificates to individuals who are not certificated teachers. In order to qualify for a conditional certificate to teach the driving/laboratory phase of driver training, the individual must hold a high school diploma or its equivalent.

f) Meet a minimum age requirement as determined by the State.

- RCW 46.82.330 applicants for DOL instructors must be 21 years of age.

## **Recommendations**

### 3.1.1

- Create health and physical standards for driver education teachers.

### **Standard 3.1.2**

3.1.2 require instructors to complete approved standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs. This preparation should include a course of study that is no less than 120 hours of preparatory time. (See Attachment B, Instructor Qualifications Statement)

## **Status**

### 3.1.2

- All instructors, whether they are public school instructors or private school instructors, are required to complete training before they can teach teen driver education. This standard requires that training be approved and standardized. The standard applies to instructors and teachers in all public and private driver education and training programs. According to the briefing document and statements made during two days of presentations, the “[Private school] instructor training is neither standardized nor consistent from one provider to the next,” and differs from public school teacher training.
  - According to WAC 392-153-020, public school instructors must complete 12 credit hours (eight semester hours) of approved course work currently provided by Central Washington University.
  - According to RCW 46-82-330, the applicant must satisfactorily complete a course of instruction in the training of drivers acceptable to the director that is no less than sixty hours in length and includes instruction in classroom and behind-the-wheel teaching methods and supervised practice behind-the-wheel (BTW) teaching of driving techniques by approved trainers.
  - Private providers are authorized to teach other instructors under WAC 308-108-090 upon approval by the DOL. The following topics are guidelines to be used in developing a training program.
  - **Classroom Instructional Methods**  
The Instructor Training Course will prepare the instructor-candidate to teach using teacher-directed discussions, interactive PowerPoint presentations, teacher-directed and student-centered demonstrations and activities.
  - **Behind-the-wheel Instructional Methods**

The Instructor Training Course will prepare the instructor-candidate to teach low-risk driving values, knowledge for development of safe habits, and accurate perceptions and mental readiness for correct in-vehicle performance. It will further prepare the candidate to involve all vehicle occupants at all times while in the vehicle, while preparing each student to conduct a drive lesson once sufficiently experienced.

○ **Integrated Classroom and Behind-the-wheel Instruction**

The course outlines teaching techniques for a 3-phase program: Classroom, BTW, and Home-practice in the family vehicle. A key element will be preparing the instructor to not only encourage parent involvement at all levels, but to require it for successful completion of the student program.

- The DOL must approve an instructor training course curriculum before use by an instructor-trainer. Any revision to an approved instructor training course curriculum used by an instructor-trainer must be submitted for review and approval by the DOL no less than thirty days prior to its use. The DOL may consider other instructional methods, instruction providers, or academic instruction in lieu of these requirements. Before an instructor training course is given, the instructor-trainer or owner must submit a list of the dates, times and locations for the training, the names of the persons to be trained and the name of the instructor-trainer who will provide the training.
- The DOL may monitor instructor education courses at any time to ensure that the instructor training requirements are being satisfied.
- During assessment presentations, several individuals stated that there was little or no monitoring or evaluation of teacher training conducted by private training providers.
- According to WAC 392-153-020, public school instructors must complete 12 credit hours (eight semester hours) of approved course work currently provided by Central Washington University.
- Central Washington University has submitted an Endorsement of Program Approval to the OSPI. It identifies the competencies to be mastered by a candidate teacher and the strategies that will be used to assess candidate capacity/performance related to the competencies. Respondents stated that neither of these strategies had been recently reviewed or compared to other national standards.
- Due to a lack of OSPI staff, the ability to monitor public school teacher preparation and review of program outcomes is non-existent. Central Washington University staff provide teacher training and update course content without oversight from OSPI.
- Statements made during presentations suggest that teacher preparation is not standardized and consistent from provider to provider or between public and private teacher training programs.

## **Recommendation**

### 3.1.2

- **Develop standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs.**

### Standard 3.1.3

3.1.3 require instructors to receive training in accepted best practices in course delivery and evaluations using various delivery modalities.

#### Status

##### 3.1.3

- Due to the brevity of DOL-authorized teacher training programs, it is not apparent that training is provided effectively and consistently from program to program using accepted best practices in course delivery and evaluations using various delivery modalities. The sample instructor training outline for DOL schools recommends that instructors receive training in the following:
  - Classroom Theory and Facilitation (40 Hours)
  - Education Theory. Education theory will cover the following four areas in development of the novice student concepts
    1. Education or special education;
    2. Driver education teacher skills training;
    3. Classroom teaching techniques; and
    4. Communication skills
  - An individual wishing to teach at a public school with an endorsement in traffic safety must take four courses in the following areas: the driving task, classroom instructional methods, in-vehicle methods of instruction with a teaching lab and a final course in administrative practices. Two competencies identified from the Endorsement Program Approval for Traffic Safety are:
    - Use of current methodologies for providing classroom instruction in driver education including organization, classroom management and technologies.
    - Use of current methodologies for providing in-car instruction in driver education including route development, giving directions, positive evaluation feedback and evaluating driver performance.

#### Recommendations

##### 3.1.3

- **Standardize and require training in best practices for all licensed instructors in both public and private driver education and training programs.**
- Identify accepted best practices in course delivery and evaluation using various delivery modalities.

### Standard 3.1.4

3.1.4 require that an instructor pass a State-approved practical and/or written exam (e.g., Praxis II, National Teacher Certification Program [available at [www.ADTSEA.org](http://www.ADTSEA.org)]).

## Status

### 3.1.4

- Currently, Washington does not require a Praxis II or National Teacher Certification Program test to receive an instructor license. The State does require that private school providers pass a 100 question driver knowledge test that is not specific to instructional methods.
- There is no testing requirement for public school teachers.

## Recommendation

### 3.1.4

- Develop and implement a reliable testing instrument that measures driver knowledge and instructional methods.

## Standard 3.1.5

3.1.5 require annual continuing education and professional development hours for instructors.

## Status

### 3.1.5

- Both public and private school instructors are required to provide evidence of continuing education and instructors are required to submit evidence of professional development at the time of their license renewal. The requirement for professional development is found in WAC and RCW.
- WAC 392-153-020 states that OSPI requires instructors to complete the course work requirement of forty clock hours every five years to maintain a Traffic Safety Education endorsement or letter of approval.
- A behind the wheel or classroom conditional certificate is valid for two years. OSPI may reissue the conditional certificate if an instructor provides verification that they continue to meet all requirements in WAC 392-153-021, including having completed sixty hours of course work within the previous two years. However, for the purpose of reissue, the employing school district superintendent (or designee) may approve up to forty-eight of the sixty hours, including approving credit for professional development courses or TSE related projects. See WAC 392-153-021.
- RCW 46.82.330 states that the DOL instructor license is valid for 2 years. Instructors seeking to renew their license must pay licensing fees and provide proof of eight hours of continuing professional development.
- Ongoing professional development is provided by the Washington Traffic Safety Education Association (WTSEA) and by the Professional Driving Schools Association (PDSA) in Washington and by the regional Pac Northwest conference in Oregon. Statements made during the presentations suggested there was collaboration between the associations in providing professional development to driver education instructor attendees.

## **Recommendation**

### 3.1.5

- Make the professional development hours requirement consistent for both public and private instructors.

## **Standard 3.1.6**

3.1.6 require an annual driving record review for instructors.

## **Status**

### 3.1.6

- WAC 392-153-020(1)(b) and WAC 392-153-021(1)(e) states that public school teachers and teachers applying for a Conditional Traffic Safety Certificate must provide a current satisfactory driving record to the employing school district on an annual basis.
- RCW 46.82.330 states that the director shall have the right to examine the driving record of an applicant from the DOL and from other jurisdictions. From these records, the director will determine if the applicant has had:
  - Not more than one moving traffic violation within the preceding twelve months or more than two moving traffic violations in the preceding 24 months;
  - No drug or alcohol-related traffic violation or incident within the preceding three years. If there are two or more drug or alcohol-related traffic violations in the applicant's driving history, the applicant is no longer eligible to be a driving instructor; and
  - No driver's license suspension, cancellation, revocation, or denial within the preceding two years, or no more than two of these occurrences in the preceding five years.

## **Recommendation**

### 3.1.6

- No Recommendation.

## **4.0 Parent Involvement**

### **Advisory**

#### **4.1 Each State should:**

4.1.1 require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen's driver education and training course. This session should outline the parent's responsibility and opportunity to reduce his or her teen's crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of GDL and parental involvement:

- a) Manage the novice driver's learning-to-drive experience to determine the readiness of the teen to begin the process, and supervise the teen's driving so that the parent can better determine the teen's readiness to advance to the next licensing stage and assume broader driving privileges;
- b) Supervise an extended learner permit period of at least six months that provides at least weekly opportunities for the novice driver to accumulate a minimum of 50 hours of supervised practice driving in a wide variety of increasingly challenging circumstances. Hours of supervised practice driving required in GDL should not be reduced by a novice driver's participation in other driver education and training programs, nor should any other activity be considered a substitute;
- c) Supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers and during nighttime hours until the State's GDL requirements have been met and the parent determines the teen's readiness to drive unsupervised in these high risk conditions; and
- d) Negotiate and adopt a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to earn and for the parent to grant progressively broader driving privileges.

4.1.2 require a parent to complete a debriefing with the driver training instructor to inform the parent of the progress and proficiency of the teen driver. This final session should include a reminder that it is the parent who must ultimately determine the teen's readiness to obtain a license with full driving privileges and of the parent's responsibility and important role in helping the teen to become a safe driver.

### **Status and Recommendations**

#### **Standard 4.1.1**

4.1.1 require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen's driver education and training course. This session



should outline the parent's responsibility and opportunity to reduce his or her teen's crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of GDL and parental involvement:

- e) Manage the novice driver's learning-to-drive experience to determine the readiness of the teen to begin the process, and supervise the teen's driving so that the parent can better determine the teen's readiness to advance to the next licensing stage and assume broader driving privileges;
- f) Supervise an extended learner permit period of at least six months that provides at least weekly opportunities for the novice driver to accumulate a minimum of 50 hours of supervised practice driving in a wide variety of increasingly challenging circumstances. Hours of supervised practice driving required in GDL should not be reduced by a novice driver's participation in other driver education and training programs, nor should any other activity be considered a substitute;
- g) Supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers and during nighttime hours until the State's GDL requirements have been met and the parent determines the teen's readiness to drive unsupervised in these high risk conditions; and
- h) Negotiate and adopt a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to earn and for the parent to grant progressively broader driving privileges.

## **Status**

### **4.1.1**

Parental involvement is key to successful novice driver education. The State of Washington has different parental involvement requirements for students attending private driver education schools and for students receiving driving instruction in public schools; neither policy meets the parental involvement requirement of Standard 4.1.1.

- The Department of Licensing (DOL) oversees the State's private driver education providers and requires that the curricula provide a parent seminar for up to one hour of the required 30 hours of classroom time. Private driver education providers must review Washington's Intermediate Driver License (IDL) law and show a Vision Zero video produced by the Washington Traffic Safety Commission (WTSC) during the required parental involvement offering. While parental attendance is not mandatory in most schools, it is highly recommended.
  - The DOL has developed suggested templates, forms, PowerPoint presentations and other resources to assist private driver education providers in developing effective parent education sessions.
  - Outside of the two required elements discussed above, the DOL does not specify or mandate content for parent education sessions.
  - The DOL does not dictate the timing of the parental involvement element in the

curricula, although it was stated that most schools hold this session prior to or at the beginning of the driver education experience.

- Provider estimates of participation in the parent information sessions ranged from 10 to 80 percent of eligible parents.
- The Office of Superintendent of Public Instruction (OSPI) oversees Traffic Safety Education (TSE) offered by public schools in Washington. No parental education session is required as a part of this instruction. Stakeholder presentations indicated that many school-based driver education programs offer parental involvement sessions, although no estimate of parental attendance was available.
- At the time of novice driver permitting, the DOL provides parents with paper copies of the State Farm-sponsored *The Parent's Supervised Driving Program* and a brochure to help parents understand the IDL law. The State Farm resource recommends the use of a parent-teen driving contract and contains a sample contract, along with a form for drivers to record practice driving time.
- Parents must sign and notarize an affidavit to document the required 50 hours of driving time (to include 10 hours of nighttime practice) gained during a minimum six-month permit holding period.
  - Parents are warned that they could be charged with perjury if practice records are found to be false. State officials reported that, to their knowledge, no perjury charges had ever been pursued against a parent for falsification of records.
  - Several parents and teens expressed concerns about the usefulness of the driver practice log and reported that their novice driver was not asked or required to produce a driver practice log at any time in the licensing process.
- During the first six months of the IDL period, Washington limits drivers to no passengers other than immediate family members (spouse, child, stepchild or siblings, both by birth and marriage) and restricts the nighttime driving of novice license holders between 1 a.m. and 5 a.m. unless accompanied by a licensed driver 25 years or older.
- Participation in an approved driver education program does not reduce or modify Washington's IDL restrictions.

## Recommendations

### 4.1.1

- **Require parents, guardians or employers of students attending both public and private Traffic Safety Education classes to attend a parent seminar, a pre-course session, or the initial session of the Traffic Safety Education program.**
- Develop and require use of a singular parent involvement component with supporting resource materials based upon current research, data and effective engagement practices.
- Review similar parent programs developed in other states and consider modality options that would allow greater flexibility in parental participation.
- Require, at a minimum, the parent curriculum to inform parents about Washington's Intermediate Driver Licensing law, Vision Zero goals, teen driving risks, and the benefits of parental involvement in managing the learning process for teen drivers.
- Require the use of parent-teen driving contracts that reflect the expectations of both the teen and parent and clearly define the restrictions, privileges, rules and consequences that will serve as the basis for the teen to earn and the parent to grant progressively broader driving privileges.

## **Standard 4.1.2**

4.1.2 require a parent to complete a debriefing with the driver training instructor to inform the parent of the progress and proficiency of the teen driver. This final session should include a reminder that it is the parent who must ultimately determine the teen's readiness to obtain a license with full driving privileges and of the parent's responsibility and important role in helping the teen to become a safe driver.

### **Status**

#### 4.1.2

- Driver education providers in Washington reported that it is a common practice for parents to be informed of students' progress throughout their learning to drive experience. However, neither the provision of feedback during the driver education course nor a final parental debriefing with a student's driver training instructor is required by the State.

### **Recommendations**

#### 4.1.2

- Require instructors to provide ongoing feedback to parents on their teens' in-car driving skills using a proficiency-based grading system to measure student achievement.
- Require the driver training instructor to complete a debriefing with the parent once the student's training has been completed.

## **5.0 Coordination with Driver Licensing**

### **Advisory**

#### **5.1 Each State should:**

5.1.1 have a formal system for communication and collaboration between the State driver education and training agency and the State driver licensing authority. This system should allow sharing of information between driver education and training program/course administrators and the State's driver licensing authority.

5.1.2 have a GDL system that includes, incorporates, or integrates driver education and training. Completion of driver education and training should not reduce the time requirements in the GDL process.

5.1.3 provide information and education on novice teen driving requirements and restrictions to judges, courts, and law enforcement officials charged with adjudicating or enforcing GDL laws.

5.1.4 ensure that sanctions for noncompliance with GDL requirements by novice teen drivers are developed and enforced uniformly.

5.1.5 require a parent to submit State-specified documentation that certifies completion of required supervised hours in a manner that reduces the possibility of fraudulent entries.

5.1.6 ensure that State licensing tests are empirically based and reflect performance competencies of the standards-based driver education and training program outlined in the previous sections of this document.

5.1.7 develop and implement a valid and reliable driver's knowledge and skills test that assesses factors associated with the novice teen driver's ability to reduce driving risks.

### **Status and Recommendations**

#### **Standard 5.1.1**

5.1.1 Have a formal system for communication and collaboration between the State driver education and training agency and the State driver licensing authority. This system should allow sharing of information between driver education and training program/course administrators and the State's driver licensing authority.

#### **Status**

##### 5.1.1

- Washington State law authorizes the Department of Licensing (DOL) to license and regulate private driver training schools and the Office of Superintendent of Public Instruction (OSPI) to oversee public school Traffic Safety Education (TSE) programs.

- The DOL licenses and regulates businesses and professions and is responsible for driver licensing in the State of Washington. The agency is organized into several divisions, including Customer Relations (CR), Programs and Services (PSD) and Business and Professions (BPD). Driver license issuance and the DOL licensing office operations fall under CR. The Driver Training School (DTS) Program is under BPD.
- The OSPI is the K-12 education regulatory agency in Washington, sometimes referred to as the Department of Education in other states.
- The State's Public Safety Agency is part of the Washington State Patrol. The State's Highway Safety Office is the Washington Traffic Safety Commission (WTSC).
- In 2011, the Washington State Legislature enacted ESHB 1635 which allowed both knowledge and skills driver licensing exams to be conducted by both public and private driver training schools. As a result, DOL now only provides driver testing at 11 of its licensing offices throughout the State. As of 2013, eighty-eight percent of all young drivers enrolled in TSE courses do so through private schools with twelve percent enrolled in public school programs.
- DOL contracts with more than 300 public and private schools to provide driver testing. The DOL Driver Training School Program, administers the contract testing program, issues licenses to the schools, enters into contracts with testing sites and conducts routine audits under Chapter 308-110 WAC.
- Upon exam completion at a contract testing location, examiners enter test scores through a DOL Driver Training School Portal, which integrates with the DOL Driver Licensing System. When an applicant passes the exam(s), they may complete their licensing transaction at a DOL office or online.
- There are no driver education advisory boards in operation at this time. An Action Council on Young Drivers (The Council) formed under the leadership of the WTSC and the DOL provides a forum for stakeholders and agency program staff to formally communicate, share ideas and coordinate statewide outreach on efforts related to young drivers.
- There is currently no formal process in place for DOL, OSPI, WTSC and driver education industry representatives to meet and exchange driver education information on a regular basis, outside of the Council. The Council is primarily made up of "Partners of the WTSC". The Council meets once a month.

## Recommendations

### 5.1.1

- **Provide a forum, on a regular basis, for open communication between and among all "Stakeholder" groups, to help ensure uniform administration of curriculum content and the administration of knowledge and skill tests at both public and private schools.**
- **Establish a formal system of regular communication and meetings between all applicable state agencies and departments dealing with Traffic Safety Education and driver licensing.**
- Establish a formal process of regular communication and outreach between the Department of Licensing and those schools that have contracts with Department of Licensing to conduct driver licensing tests both in public and private school settings.

## Standard 5.1.2

5.1.2 Have a GDL system that includes, incorporates, or integrates driver education and training. Completion of driver education and training should not reduce the time requirements in the GDL process.

### Status

#### 5.1.2

- Washington's Intermediate Driver Licensing (IDL) law includes, incorporates and requires successful completion of a TSE course (30 hours Classroom (CR), 6 hours BTW and 1 hour BTW observation).
- Successful completion of a TSE course does not reduce the time requirements of the IDL process. In order to satisfactorily complete a schools' course of instruction, all students under the age of 18 must complete all portions of the course of instruction included in the student curriculum as well as pass a comprehensive driving knowledge and skills test or tests that deals with all or many of the relevant details of the course curriculum that meets the standards established by DOL.
- All drivers under 18 years of age are subject to the IDL in the State of Washington RCW 46.20.070. Individuals under 18 must meet the following requirements to get a driver license:
  - Have an instruction permit (applicants can get a permit at age 15 if enrolled in a driver training course, otherwise they must be 15.5).
  - Complete at least 50 hours of driving practice, including 10 hours at night, with someone who is at least 21 years of age and who has had a valid driver's license for at least three years.
  - Pass an approved driving and written knowledge test.
  - Be at least 16 years of age at the time the DOL issues the license.
  - Be a Washington State resident.
  - Successfully complete an approved driver training course. (Online and parent taught courses are not approved courses in Washington State. Courses completed in another state must meet Washington State minimum requirements.)
  - Have a Washington State instruction permit for at least 6 months.
  - Not have been convicted of any traffic violations within 6 months of applying for the license.
  - Not have been convicted of any alcohol or drug offense while holding an instruction permit.
- The IDL law also imposes a number of restrictions and penalties, including the following:

#### Restrictions

- The first six months, no passengers under 20 years of age, except for immediate family members (spouse, child, stepchild or siblings, both by birth and marriage). Next six months, no more than three passengers under 20 years of age who aren't members of the driver's immediate family.
- For the first 12 months, the driver cannot drive between 1 a.m. and 5 a.m. unless they are with a licensed driver 25 years of age or older. Exceptions for agricultural purposes apply as described in RCW 46.20.070.

- Drivers are not permitted to use wireless devices while driving, even with hands free technology. This includes talking on cell phones and sending or receiving text messages. The driver may only use a wireless device to report an emergency.

### Penalties

- Passenger and nighttime restrictions will apply until a driver is 18 years of age (other violations will apply until the driver is 18). DOL will send a warning letter to the parent/guardian for a first violation of the following: restriction violations, getting a ticket for violating the rules of the road and being involved in a crash where the driver is at fault.
- License is suspended for six months for a second violation (or until the driver is 18, whichever comes first). DOL notifies the driver and their parent/guardian before DOL takes suspension action.
- License is suspended until driver is 18 years of age for third violation.

### **Recommendation**

#### 5.1.2

- Modify novice driver nighttime driving restrictions to align with current Graduated Driver Licensing best practices.

### **Standard 5.1.3**

5.1.3 Provide information and education on novice teen driving requirements and restrictions to judges, courts, and law enforcement officials charged with adjudicating or enforcing GDL laws.

### **Status**

#### 5.1.3

- The State of Washington has a Law and Justice Liaison within the DOL. There is a formal process for outreach to judges, the courts and law enforcement to help educate them on the IDL requirements, restrictions and sanctions.
- However, the Law and Justice Liaison position is bigger than a one-person job. It is very difficult to perform effective outreach across the entire State of Washington with only one dedicated person.
- There are educational/training materials that have been developed and are being used, but it was evident that they are not reaching all intended audiences.

### **Recommendation**

#### 5.1.3

- Allocate additional resources to the Department of Licensing Law and Justice Liaison to provide education/training, support and information to judges, the courts and law enforcement on Intermediate Driver Licensing requirements, restrictions and sanctions on a regular and consistent basis.

## Standard 5.1.4

5.1.4 Ensure that sanctions for noncompliance with GDL requirements by novice teen drivers are developed and enforced uniformly.

### Status

#### 5.1.4

- Penalties/sanctions for the violation of IDL restrictions have been developed and are in place within the State of Washington (see “Status” in 5.1.2 above.)
- Enforcement of the IDL law by law enforcement officers may be accomplished only as a secondary action, not primary, with the exception of operating a moving motor vehicle while using a wireless communication device (unless the holder is using the device to report illegal activity, summon medical or other emergency help, or prevent injury to a person or property).
- It is quite evident that enforcement of the IDL law is not a top priority or focus with Washington law enforcement. A law enforcement IDL pocket guide developed by DOL to assist officers with interpreting the license issue date and driver’s age, IDL requirements, and restriction information for use during roadside stops is not uniformly distributed.
- It is also clear that other IDL training materials, such as the Law Enforcement IDL video, are not, in all cases, reaching the intended target.
- As a result, the IDL law is not being uniformly enforced across the State.

### Recommendations

#### 5.1.4

- **Encourage and prioritize aggressive enforcement of the Intermediate Driver Licensing law across the State.**
- Distribute the Intermediate Driver Licensing law enforcement pocket guide to all officers in the State of Washington.

## Standard 5.1.5

5.1.5 Require a parent to submit State-specified documentation that certifies completion of required supervised hours in a manner that reduces the possibility of fraudulent entries.

### Status

#### 5.1.5

- A parent, guardian or employer must sign a “Parental Authorization Affidavit” certifying under the penalty of perjury under the laws of the State of Washington that the applicant has completed at least 50 hours of driving experience, ten of which were at night and that the applicant has not been issued any traffic infractions or cited for any traffic violations that are pending at the time of application.



- The DOL partnered with State Farm in 2014 to provide *The Parent’s Supervised Driving Program Guide* at all of its licensing offices. The Guide includes the Practice Driving Log, Parent Authorization Affidavit, and a sample Parent/Teen Safe-Driving Agreement.
- Even though it is a requirement for a parent or guardian to sign the “Parental Authorization Affidavit” there is no requirement for DOL to check or see the driving log, effectively discouraging enforcement of the requirement.

## **Recommendations**

### 5.1.5

- Require the submission of the Practice Driving Log in addition to the signed Parent Authorization Affidavit, while emphasizing to parents the importance of truthfulness in the parental submission of the forms.
- Provide additional education to the parent, guardian or mentor regarding the consequences of falsifying driver log entries.

## **Standard 5.1.6**

5.1.6 Ensure that State licensing tests are empirically based and reflect performance competencies of the standards-based driver education and training program outlined in the previous sections of this document.

## **Status**

### 5.1.6

- The DOL has adopted the Washington Risk Prevention Curriculum (Model Curriculum). This curriculum and its related documents and resources were created through a partnership between the Oregon Department of Transportation and Western Oregon University (WOU), and revised to comply with DOL Driver Training School (DTS) program rules and regulations.
- The curriculum brings together resources and materials from the WOU-ODOT Trainer of Trainers Curriculum, the National Driver Training Credentialing Program of the American Driver and Traffic Safety Education Association (ADTSEA) and the National Institute for Driver Behavior (NIDB) Driver Risk Prevention Curriculum. It follows the NIDB Risk Prevention Curriculum and its behavioral delivery sequences.
- The curriculum is designed to meet the minimum standards of driver behavior risk prevention set forth by NIDB and ADTSEA.
- Knowledge and skill examinations are, in theory, based upon this curriculum. However, not all schools use the Model Curriculum which makes it nearly impossible to develop and administer empirically based tests that have some semblance of uniformity across the State.

## Recommendations

### 5.1.6

- Implement an empirically based driver testing system that reflects the performance competencies of a standards-based driver education curriculum.
- Require the Department of Licensing and the Office of Superintendent of Public Instruction to ensure that the driver licensing testing standards are reflective of driver education and training standards.

## Standard 5.1.7

5.1.7 Develop and implement a valid and reliable driver's knowledge and skills test that assesses factors associated with the novice teen driver's ability to reduce driving risks.

## Status

### 5.1.7

- As stated in Section 2.4, of the Washington Driver License Instructor Examiner's Guidelines and Requirements Document and the Washington knowledge and skills tests have been designed to be valid and reliable when administered in accordance with the standards provided. DOL stated that the tests are comparable to the American Association of Motor Vehicle Administrators (AAMVA) Non-Commercial Model Driver Testing System (NMTDS).
- Presentations indicated that there is inconsistent examiner training across the State. This makes it virtually impossible to administer a valid and reliable test with any semblance of uniformity from school to school (public and private).

## Recommendations

### 5.1.7

- **Revise and improve initial and refresher examiner training across the State to effectively administer valid, reliable and uniform tests.**
- Compare all State knowledge and skills tests to the American Association of Motor Vehicle Administrators Non-Commercial Model Driver Testing System to identify possible enhancements.
- Compare the Washington State Driver Manual to the American Association of Motor Vehicle Administrators Non-Commercial Model Driver Testing System-Model Driver Manual to identify possible enhancements.

## **APPENDIX 1 – Team Credentials**

### **MICHAEL R. CALVIN**

Mr. Calvin is a safety, education and licensing specialist. He earned a B.S. in Psychology from Illinois State University in 1976 and currently is an independent Highway and Traffic Safety Consultant. For the last 29 plus years, Mr. Calvin held various positions within the American Association of Motor Vehicle Administrators (AAMVA) in Arlington, Virginia, including Interim President & CEO, Deputy CEO, Senior Vice President Programs Division and Vice President of Driver and Vehicle Services. He has worked extensively in the “Standards” arena while at AAMVA, including domestically with ANSI and INCITS as well as internationally with ISO. Mr. Calvin was directly responsible for the establishment of the ISO/IEC JTC1 SC17 WG10 Working Group on Driver Licenses.

Prior to joining AAMVA in 1986, Mr. Calvin held positions as the Director of Training for Easy Method Driving Schools, Director of Certification Programs for the Professional Truck Driver Institute of America (PTDIA) and was a Research Associate with the National Public Services Research Institute (NPSRI). All positions were traffic safety, education and standards oriented.

During the last 39 years, he has worked at the international, national, state and community levels on a wide variety of highway and traffic safety, education, licensing, motor vehicle and security programs and projects. His work has involved planning, researching, establishing and maintaining positive and productive relationships, coordinating diverse groups and developing, implementing and then managing programs that ranged in scope from the international to the local levels, with delivery to mass audiences, as well as, to institutions and individuals both public and private.

During the course of his career, he has had extensive experience in working with diverse groups, such as the one hundred jurisdictions and federal districts in the United States, Canada and Mexico (including their chief motor vehicle administrators and safety/education leadership groups), in their handling of common problems and issues, along with the implementation, management and maintenance of international, national and regional programs. In the course of these activities, the whole range of liaison, coordination, negotiation, communication, sales, political and administrative skills have come into play.

He has managed multi-million dollar contracts and grants, been responsible for multiple boards, working groups, subcommittees and committees, as well as, running multiple international conventions/conferences and workshops.

## **RICH HANSON**

Rich Hanson has 32 years of classroom teaching experience in a variety of subjects. His assignments have ranged from all levels of biology, speech, math, philosophy, auto and computer technology, alternative education, and driver education. He teaches both classroom and behind the wheel for Tigard High School and 11 years ago joined the “trainer of trainers” cadre for Western Oregon University. He teaches driver education teacher prep courses for Vermont Higher Education Collaborative and Castleton College, as well.

Mr. Hanson has worked with numerous states, including Oregon, Washington, Montana, North Carolina, Vermont, Virginia, and New Hampshire providing teacher training, curriculum development, and strategies for implementation of their new driver education curriculums. As one of five of Oregon’s lead trainers, Hanson helped revise Oregon’s student curriculum and Western Oregon University teacher prep courses, moving key elements to an online delivery. He was the lead developer for Montana’s teen driver education curriculum revision in 2013-14 and produced driver education teacher online training for Manitoba, Canada. He retired from his regular duties in 2010, but continues to be involved at the local, state, national, and international level in driver education.

Mr. Hanson is the past-president of Oregon Driver and Traffic Safety Education Association and currently serves as the legislative liaison for the Association. He is past chair of the Oregon Department of Transportation Driver Education Advisory Committee. He is involved at the national level as a conference speaker, having made presentations for the national driver education association in Oregon, Hawaii, Michigan, New Hampshire, North Carolina, Washington, Pennsylvania, Virginia, Missouri, and Vermont. He was selected by the Oregon Traffic Safety Education Association as the state driver education teacher of the year in 2005 and by the American Driver Traffic Safety Education Association as the 2006 National Driver Education Teacher of the Year.

## **TRACY KRUGH**

Tracy Krugh is a project specialist with Highway Safety Services, LLC (HSS) located in Indiana, PA.

Ms. Krugh has been involved in the highway traffic safety arena for 9 years. She has assisted with 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.

Ms. Krugh is also involved with the project development for both the National Association of State Motorcycle Safety Administrators (SMSA) and the American Driver and Traffic Safety Education Association (ADTSEA). 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.

## **BRETT ROBINSON**

Brett Robinson is the co-founder and Vice President for Highway Safety Services, LLC (HSS) located in Indiana, PA. HSS is a leading company for consulting services in highway traffic safety and driver's license test administration. HSS provides consultation in the development and planning of programs to ensure that agencies, companies, and jurisdictions implement effective highway safety countermeasures.

Mr. Robinson has been involved in the highway traffic safety arena for more than 25 years. Some of his specialties include driver education, driver license test administration, commercial driver licensing, curriculum development, examiner training, teacher training, and many others.

Mr. Robinson also serves as the executive director for both the National Association of State Motorcycle Safety Administrators (SMSA) and the American Driver and Traffic Safety Education Association (ADTSEA). Additionally, he serves as the secretariat for the Association of National Stakeholders in Traffic Safety Education (ANSTSE).

## **KAREN SPRATTLER**

Karen Sprattler is a nationally recognized highway safety professional that has worked in the field for more than twenty-five years. She has experience working in four levels of government, non-profit leadership and private consulting practice. She has evaluated, developed, managed, and advocated for various traffic safety policies, programs and countermeasures in her previous work with the Minnesota Department of Public Safety, the National Highway Traffic Safety Administration, Mothers Against Drunk Driving and the SRF Consulting Group. She formed the Sprattler Group in 2008 to assist government and private sector clients in developing strategic responses to highway safety concerns through program, research and policy solutions. In this role, Sprattler has led projects and provided technical and policy guidance in the areas of impaired driving, distracted driving, occupant protection, high visibility enforcement, traffic safety technology, teen drivers, driver education, speed and other aspects of driver behavior. Sprattler holds a B.S in Sociology from North Dakota State University and a M.A. in Criminal Justice and Corrections from the University of Iowa.

## **JOHN SVENSSON**

John Svensson is President of the Training & Research Institute for Advanced Driver Development and has been actively involved in road safety since 1970. His expertise has been widely sought by organizations throughout North America and abroad, providing training and consulting services to governments, agencies and corporations in Canada, United States of America, Australia, Hong Kong, Japan, United Kingdom and Germany.

John has an impressive list of credentials which encompass virtually all vehicle classifications and instructor qualifications. He is heavily involved in the application of new technologies in driver development and assessment and currently serves on numerous local, national and international committees.

John is an original team member of the Novice Teen Driver Education and Training Administrative Standards Project (NHTSA) as well as the current Teacher Training Working Group. He is a regular attendee and speaker at both national and international road safety conferences and has received numerous awards of recognition.



## APPENDIX 2 – Assessment Agenda

### NHTSA DRIVER EDUCATION PROGRAM ASSESSMENT Washington State Assessment Dates May 2-6, 2016 The Governor, A Coastal Hotel, Olympia, WA

#### Day 1: Monday, May 2

- **5:00pm – 7:00pm: Technical Assessment Team Introduction & State Kick-off Meeting**

#### Day 2: Tuesday, May 3

- **8:30am – 10:00am: State Data Overview & Driver Ed Overview (Sections 1, 2 & 3)**
  - *Angie Ward, Young Driver Program Manager, Washington Traffic Safety Commission*
  - *Bruce Chunn, Research Analyst, Washington State Department of Licensing*
  - *Kendra Latham, Research Analyst, Washington State Department of Licensing*
  - *Brady Horenstein, Special Projects Manager, Washington State Department of Licensing*
  - *Loni Miller, Driver Training Schools Program Manager, Washington State Department of Licensing*
  - *Vanessa Simpson, Assistant Administrator, Washington State Department of Licensing*
  - *Glenn Gorton, Traffic Safety Program Manager, Office of Superintendent of Public Instruction*
- **10:00am – 10:15am: Break**
- **10:15am – 11:15am: Driver Licensing (Sections 4 &5)**
  - Licensing requirements; GDL/IDL program; course completion/coordination process
    - *Brady Horenstein, Special Projects Manager, Washington State Department of Licensing*
    - *Loni Miller, Driver Training Schools Program Manager, Washington State Department of Licensing*
    - *Carla Weaver, Law & Justice Liaison, Washington State Department of Licensing*
- **11:15am – 12pm: Curriculum standards (Sections 1 &2)**
  - Overview of current standards; Washington Model Curriculum
    - *Loni Miller, Driver Training Schools Program Manager, Washington State Department of Licensing*
    - *Glenn Gorton, Traffic Safety Program Manager, Office of Superintendent of Public Instruction*

- **12pm – 1:00pm: Team Debrief and Lunch**
- **1:00pm – 2:30pm: School and Instructor Licensing & Auditing/Compliance Program (Sections 1 & 3)**
  - *Loni Miller, Driver Training Schools Program Manager, Washington State Department of Licensing*
  - *Lonna Paulsen, Auditor, Driver Training Schools Program, Washington State Department of Licensing*
  - *Glenn Gorton, Traffic Safety Program Manager, Office of Superintendent of Public Instruction*
- **2:30pm – 2:45pm: Break**
- **2:45pm – 3:45pm: DOL Driver Training School Program Manager Q&A (Sections 1 & 2)**
  - *Loni Miller, Driver Training Schools Program Manager, Washington State Department of Licensing*
- **3:45pm – 4:45pm: OSPI Traffic Safety Program Manager Q&A (Sections 1, 2, 3 & 4)**
  - *Glenn Gorton, Traffic Safety Program Manager, Office of Superintendent of Public Instruction*
- **4:45pm – : Closed Session: Team debrief and report Writing**

**Day 3: Wednesday, May 4**

- **8:30am – 9:15am: Parent Involvement (Sections 4 & 5)**
  - *Loni Miller, Driver Training Schools Program Manager, Washington State Department of Licensing*
  - *Glenn Gorton, Traffic Safety Program Manager, Office of Superintendent of Public Instruction*
- **9:15am – 10:00am: Instructor training standards and instructor curriculum (Sections 1, 2 & 3)**
  - *Loni Miller, Driver Training Schools Program Manager, Washington State Department of Licensing*
  - *David Kinnunen, Director of Certification, Office of Superintendent of Public Instruction*
  - *Alex Hanson, Adjunct Professor in Traffic Safety Education, Central Washington University*
- **10:00am – 10:15am: Break**

- **10:15am – 11:15am: Public school education representatives Q&A (Sections 1, 2 & 3)**
  - *Yusuf Quidwal, President, Washington Traffic Safety Education Association*
  - *Gerald Apple, Instructor, Educational Service District #113 and Shelton High School*
  - *Deb Grenier, Instructor, Sedrow-Woolley School District*
  
- **11:15 – 12:15pm: Private school education representatives Q&A (Sections 1, 2 & 3)**
  - *J.C. Fawcett, President, Professional Driving School Association*
  - *Nicole Bisconer, Owner, Driving 101*
  - *Lynn Rogers, Parkside Driving School*
  - *Joe Giommona, Driver Training Group*
  
- **12:15 – 1:00pm: Team Debrief and Lunch**
  
- **1:00pm – 1:45pm: Law enforcement Q&A (Sections 4 & 5)**
  - *Washington State Patrol*
  - *Grant County Sheriff's Office*
  - *Kent Police Department*
  - *Auburn Police Department*
  
- **1:45pm – 2:00pm: Break**
  
- **2:00pm – 3:00pm: Parents Q&A (Sections 4 & 5)**
  
- **3:00pm – 4:00pm: Students Q&A (Sections 4 & 5)**
  
- **4:00pm – Closed Session: Team debrief and report writing**

**Day 4: Thursday, May 5**

- **All Day: Closed Session: Team Report Write-up and meeting**

**Day 5: Friday, May 6**

- **8:00am – 9:00am: Report Out to Washington State**



**Friday – May 6, 2015**

**8:00 am REPORT OUT**

**The Governor, A Coastal Hotel  
621 Capitol Way S  
Olympia, WA 98501**

**Open to all interested parties**