DRIVER CURRICULUM

Project Charter

WASHINGTON STATE DEPARTMENT OF LICENSING

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BUSINESS OVERVIEW

Business Problem or Opportunity and Justification

DOL created the original driver training school course as an outline based on 29 foundational concepts used in traffic safety. It did not include a complete curriculum with lesson plans etc. In 2008, the Driver Training School program adopted the Oregon student curriculum. The Oregon curriculum was more robust but still based on the same 29 foundational concepts. The curriculum conformed to the American Association of Motor Vehicle Administrators (AAMVA) guidelines established at that time. It was customized to meet Washington State specific content.

The current knowledge test and driver guide are based in part on the 1998 AAMVA model. The knowledge test kept some of the questions from the original DOL exam and used some of the AAMVA model test questions.

Over the years, based on new legislation, DOL has updated content in both the guide and curriculum. However, the knowledge test itself was last updated in the mid 90's. Since then the only updates to the test were either to delete a question that is no longer relevant or to revise the wording of a question. No new questions have been added to the test. This has created a significantly reduced pool of questions to rotate into the knowledge tests.

The guide essentially conforms to the original style and format. The curriculum, test and guide are dated and would benefit from content enhancements, and in the case of the guide, format enhancements. Materials related to Target Zero indicators are not fully included in the test, the curriculum or the guide.

Customer Expectations

1. Ensure training topics that address Target Zero indicators are included in the knowledge test, the driver training school curriculum and the driver guide. Base curriculum content on preventative concepts that address data driven indicators for the leading cause of deaths.

2. Expand the scope of written exams by increasing the number of questions to allow for testing more content.

3. Expand the question pool for testing.

4. Ensure a consistent traffic safety program curriculum.

5. Ensure consistent approach to how program curriculum is taught.

6. Improve relevancy of Driver Guide to driving tasks (how to portion).

7. Update Rules of the Road in the curriculum and guide.

8. Make the guide more study friendly.

PROJECT OVERVIEW

Mission Statement

Review the current driver test and curriculum. Use the Target Zero Plan as the primary benchmark for checking the test and curriculum. Based on the findings, document enhancements to make to the test, curriculum and supporting materials (such as the driver guide). Enhancements may include expanding the concepts covered as well as the depth with which current concepts are addressed.

Project Scope

Review Washington's current knowledge test and the DOL traffic safety education (TSE) curriculum (both the public and private school). Compare them to the Washington State Strategic Highway Safety Plan (Target Zero) priorities. Use other strategic curricula or guidelines for additional comparison and document where gaps (if any) exist. Based on findings, draft a new Washington testing and curriculum outline.

Once the new test and curriculum outlines are identified compare them to driver guide content and document where gaps exist. Identify other opportunities for improvement such as format of the guide.

Assumptions

1. Compare the test and curriculum to multiple sources in addition to Target Zero. Examples include ADSTEA, the new Oregon curriculum, AAMVA guidelines and Fred Mottolla concepts.

2. The test will reflect content covered in the curriculum and guide.

3. Add new test questions to the existing pool of test questions, as appropriate, based on the timing of the replacement for the current system.

4. Change the guide content as needed to make it easier for the customer to read and use for learning purposes.

5. The format of the guide may be changed to make it a better resource. This includes potentially changing the size, use of color, paper quality, etc.

6. A consultant or study guide writing specialist may be used (depending on budget) to help write the content to make it a better resource for information and learning.

7. Provide the final guide online.

8. Translate the guide and tests into the languages currently supported.

Constraints

1. Due to cost considerations, it may not be possible to add new test questions to the current test database. If this is the case, they will be included in the new system once selected and implemented.

Business Impacts

Area/Organization	Impacts
LSO's	▪ New guide & format familiarity to help with public questions and challenges related to test questions and driver guide content
Call Center	▪ New guide & format familiarity to help with public questions and challenges related to test questions and driver guide content
Driver Training Schools	▪ Driver guide is used as study guide for many of the schools, therefore affects their curriculum and challenges related to questions as the tests are primarily delivered at the schools
PSD	▪ New approach to format and layout of the guide

Business Performance Measurements

Statistics of pass/fail rates for exams (indirect impact) before and after the project both for under 18 and over 18 year olds.

Number and rate of traffic fatalities, serious injuries, and other key traffic infractions for 16 – 25 year olds compared before and after changes to the test, curriculum and guide are implemented.

Number of calls to the LSO's, DTS and Call Center before and after the project regarding content of the guide and relevancy of questions.

Compare predicted number of versions of tests available for rotations based on the total number of questions and domains in the testing bank.

Business Considerations

Governing Legislation

DOL is tasked with taking the lead for the Target Zero priority of reducing deaths and injuries especially in young drivers 16-25. Statistically young drivers are the leading cause of motor vehicle crashes resulting in deaths or serious injuries.

Funding

Funding may be needed to add questions to the current system depending on costs compared to the timing of the selection and implementation of a new system.

Funding may need to be evaluated based on the new format recommendations (for example use of color).

Research options for grant funding for test and guide development to include the possibility of partnering with a non-profit organization to publish the guide.