DRIVER EDUCATION

NEW METHODS AND EXPANDED REQUIREMENTS

Work Group Meeting #1

June 4, 2014

Discussion Materials

PART 1: Driver Training for 18-24 year olds

Budget Proviso:

"Additionally, the work group shall make recommendations related to

- **requiring driver training to individuals between the ages of eighteen and twenty-four who have not previously passed a driver training education program** or

- **other methods of enhancing the safety of this high-risk group**."

PART 1: Why Driver Training for 18-24 year olds?

Work Group Questionnaire responses

High likelihood of being involved in a collision

Trend of delaying licensure, aging out of IDL and driver education

Other observations

- Lack of experience can be mitigated by training
- An online requirement may be better than nothing
- Delaying until 18 may not be a bad trend
- Would more requirements increase unlicensed drivers?
- Through the exam and road test, state currently determines new licensees are safe to be on the road

Discussion

1. Is this primarily about increasing safety?
2. Cost of program to state & driver vs. actual benefit?
3. Should a new requirement be based on age or first-time licensure? Or some other criteria?

PART 1 (18-24 year olds): What would the training requirement be? Why different for older students?

Work Group Questionnaire responses

Combination of online, classroom and BTW

- 8 hour online class, 6 hours BTW
- A minimum of 8 hours, divided among Classroom, Online, and BTW.
- 8 hours classroom, of which some may be on-line, 2 hours BTW
- Pilot project for online?

Reasons for different approach for older students?

- Length of course, expense may be more difficult for this population
- Same or different skill set: full training or narrower risk-prevention course?

Discussion

1. If a focused course, what are key issues?
2. What does the data tell us?
3. Should the requirement be hours-based or skill/knowledge-based?

PART 1 (18-24 year olds): What about a minimum training period? License restrictions past 17?

Work Group Questionnaire responses

Instruction Permit
- Should have permit for BTW, 1 to 6 months
- Should only be required to pass the licensing exams

Other states have variations on "Rookie Driver" programs which apply to 18+
- TX, NJ, VA, MI, CT, MD (survey not complete)
- Generally, must pass knowledge exam to get instruction permit, must practice for specified time with permit before road test
- May require driver education course
- May have license restrictions like IDL

Discussion
1. What about a minimum training period for older novice drivers?
2. What about license restrictions, as with IDL?
3. Other ideas to increase safety for this group?

PART 2: **Online** Driver Education, 15-17 year olds

Budget Proviso:

- "develop parameters for and make recommendations regarding a pilot program that would allow students to meet traffic safety education requirements online. "

PART 2: **Online** Driver Education, 15-17 year olds
DRAFT Pilot Program Issue Areas

➢Goal/Purpose

➢How to fit online course materials into the curriculum schedule (30 hrs classroom, 6 hrs BTW)

➢Online program providers, considerations

➢Pilot project features

➢Instructor-led/Engaging the students

➢Instructor training

➢Security and quality assurance: identify verification, testing validity, auditing

➢**Any Issue Areas Missing?**

PART 2: Goal of **Online** Driver Education?

Work Group Questionnaire responses

- Accessibility
  - Convenience
  - Cost of class and of getting to class
  - Reaching more drivers, which could increase safety
- Safety
  - Safety should be at the core of any changes to driving instruction, paramount purpose
  - Online education has no safety purpose
- Quality
  - Opportunity to raise educational standards, expand information, increase parent involvement
  - Allow individualized instruction
  - Consistency, repeatability
  - Quality may go down, but not by much if a portion of the work remains in the classroom

- **Discussion**
  1. Can the Work Group prioritize the goals?
  2. Is the objective to <u>maintain</u> or <u>improve</u> outcomes?
  3. How would success be measured?

PART 2: How should **online** course material be integrated into the curriculum schedule?

Work Group Questionnaire responses

"Blended" online and classroom

- Phase in the online component over time
- Add to, or supplement, existing classroom requirement

Replace classroom with online program

- K-12 and Higher Ed systems have many examples
- May need to have a classroom orientation
- Integration with BTW more challenging

No online component in either classroom or behind-the-wheel

No support for replacing behind-the-wheel

Discussion

1. Are different goals served better by different approaches?

PART 2: Who should deliver an **online** program?

Work Group Questionnaire responses

- Partnerships of private & public schools, DOL, SPI
- Entire responsibility with private driver training schools
- Entire responsibility with public schools
- Community colleges
- Joint effort with an online educational company
- Must meet unique WA requirements
- Should be no restriction on who offers the program
- Work with driver education community to define

Discussion

1. Which providers should design a blended classroom & online computer program? Unique to WA?
   - National providers of online programs
   - Schools designing their own programs for approval
   - State designed (Higher Ed, K-12)
   - Any provider which can meet defined criteria?
2. What are the pros/cons of each?

PART 2: How should an **online** <u>pilot program</u> be structured?

Work Group Questionnaire responses

- What to evaluate?
  - Depends on goal/purpose
  - Outcomes (safety, student learning, comparison of schools)
- Features/structure
  - How are schools chosen?
  - Size of pilot? How long does it last?
  - Instead of a pilot, should program be phased in?
  - Work with driver education community
  - Recognize that smaller schools will have difficulty with some requirements
- Who will conduct an evaluation, at what cost?

Discussion

1. Outcome evaluation or resolve implementation issues?
2. Pilot project or phase-in?
3. Should all schools have an opportunity to offer an online program? Even during a pilot/trial period?

PART 2: Maintain the instructor-led classroom experience? How to engage students **online**?

Work Group Questionnaire responses

- Driver education should continue to be instructor-led *to some degree*
- No online program can adequately engage students
- Comments about how instructors should be involved:
  - Virtual online classrooms, with teachers accessible in real time or asynchronously
  - Online portion informational only, instructor-led discussions would remain in the classroom
  - Effective online content (interactive) is better than a remote instructor
  - Orientation to start the course
  - Community Colleges: online-only on the decline, hybrid/blended courses are proving more successful/cheaper
  - ANSTSE (Association for National Stakeholders in Traffic Safety Education) currently working on Online DE standards
- Engage students using quizzes, interactive content, videos, action graphics, video conferencing

Discussion

1. Is this a policy question for the Legislature, or not?
2. Should DOL's 50% instructor-led rule be changed?
3. Should different criteria for student engagement be used?

PART 2: Changes to instructor training for **online** training?

Work Group Questionnaire responses

- All aspects of training will need some adjustment and additional training for instructors.
- Training needs depend on what degree instructors would be involved in the delivery of the online content.
- Specific areas of training that may be needed:
  - delivery and security methods,
  - computer skills needed to manage the online program,
  - how to use the technology to individualize material and make it more interesting to the students.
  - schools would also need some training about how DOL's curriculum approval and auditing processes would work.
- *No* new training: the implementation of an online component would narrow the subject matter instructors teach.
- Consistency in the training for public school teachers and the driver training school instructors.

Discussion

1. Is this a policy question for the Legislature, or not?
2. Are there different training issues during implementation versus ongoing basis?

PART 2: How should security and quality be assured for **online** training?

Work Group Questionnaire responses

- Important issues
- Security:
  - Identity verification: Learn from other states, institutions of higher education, and use the pilot project to evaluate security measures.
    - Require final testing in a physical classroom.
  - Security/privacy of personal email: options that allow login without mandatory communications through email.
- Quality assurance:
    - Combination of testing throughout and at the end
    - Student may not move on to the next set of materials until they've shown mastery
- DOL would require access to programs for audit purposes, curriculum review and approval.

Discussion

1. Are these policy issues for the Legislature, or not?
2. Can this be delegated to DOL/SPI?

Next Steps

- Next Meeting of Work Group: July 31st meeting with Work Group in Seattle
  - Research Literature Review (email task?)
  - Survey of other states
  - Potentially a briefing on DOL's curriculum and Driver Guide updates
  - Continued discussions
- Report writing in August and September
- 3rd meeting to review draft report: Any October weeks to avoid?
- Draft report to JTC for November meeting

Questions?

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