



State of Rhode Island Triennial Highway Safety Plan Federal Fiscal Year 2024



PREPARED FOR
U.S. Department of Transportation
National Highway Traffic Safety Administration

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Appendix	Title
A	Transportation Safety Equity Review: Equity and Crash Mapping
B	Listening Sessions: Public Participation & Engagement
C	Supporting Data

1

Highway Safety Planning Process & Problem Identification

As the agency responsible for implementing Federally-funded highway safety projects in Rhode Island, the Office on Highway Safety at the Rhode Island Department of Transportation is a fundamental component of improving the quality of life for the citizens and visitors to the State. The mission of the Office on Highway Safety consists of two goals: 1. Reduce the number of fatalities and serious injuries and 2. Reduce the number and severity of traffic crashes. This FFY2024-2026 Triennial Highway Safety Plan outlines the approach to achieving those goals.

1.1 Planning Process

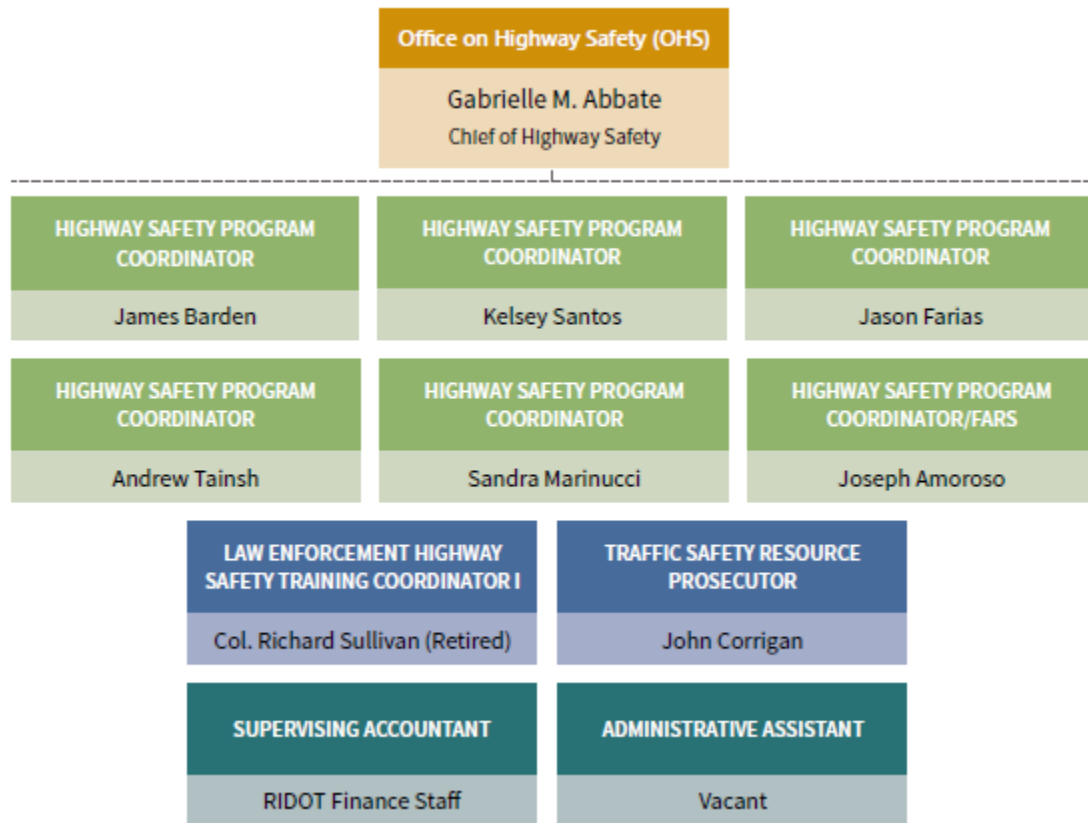
The OHS establishes and implements a comprehensive program to accomplish its goals effectively. This FFY 2024-2026 Triennial Highway Safety Plan describes the process used to identify specific highway safety problem areas, public participation & engagement efforts, the development of countermeasures to correct those problems, and processes to monitor the performance of those countermeasures.

1.1.1 Planning Process Overview

Organization and Staffing

Exhibit 1.1 shows the RIDOT OHS organizational chart. In addition to operational and administrative tasks, each OHS Program Coordinator is responsible for overseeing specific programs and emphasis areas which lead outreach efforts and promote identified countermeasures to enhance highway safety across the State. The program areas addressed by OHS are assigned to Program Coordinators based on their individual safety training and the capacity of the OHS, as noted below. As discussed with the NHTSA Region 1 office, we will assure that all OHS personnel attend the United States Department of Transportation (USDOT) Transportation Safety Institute (TSI) training at least every five years to keep up to date with the latest changes on program policies and Federal legislation. We are also working to create a working system based on CORE training (educational, law enforcement, policy, etc.) that supports cross training staff.

Exhibit 1.1 RIDOT OHS Organization Chart



Plan Alignments

Strategic Highway Safety Plan Coordination

In FFY 2023 the OHS and its partners completed and adopted an updated State SHSP. OHS provides invaluable perspective into driver behavioral issues, education, and enforcement-related

countermeasures. The OHS works closely within the RIDOT to ensure coordination between the HSP and the SHSP, resulting in one comprehensive and strategic highway safety program for the State.

The 2023-2027 SHSP focuses on the following twelve emphasis areas, asterisk denotes alignment with NHTSA Program areas:

- › Impaired Driving*
- › Occupant Protection*
- › Speed
- › Distracted Driving*
- › Younger Drivers*
- › Older Drivers
- › Motorcyclists*
- › Pedestrians*
- › Cyclists*
- › Intersections
- › Lane Departures
- › Work Zones

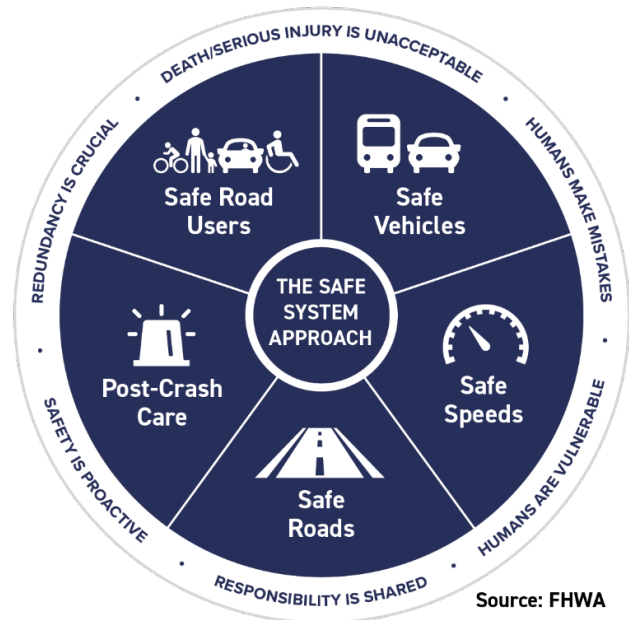
The behavioral goals, strategies, and action steps in the current Rhode Island SHSP reflect the activities and programs in the HSP and the HSIP. The goal for the updated Rhode Island SHSP is to “Reduce fatalities and serious injuries 25% by 2027, moving TO ZERO by 2050” indicating that reducing is not enough if the goal isn’t to eliminate transportation fatalities. Several strategies and action steps in the SHSP reflect OHS programs and activities. OHS assumed the lead in developing and implementing behavioral strategies and actions in the SHSP. Exhibit 1.2 illustrates the relationships between the SHSP, HSP, and HSIP and their various programs and initiatives.

Safe System Approach

The updated 2023-2027 SHSP recognizes the value in the Safe System Approach and seeks to integrate this outlook and approach to the wider state safety program.

The Safe System approach is a holistic view of the road system that anticipates human mistakes and keeps impact energy on the human body at tolerable levels so that fatal and serious injury crashes are eliminated.¹ The Safe System approach has six principles (illustrated around the outside of the graphic) and five elements (illustrated within the graphic).

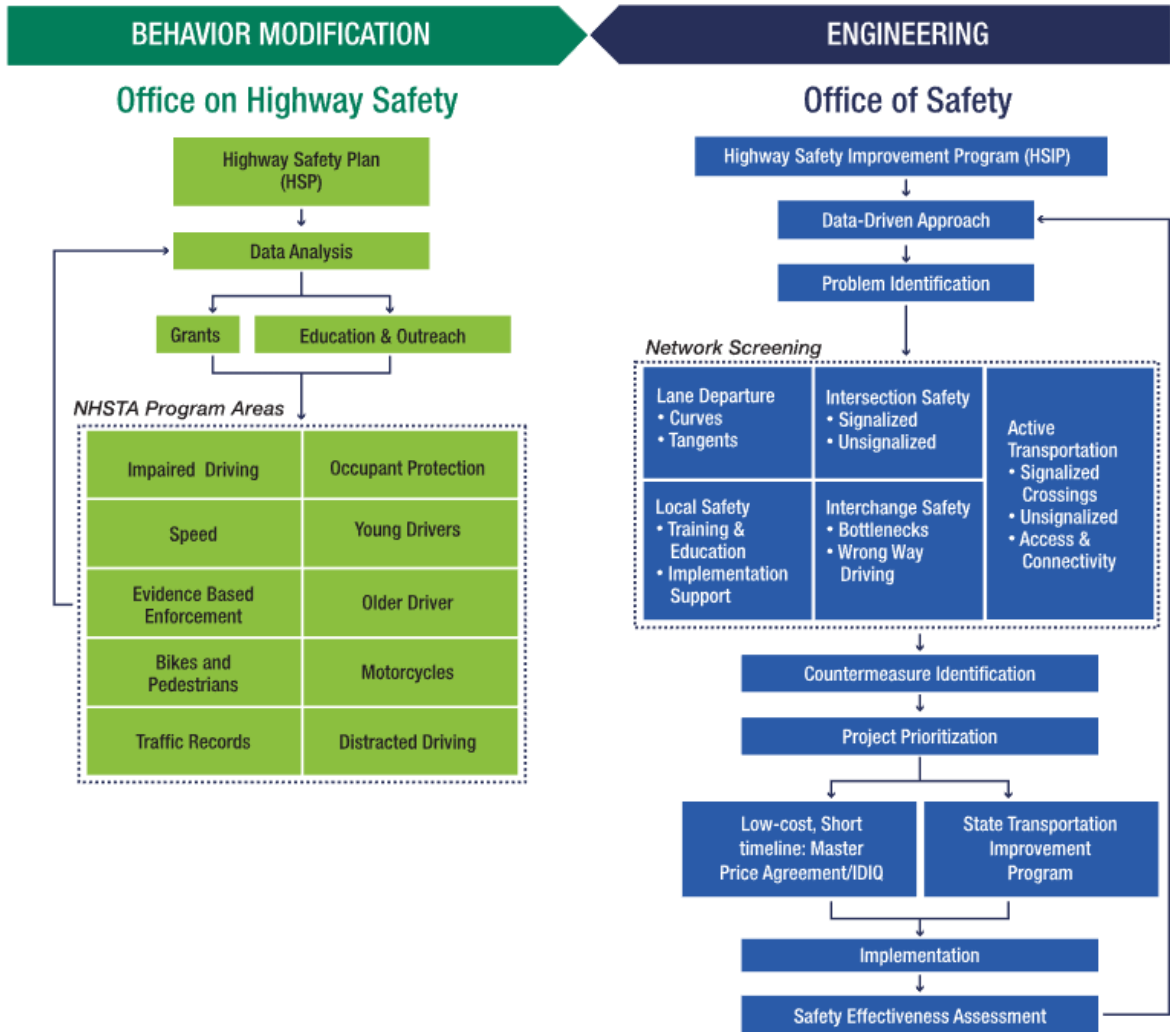
Whereas traditional road safety strives to modify human behavior and prevent all crashes, the Safe System approach refocuses transportation system design and operations on anticipating human mistakes and lessening impact forces to reduce crash severity and save lives.



¹ https://safety.fhwa.dot.gov/zerodeaths/docs/FHWA_SafeSystem_Brochure_V9_508_200717.pdf

Exhibit 1.2 RI Strategic Highway Safety Plan Relationship System

STRATEGIC HIGHWAY SAFETY PLAN (SHSP)



1.1.2 Project Selection

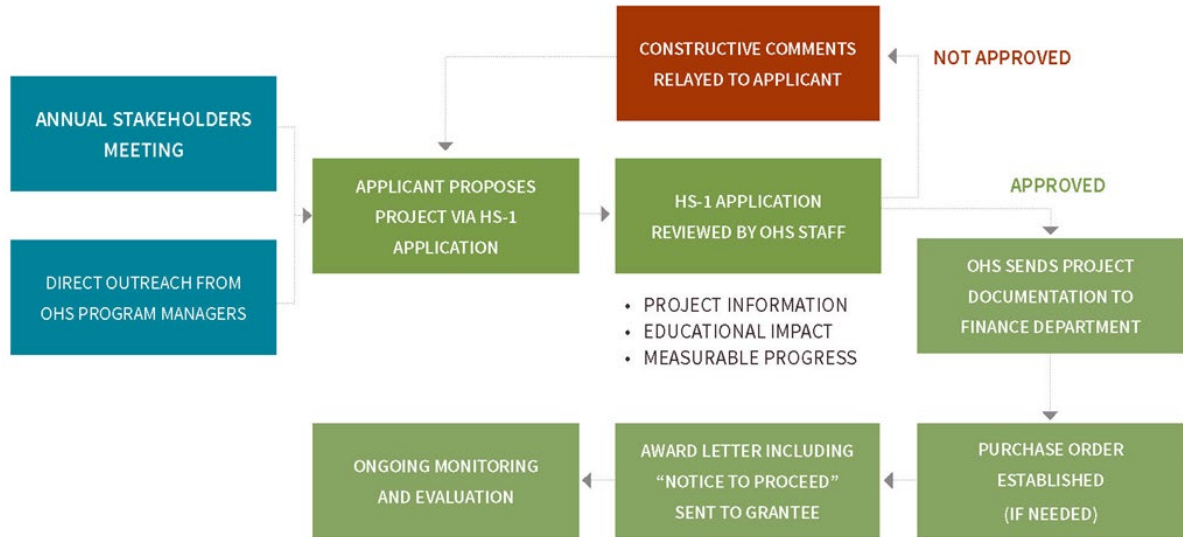
The RIDOT OHS conducts transportation safety planning year-round. Exhibit 1.3 describes the OHS planning cycle.

Exhibit 1.3 Rhode Island Office on Highway Safety Annual Safety Planning Calendar

Month	Activities
January-March	<ul style="list-style-type: none"> › Section 405 grant application preparation. › Plan spring and summer safety campaigns to include outreach that complements the work in all Rhode Island municipalities.
February-April	<ul style="list-style-type: none"> › Staff conducts data collection, grant oversight and monitoring. › Develop all the activities to support the national Click It or Ticket (CIOT) campaign in May. › Staff conducts strategic planning and sessions with key stakeholders to review recent crash trends and emerging issues and to create project proposals within each program area. › Applications and instructions for Grant Funding (HS 1) proposals are issued based on the projected availability of Federal funding to state agencies, law enforcement agencies, and community stakeholders and advocates.
May-June	<ul style="list-style-type: none"> › Submitted grant applications are reviewed by the OHS team. Applications which support targets and performance measures are approved as submitted or returned for modifications. › A draft of the HSP is prepared for review and approval by OHS staff. › Staff prepares Sections 405 grant applications. › Staff supports all activities to support the national "Drive Sober or Get Pulled Over" (DSOGPO) and Border to Border Campaigns.
July	<ul style="list-style-type: none"> › The final HSP is submitted to NHTSA. Meetings are held with potential grantees.
August-October	<ul style="list-style-type: none"> › Request for Proposals (RFP) are issued or received based on availability of Federal funding. FFY 2024 grants and contracts are finalized. › Staff conducts activities to support the "Drive Sober or Get Pulled Over" campaign (conducted in late August through Labor Day). › OHS team members review sub0grantee year-end reporting.
October-November	<ul style="list-style-type: none"> › Begin work on the FFY 2023 Annual Report.
November-December	<ul style="list-style-type: none"> › The FFY 2023 Annual Report is finalized. The OHS administers closeout of the prior fiscal year. OHS collects and reviews reports from its grantees. Occasionally, OHS revises grant applications and awards with its grantees based on the availability/timeliness of Federal funding.

Currently, the two methods for awarding a grantee funding for projects to support OHS efforts include a Highway Safety Grant application (HS-1) or a response to a Request for Proposals (RFP). The HS-1 Grant application process is detailed in Exhibit 1.4.

Exhibit 1.4 OHS HS-1 Application Process



Annual Stakeholder Meeting & Outreach from OHS Program Managers

As noted in Exhibit 1.3, to begin the outreach process, in early spring the OHS invites all stakeholders to an introductory meeting. During the two-hour meeting, OHS explains the grant funding process. Program Coordinators are introduced and offer more in-depth information regarding application criteria and funding cycles and processes. A PowerPoint is shown depicting the process and providing concrete examples of important grant components. Assistance for grant preparation is always available from all the OHS Program Coordinators.

HS-1 Application Review

Once applications are received, they are reviewed by the Chief of Highway Safety and the OHS team which consists of program coordinators, RIDOT financial staff, and the Rhode Island Law Enforcement Liaison (LEL). The OHS staff applies the guidelines within a listed criteria sheet to score each application. Every applicant is required to provide a data-driven problem identification statement, project description, affected communities targeted, potential outcomes, and a description of how the goals and outcomes will be measured. Grantees must also provide a detailed budget, including the source of all funding, and any matching funds, which may be required. Applications may be approved or rejected immediately, or an applicant may be asked to make revisions. Once these grant revisions are received the OHS staff will review the revised application.

Approved Applications

All grantees will be subject to the risk assessment process and offered a copy of our risk assessment criteria to sign and return before any award is considered or made. Assessment considerations include (but are not limited to) the sub-recipient's financial systems, prior federal grant experience, and audit history in accordance with 2 CFR Part 200 Subpart F. Standards also considered may include accurate and timely submissions of their application, any prior amendments made, fiscal reporting, their submitted budgets, past performance measures, successful grant deliverables, evaluations, and year-end reporting. OHS does review an applicant's prior experiences with similar and past OHS awards where applicable, as well as any previous audit results.

For classification purposes, a sub-recipient will be considered low risk if they receive a high grade on the assessment criteria and considerations, a medium risk if they receive a slightly lower score and a HIGH risk if the criteria standards show prior history to be below standards or have negative audit opinions.

Ongoing Monitoring and Evaluation

All grantees are required to provide monthly reports to their designated OHS Program Coordinator, including invoices, timesheets, and additional backup documentation necessary for monitoring, reporting, and oversight of program areas. Monitoring visits are required for evaluation of the effectiveness of the program and to ensure that appropriate State and Federal procedures are being followed.

1.1.3 Data Sources and Information

The OHS strives to use a wide range of data resources that include, but are not limited to: comprehensive crash data, enforcement data, judicial data, geospatial data, and sociodemographic data. The OHS conducts data analysis to monitor crash trends in the State and ensure State and Federal resources target the areas of greatest need.

Key data sources used for this 3HSP include

- › Fatality Analysis Reporting System (FARS): all fatality-related data up through 2020.
- › RIDOT's Crash Data Management System (CDMS): repository for all Rhode Island crash data including crash location, only resource for serious injury data and fatality data 2021-present.
- › Rhode Island Division of Motor Vehicles: state operator license and vehicle registration trends
- › Rhode Island Belt Use Survey
- › Rhode Island Awareness Survey (Alcohol, Distracted Driving, Belt Use, Speeding)
- › State and Local Law Enforcement: Citation data specific to NHTSA funded campaigns
- › FHWA Office of Highway Policy Information Traffic Volume Trends: Vehicle Miles Traveled
- › NHTSA Agency Reports, Assessments, and Resources
- › US Census demographic data (2010)
- › Centers for Disease Control (CDC) Youth Risk Behavioral Survey (YRBS)

Crash data used for this reporting are primarily focused on the most recent five-year period 2018-2022. For the period 2018-2021 NHTSA Fatality Analysis Reporting System (FARS) data are reported

and for the year 2022 the preliminary fatality reporting data tracked by the Office on Highway Safety in Rhode Island are used.

Additionally, this analysis is informed by observations and feedback from OHS Staff and Program Coordinators and from key partners. As OHS continues to identify data needs to build a database of traditional and non-traditional data sets, observational feedback from key partners provides a valuable surrogate. Key partners include, but are not limited to:

- › Rhode Island Department of Health
- › Rhode Island DOH: Emergency Management Services
- › Rhode Island Police Chiefs Association
- › Rhode Island State Police
- › Rhode Island Statewide Planning Program
- › Rhode Island Attorney General's Office
- › Rhode Island Courts
- › Rhode Island Hospital Trauma Center
- › Community Profiles

As more training and opportunities become available to analyze nontraditional data sets, RI OHS and DOT are committed to doing so including fatality, injury, enforcement, judicial, geospatial and sociodemographic data.

1.2 Problem Identification

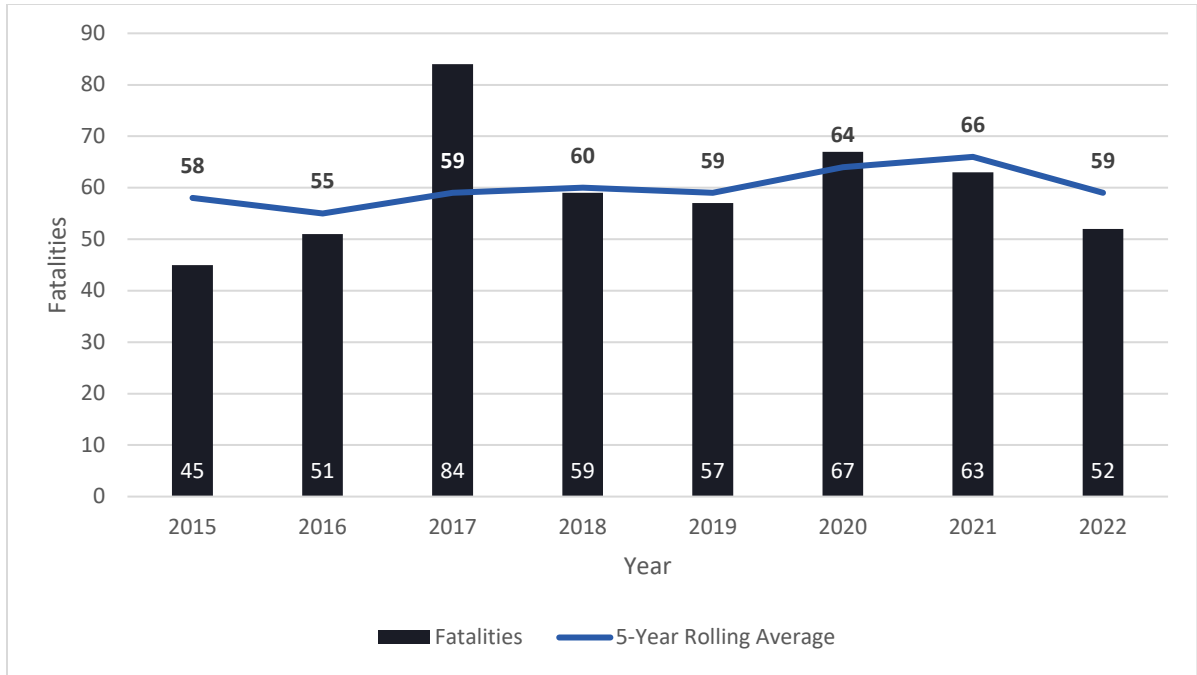
A detailed data trends analysis was completed to identify the State's overall highway safety problems.

This data review is focused on the most recent five-year period 2018-2022. The NHTSA Fatality Analysis Reporting System (FARS) database provides historic data up through 2021 while 2022 data are provided by RIDOT Office on Highway Safety.

1.2.1 Statewide Trends

Historic transportation fatality data for Rhode Island show some volatility with periods of steady decreases and occasional jumps. This is consistent with broader trends nationwide. For Rhode Island, 2022 was a low year for fatalities showing promise moving forward. However, 2023 has shown a regression to the mean with a sharp increase in fatalities. At this point, 2023 is projected to result in close to 70 fatalities by the end of the year. OHS is working with partners to take action to try to shift that trend through messaging and enforcement.

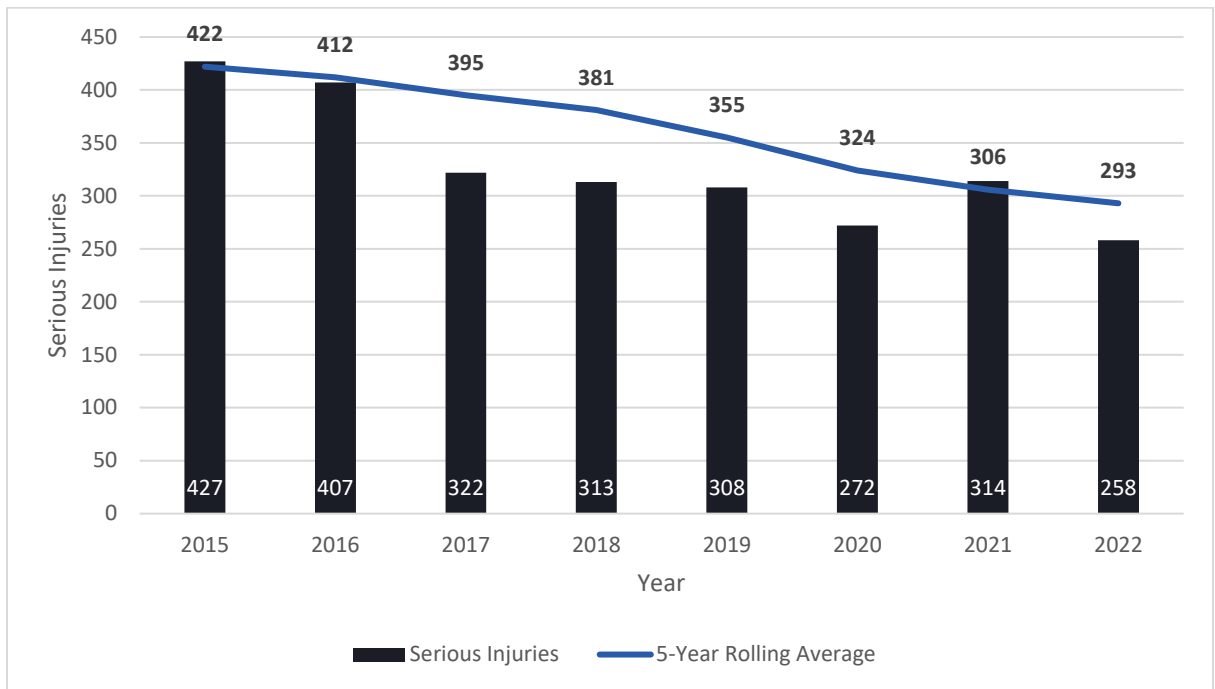
Exhibit 1.5 Rhode Island Transportation Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Alternatively, historic serious injury data show a clear downward trend in the five-year rolling average. This downward trend is supported by a change in the serious injury definition in 2017 paired with more rigorous review protocols for serious injury crashes. Despite this change in 2017, the trend is consistently downward.

Exhibit 1.6 Rhode Island Transportation Serious Injuries

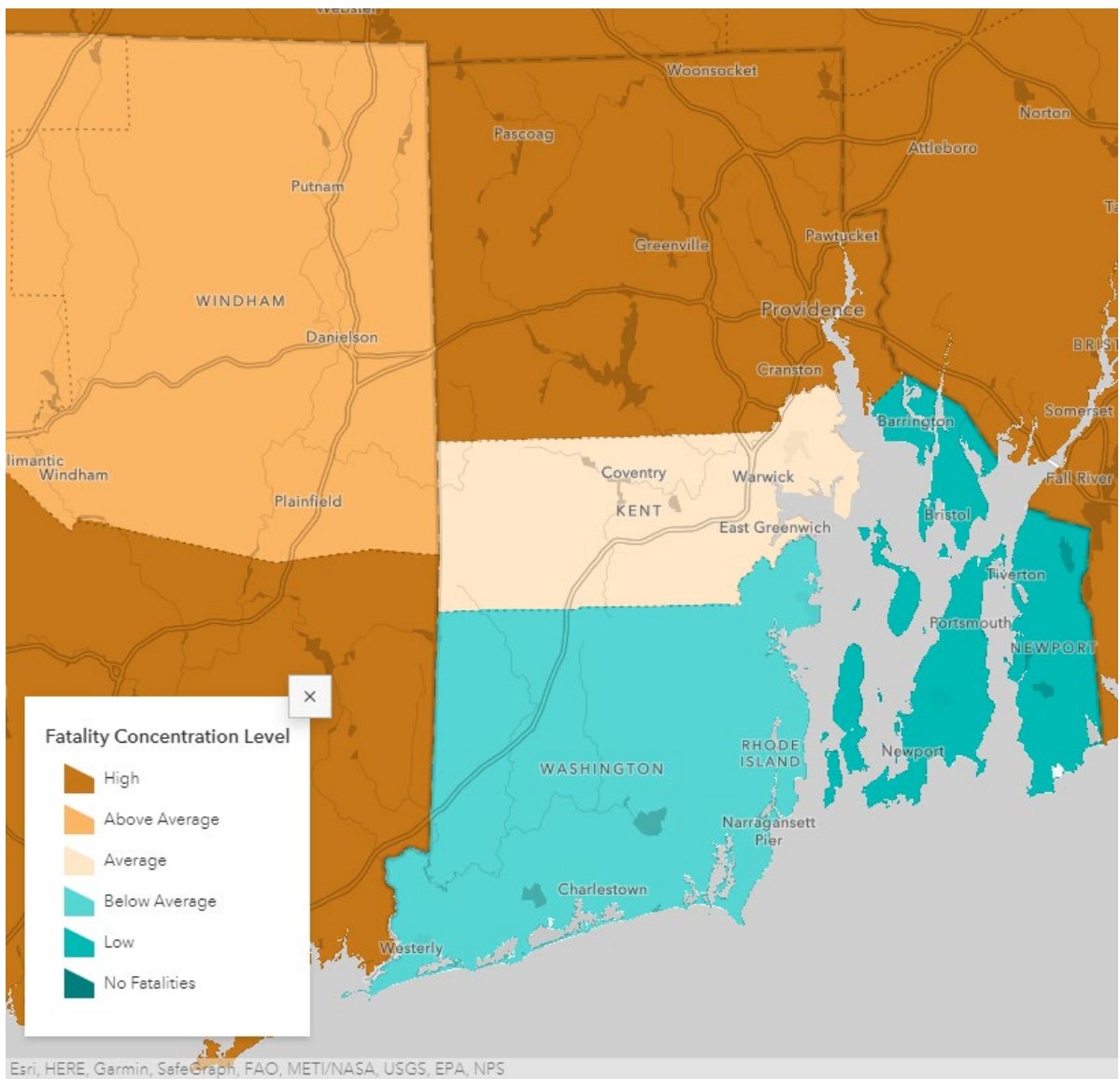


Source: RIDOT (2015-2022)

USDOT National Roadway Safety Strategy (NRSS) outlines the Department’s comprehensive approach to significantly reducing serious injuries and deaths on our Nation’s highways, roads, and streets. As a starting point to support communicate this initiative, USDOT provided nationwide reviews of several metrics that speak to the current state of traffic safety in the country. Four of those crash location maps with narratives are included here.

This map displays the concentration level of roadway fatalities by county (N = 3,143) compared to the national average based on the total number of fatalities between 2016 and 2020. This map emphasizes the higher concentration of fatal crashes in Providence County. As this document will show, the Cities of Providence, Pawtucket, East Providence, and Cranston consistently has a higher number crashes. The City of Providence also has the highest population and vehicle miles traveled of municipalities in Rhode Island.

Exhibit 1.7 Concentration of Roadway Fatalities in Rhode Island

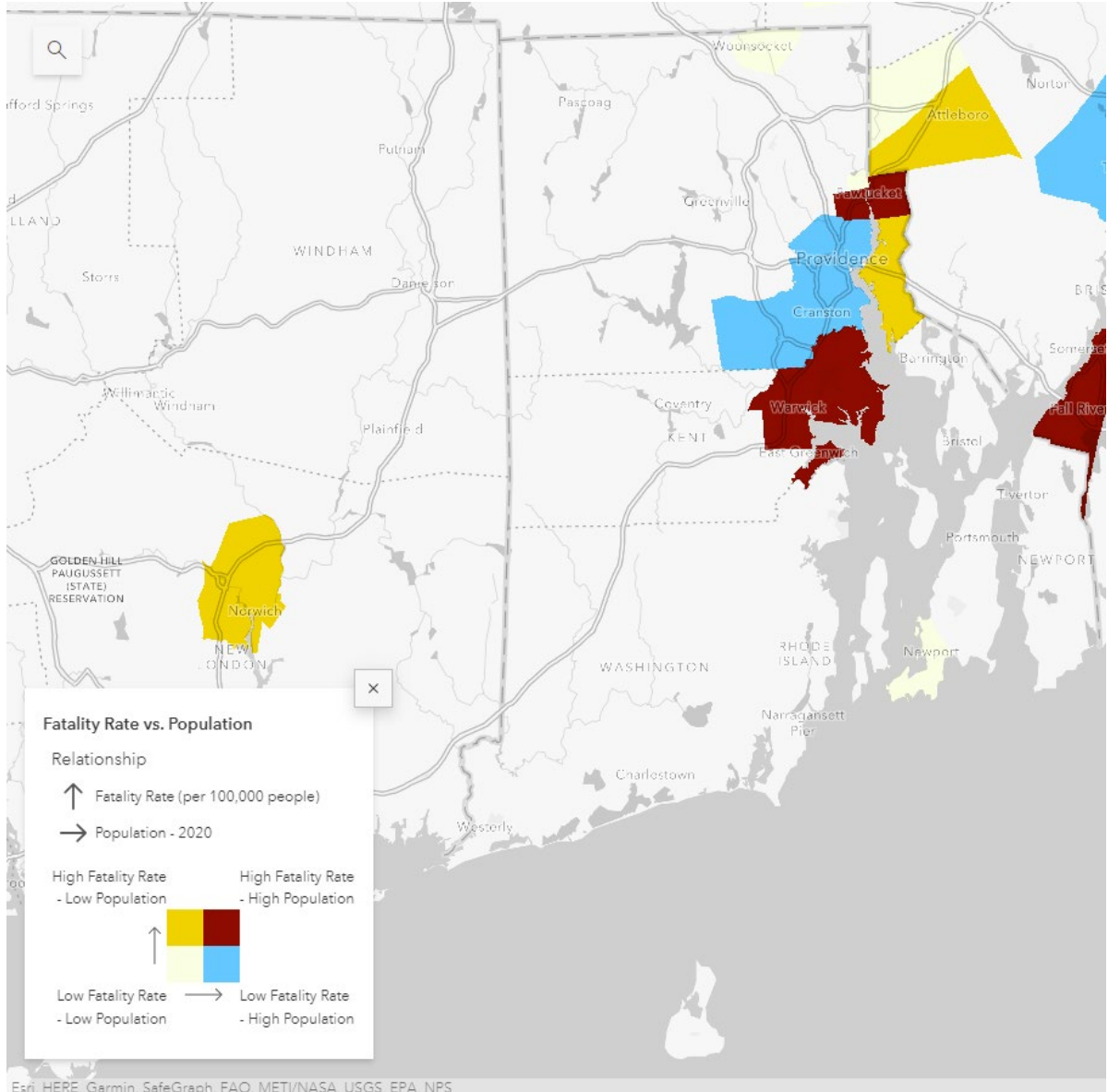


Source: <https://storymaps.arcgis.com/stories/9e0e6b7397734c1387172bbc0001f29b>

The map following compares the relationship between average fatality rate and population for municipalities with at least 5,000 people. For this analysis, low population areas have a population between 5,000 and 50,000 people (N = 3,971). High population areas have a population greater than 50,000 people (N = 786).

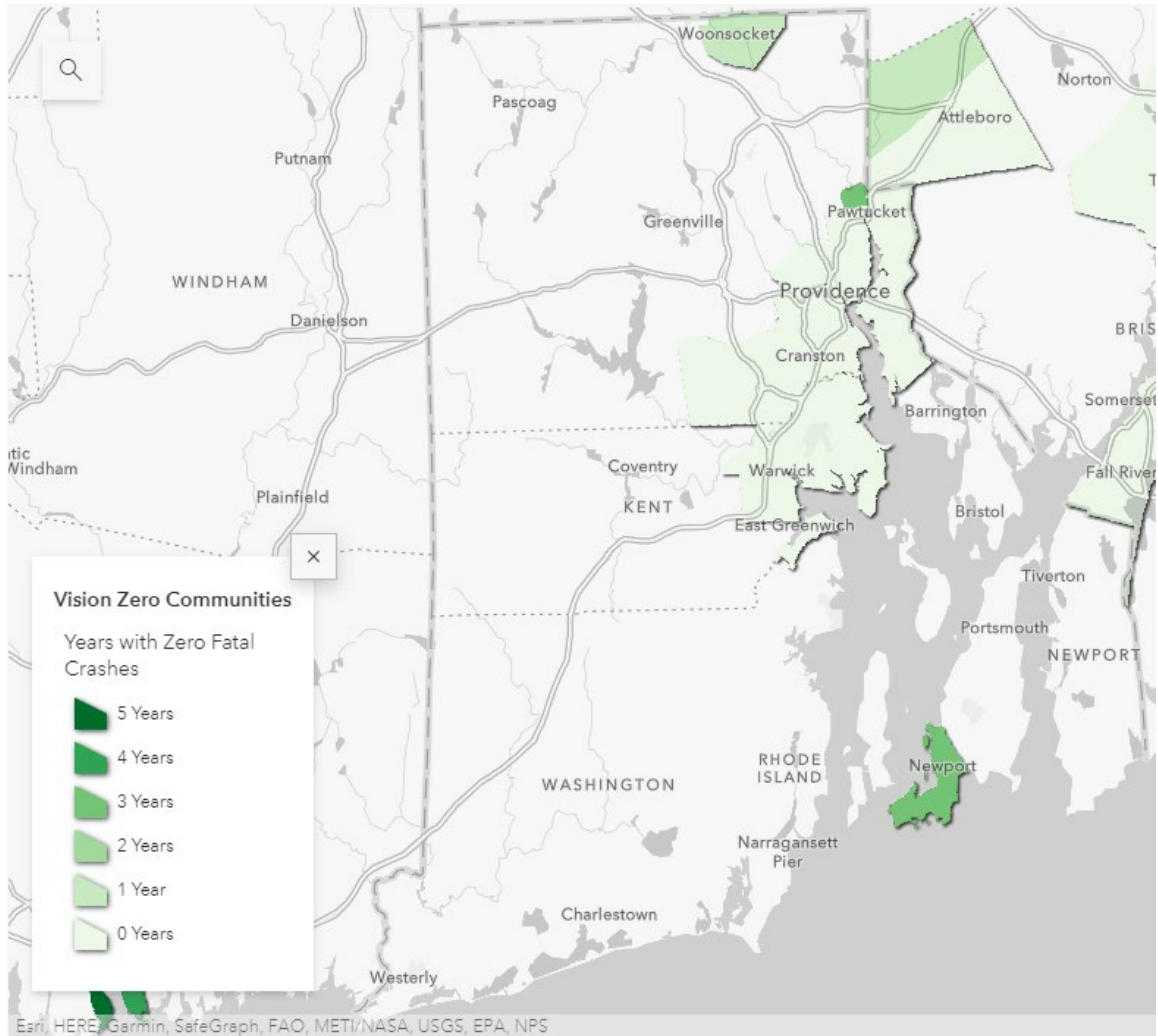
This Exhibit suggests that compared to other cities nationally, Providence, Cranston, Newport, and Woonsocket actually have low fatalities rates by population while East Providence, Warwick, and Pawtucket have high fatality rates by population.

Exhibit 1.8 Fatality Rate vs. Population in Rhode Island Cities



The following map shows the Historically Disadvantaged Community census tracts in Rhode Island with at least one roadway fatality reported between 2016 and 2020. A census tract is usually between 3,800 to 4,600 number of people, on average. The light color of the census tracts shows that the number of fatalities occurring in those historically disadvantaged census tracts is low, however, greater than zero. This map also highlights three census tracts where a pedestrian fatality occurred.

Exhibit 1.10 Vision for Zero Deaths in Rhode Island



Source: <https://storymaps.arcgis.com/stories/9e0e6b7397734c1387172bbc0001f29b>

While Rhode Island continues to strive to meet the SHSP vision of bringing transportation deaths TO ZERO, the data shown suggests that at the statewide level trends are consistent with national trends. In New England, all states saw a rise in fatalities in 2020 except New Hampshire, then outcomes were mixed in 2021, not suggesting a specific trend. Preliminary data for 2022 suggest that all New England states saw a rise in fatalities except Rhode Island which had a notable decrease. Rhode Island, however, is trending toward a much higher rate in 2023 as the year goes on.

Exhibit 1.11 New England Transportation Fatalities

Functional Classification	2015	2016	2017	2018	2019	2020	2021	2022
Rhode Island	45	51	84	59	57	67	63	54
Massachusetts	344	387	347	355	336	343	417	433
Connecticut	270	304	281	293	249	299	298	384
New Hampshire	114	136	102	147	101	104	118	148
Vermont	57	62	69	68	47	62	74	77
Maine	156	160	173	136	157	164	153	183

Source: NHTSA State Traffic Safety Info. <https://cdan.nhtsa.gov/stsi.htm>

Transportation Equity

Exhibit 1.12 overlays 2020-March 2023 fatal crash locations over the statewide urban and rural boundaries.

Out of the total 198 fatal crashes, 158 (80%) occurred in urban areas and 40 (20%) occurred in rural areas. Typically, 75% of VMT in Rhode Island is in an urban area.

Exhibit 1.13 shows Environmental Justice (EJ) Areas and USDOT identified Transportation Disadvantaged Communities with points locating fatal crashes for the period 2020 – March 2023.

Environmental Justice (EJ) Areas are identified by the State using Census Data and EPA guidance. These census tracts have minority population greater than 28 percent and poverty population greater than 27 percent.

Transportation Disadvantaged Communities (TDC) are identified by the USDOT and generally defined as Census Tracts that exceeded the 50th percentile (or 75th percentile for resilience) across at least four of the following six transportation disadvantaged indicators. Each of the six disadvantage indicators are assembled at the Census Tract level using data from the- CDC Social Vulnerability Index, Census America Community Survey, EPA Smart Location Map, HUD Location Affordability Index, EPA EJ Screen, FEMA Resilience Analysis & Planning Tool and FEMA National Risk Index.

- › **Transportation Access disadvantage** identifies communities and places that spend more, and longer, to get where they need to go. (sources: CDC Social Vulnerability Index, Census America Community Survey, EPA Smart Location Map, HUD Location Affordability Index)
- › **Health disadvantage** identifies communities based on variables associated with adverse health outcomes, disability, as well as environmental exposures. (source: CDC Social Vulnerability Index)
- › **Environmental disadvantage** identifies communities with disproportionate pollution burden and inferior environmental quality. (source: EPA EJ Screen)
- › **Economic disadvantage** identifies areas and populations with high poverty, low wealth, lack of local jobs, low homeownership, low educational attainment, and high inequality. (sources: CDC Social Vulnerability Index, Census ACS, FEMA Resilience Analysis & Planning Tool)
- › **Resilience disadvantage** identifies communities vulnerable to hazards caused by climate change. (source: FEMA National Risk Index)
- › **Equity disadvantage** identifies communities with a high percentile of persons (age 5+) who speak English "less than well." (source: CDC Social Vulnerability Index)

A total of 15 census tracts in Rhode Island are identified by USDOT as being Transportation Disadvantaged Communities (TDC): 2, 3, 7, 9, 14, 26, 27, 109, 111, 117.01, 152, 174, 175, 183, 307.²

Because the USDOT methodology includes Environmental disadvantage based on the EPA EJ Screen, there are only 6 additional census tracts that the USDOT identifies as Transportation Disadvantaged that are not already captured within the state mapped Environmental Justice Areas.

This map shows that 61 fatal crashes out of 198 total fatal crashes during this period occurred in an Environmental Justice or USDOT Transportation Disadvantaged Community. The EJ Areas and TDCs tend to be focused on the State's urban centers, the conclusion for EJ Areas and TDCs is similar to the urban and rural areas review.

² <https://usdot.maps.arcgis.com/apps/dashboards/d6f90dfcc8b44525b04c7ce748a3674a>

Exhibit 1.12 Fatal Crash Locations over Urban and Rural Boundaries

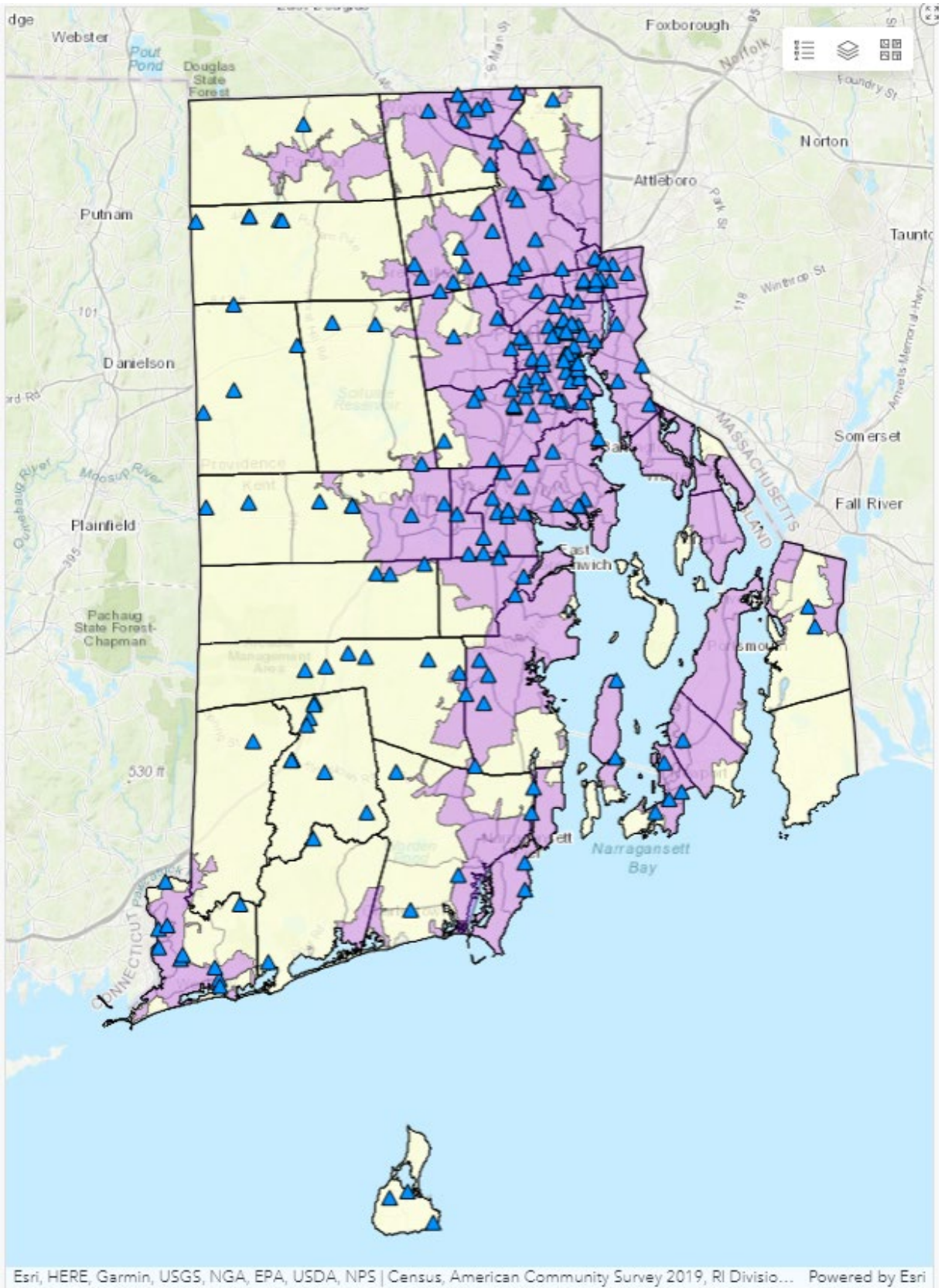
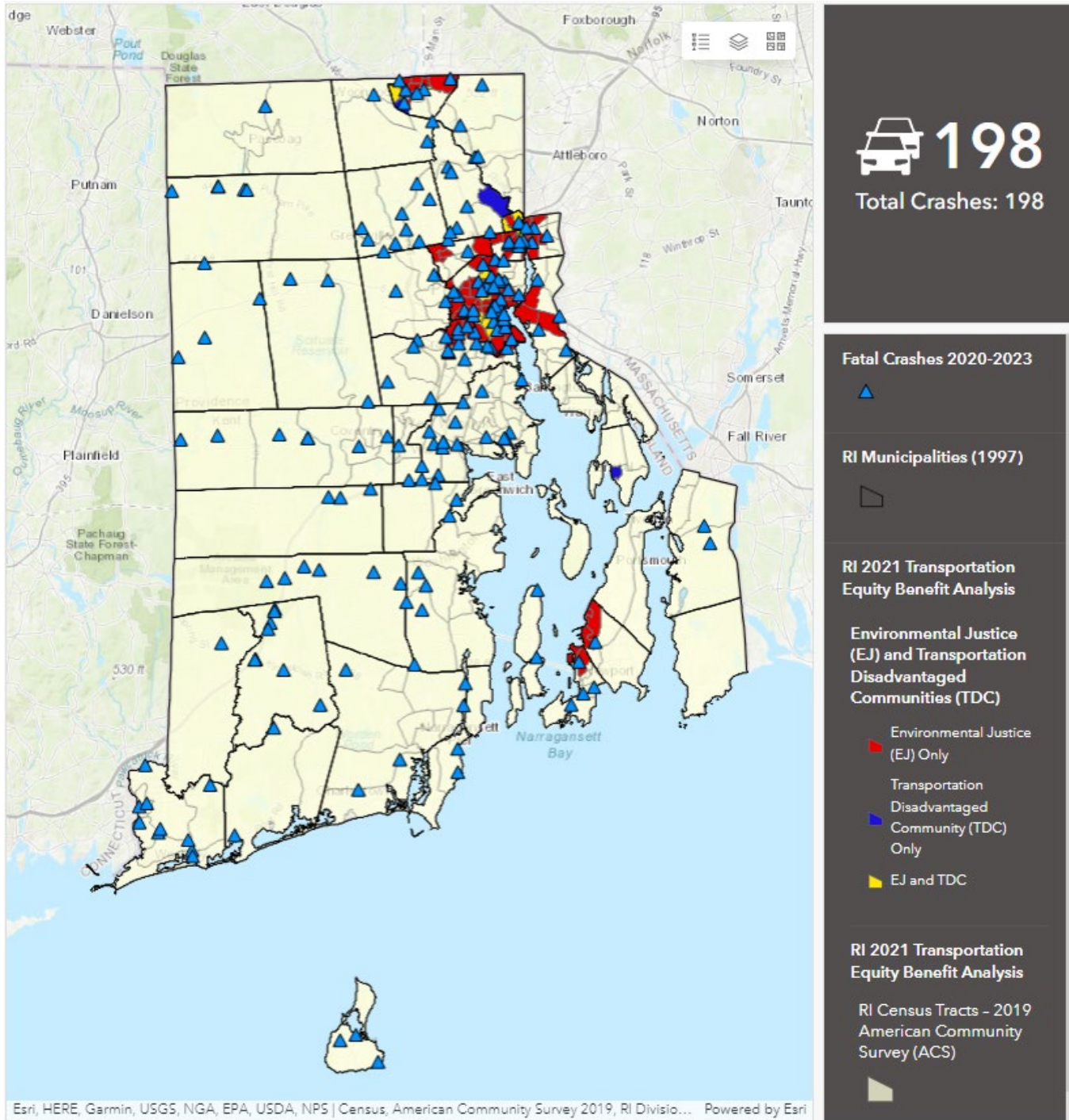


Exhibit 1.13 Fatal Crash Locations over EJ Areas and Transportation Disadvantaged Communities



The Rhode Island Department of Transportation in partnership with Rhode Island Statewide Planning (state MPO) completes Equity mapping annually using available US Census Data to determine the strengths and weaknesses of transportation infrastructure investment relative to various select population groups. This effort is referred to as the State of Rhode Island’s Transportation Equity Benefit Analysis, or TEBA. The TEBA identifies and geographically locates Select Population Groups (SPG) in the State of Rhode Island that are protected from discrimination under the law, and groups that may face transportation challenges. The select population groups within the TEBA are either directly protected under Title VI of the Civil Rights Act of 1964, or can be linked to protected populations under Title VI.

The available TEBA mapping was used as a base and fatal crash locations for 2020-March 2023 were overlaid on this mapping and analyzed to identify any trends between crash locations and area demographics. This analysis was completed for the following demographic communities and Safety Program Areas.

Demographic Communities

- › Urban and Rural Areas
- › Environmental Justice and Transportation Disadvantaged Communities
- › Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
- › Poverty/Low-Income Population
- › Aging Individuals
- › Individuals with Disabilities
- › Individuals with Limited English Proficiency
- › Carless Households

Safety Program Area

- › Occupant Protection
- › Impaired Driving
- › Speed
- › Motorcycle
- › Younger Driver
- › Older Driver
- › Pedestrians & Bicyclists

This series of maps showing overlaps between the various demographic communities and Safety Program Areas is included in Appendix A to this document.

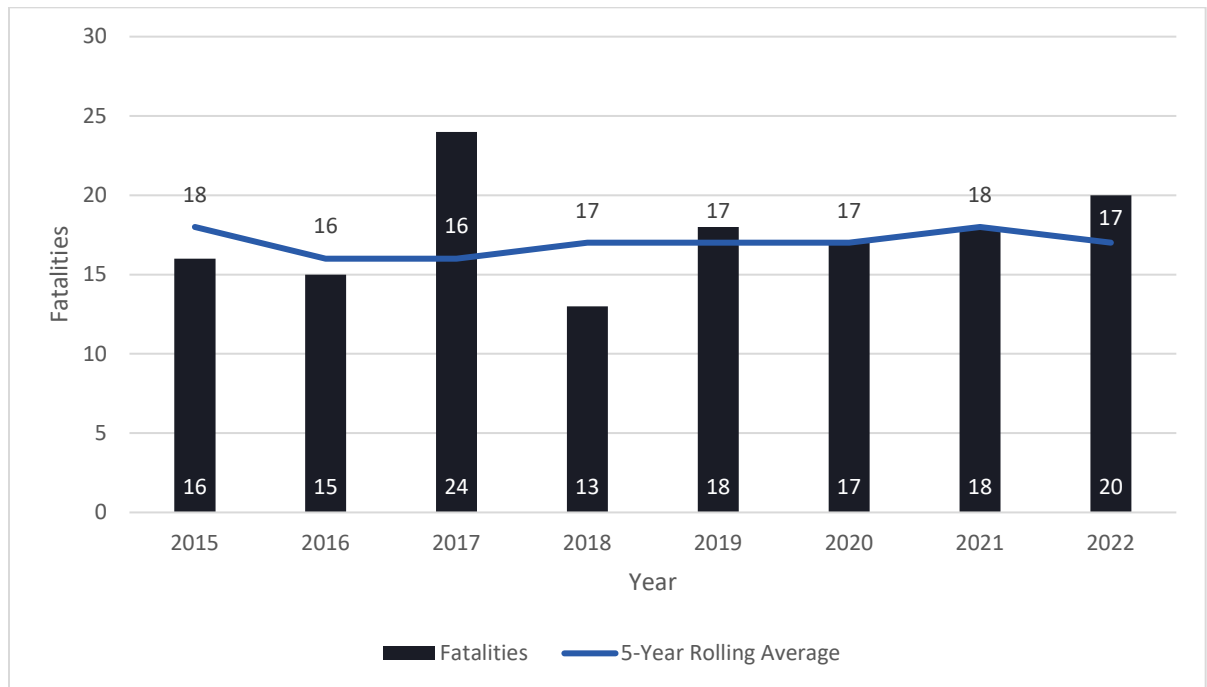
1.2.2 Occupant Protection

An occupant protection fatality is defined as fatality of an unrestrained passenger vehicle occupant (driver or passenger).

Over the last several years the five-year rolling average number of annual unrestrained fatalities has remained steady at approximately 17 with individual years ranging from 13 to 20 fatalities. 2022 was near the high with 20 fatalities. The jump in 2022 unrestrained fatalities is matched with a slight decline in observed belt use in 2022 dropping from a recent high of 89.4 percent to 87.1 percent. Notably, unrestrained fatalities made up 40 percent of 2022 fatalities but had made up about 25 percent of fatalities in prior years.

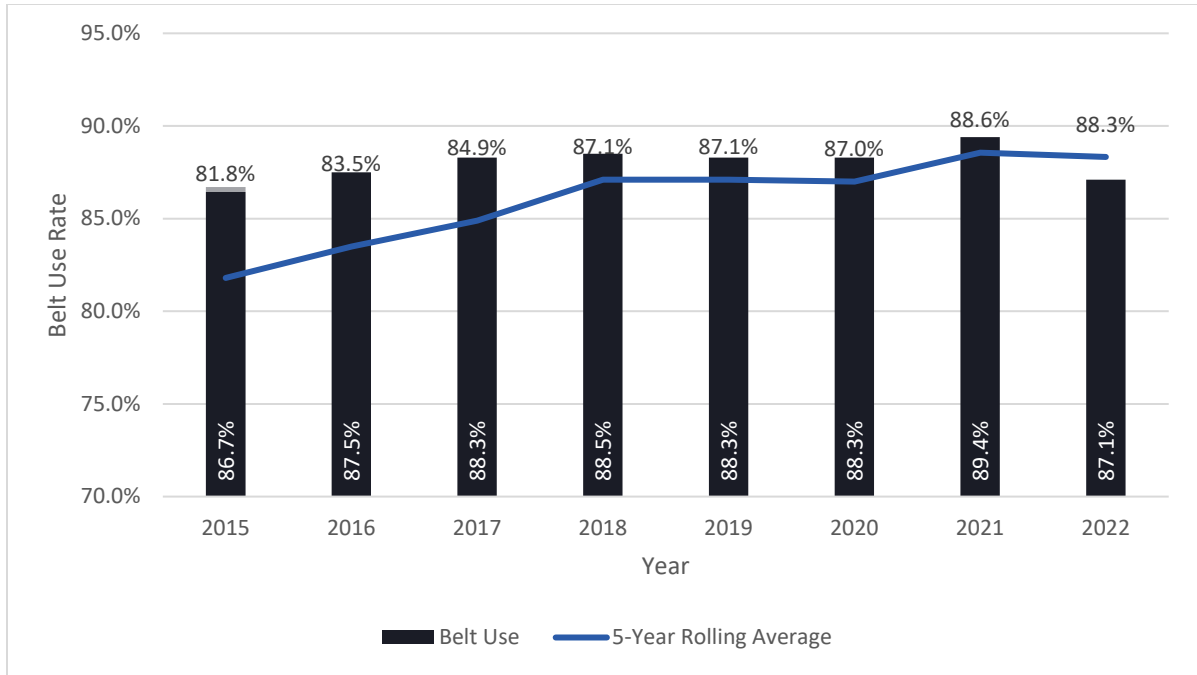
The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent five-year period, 2018-2022, unrestrained occupant fatalities most commonly overlapped with lane departure fatalities (81%), speed-related fatalities (53%), and alcohol-impairment related fatalities (48%).

Exhibit 1.14 Unrestrained Occupant Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Exhibit 1.15 Observed Belt Use



Source: Rhode Island Statewide Belt Use Survey 2022

Exhibit 1.16 summarizes the types of restraint systems that may be in a passenger vehicle. This Exhibit shows that fatalities who are restrained are using a Shoulder and Lap Belt system, and the remaining fatalities resulted from no restraint use.

Exhibit 1.16 Motor Vehicle Fatalities by Restraint System Use

Restraint System	Driver	Passenger	Total
None Used/Not Applicable	61	25	86
Lap Belt Only Used	0	0	0
Shoulder and Lap Belt	60	11	71
Restraint Used-Type Unknown	0	0	0
Child Restraint	0	1	1
Unknown	12	5	17
Total	133	42	175

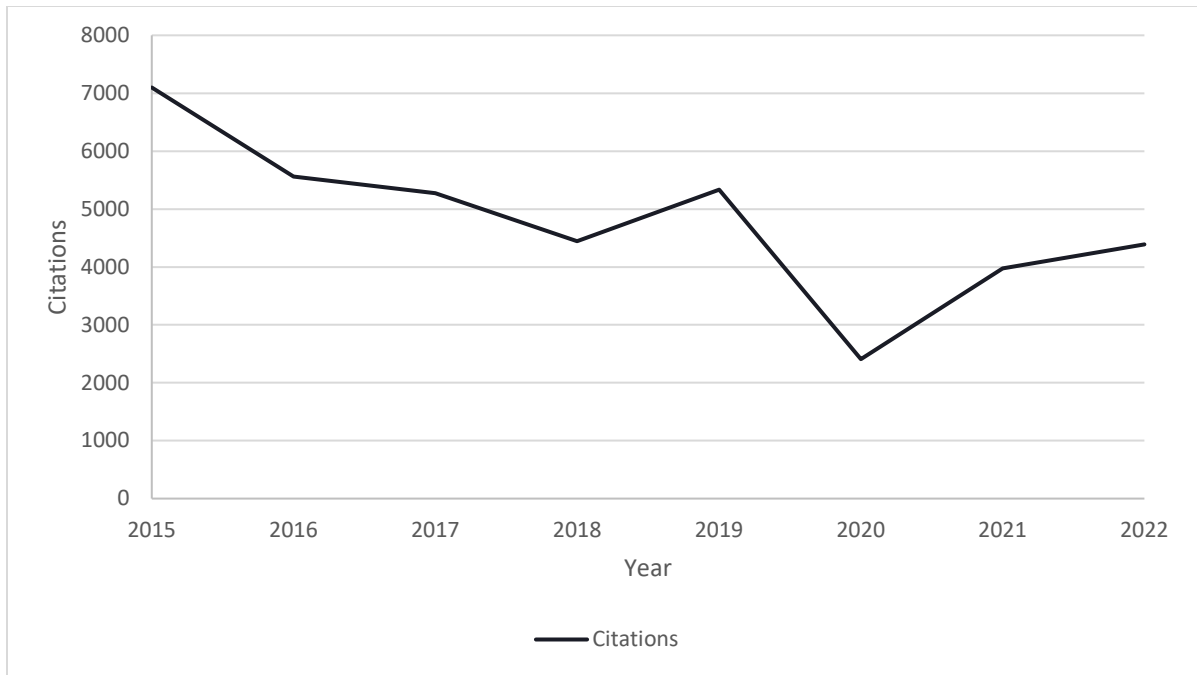
Source: FARS (2018-2021); RIDOT (2022)

Enforcement & Legislation

Seat belt use is a primary enforcement in Rhode Island for all vehicle occupants. Additionally, children ages seven and under are required to be in a child restraint and children ages two and under are to be rear-facing.

Enforcement trends are being summarized based on the number of seat belt citations issued during grant-funded enforcement activities. Exhibit 1.17 shows that citations have generally been steady averaging approximately 4,800 annually with 4,387 in 2022.

Exhibit 1.17 Seat Belt Use Citations during Grant-funded Activities



Source: Rhode Island Office on Highway Safety (2022).

Geospatial Crash Locations

Exhibit 1.18 shows that 39% of unrestrained fatalities occurred on an interstate, freeway, or expressway, 26% of unrestrained fatalities occurred on an urban principal arterial, and about 21% occurred on a collector or local road. Statewide, VMT on local roads is estimated to make up 7% of statewide VMT, suggesting that crashes on local roads are overrepresented. Similarly, rural freeway VMT statewide is near 1% while rural freeway unbelted fatalities are approximately 9%, also overrepresented.

Exhibit 1.18 Unrestrained Fatalities by Roadway Functional Classification and Urban/Rural Context

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	29.4%	9.4%	38.8%
Principal Arterial	23.5%	2.4%	25.9%
Minor Arterial	10.6%	3.5%	14.1%
Major Collector	2.4%	3.5%	5.9%
Local Road	9.4%	5.9%	15.3%
Unknown	0.0%	0.0%	0.0%
Total	75.3%	24.7%	100%

Source: FARS (2018-2021); RIDOT (2022).

Over this five-year period, 18 fatalities occurred on Collectors or Local Roads. Those 18 fatalities were spread over 14 different municipalities with two occurring in each Providence, East Providence, Middletown, and Foster and one occurring in the remaining. This does not suggest a clear correlation between fatality locations and municipalities due to the small number of fatalities occurring in a wide spread of locations.

A review of fatalities by municipality shows that five municipalities capture about 50 percent of all fatalities in the last five years. Generally, this list of municipalities is consistent with the municipalities in the Greater Providence area making up approximately 50% of fatalities statewide.

Exhibit 1.19 Unrestrained Motor Vehicle Fatalities by Municipalities

Functional Classification	Providence	Cranston	Warwick	Richmond	E. Prov.	Total
Interstate/Freeway/Expressway	3.5%	5.9%	5.9%	7.1%	3.5%	25.9%
Principal Arterial	7.1%	2.4%	2.4%	0.0%	0.0%	11.8%
Minor Arterial	2.4%	2.4%	0.0%	0.0%	1.2%	5.9%
Major Collector	0.0%	0.0%	0.0%	1.2%	0.0%	1.2%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Local Road	2.4%	0.0%	0.0%	0.0%	2.4%	4.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	15.3%	10.6%	8.2%	8.2%	7.1%	49.4%

Source: FARS (2018-2021); RIDOT (2022)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Key takeaways include:

- › 41 of 57 unrestrained fatal crashes (72%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 10 of 57 unrestrained fatal crashes (18%) occurred in an Environmental Justice Area or Transportation Disadvantaged Community
- › Unrelated to fatal crashes, EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › 23 of 57 unrestrained fatal crashes (40%) occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of unrestrained fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of unrestrained fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of unrestrained fatal crashes occurred in areas where carless households make up 28% or more of the population.

The FARS database provides driver zip code which is assumed to reflect the driver residence based on their license address based on their license address. Based on the driver zip code for persons fatally injured while unbelted, Exhibit 1.20 summarizes municipalities of residence for unrestrained fatalities.

Exhibit 1.20 Residence Municipality for Unrestrained Fatal Injuries

Functional Classification	Fatalities	
Massachusetts	18	27.3%
Providence, RI	10	15.2%
Warwick, RI	4	6.1%
Cranston, RI	3	4.5%
Hopkinton, RI	3	4.5%
Pawtucket, RI	3	4.5%
West Warwick, RI	3	4.5%
Grand Total	66	66.7%

Source: FARS (2018-2021)

The documented residence of unrestrained fatalities for the period 2018-2021 showed that 18% are from Massachusetts, 15% from Providence, RI, and All other municipalities accounted for 4 or fewer fatalities each.

Sociodemographics

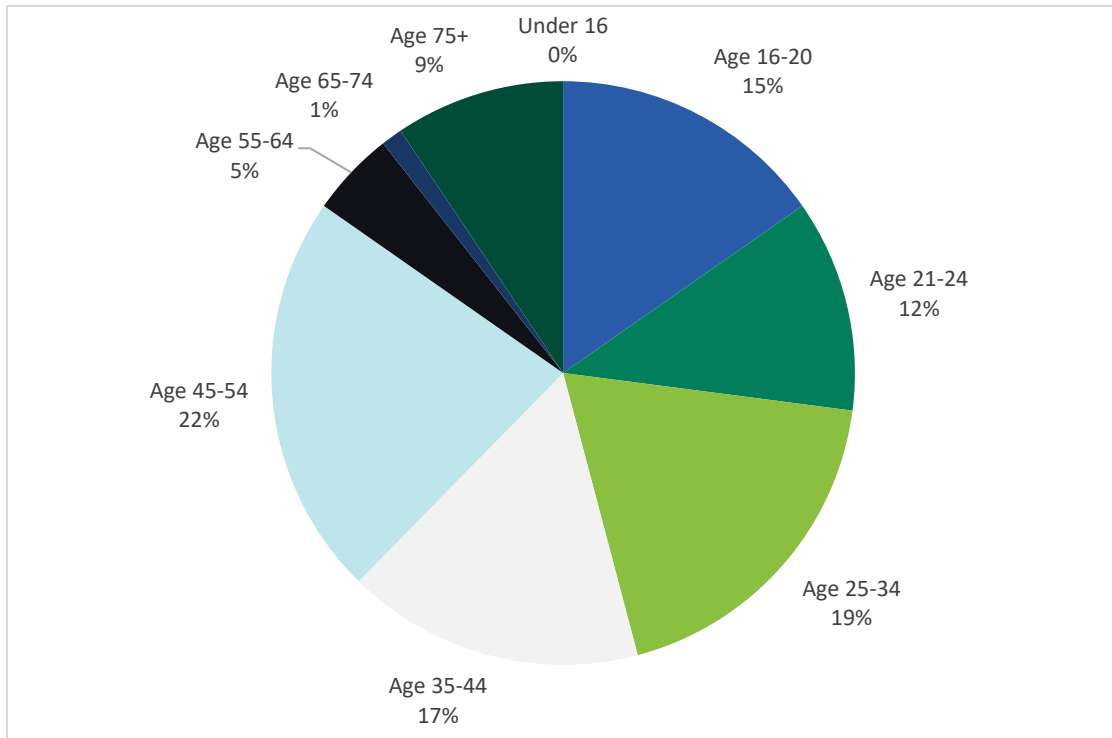
Age

Exhibit 1.21 summarizes unrestrained fatalities for the most recent five-year period by age. This data shows that occupants ages 25-55 make up 60% of fatalities, with males making up approximately two-thirds of those fatalities. Additionally, individuals age 16-20 years old are over represented relative to the 2020 Census population estimate.

Affected communities:

- › *Passenger vehicle occupants age 25-55.*
- › *Passenger vehicle occupants age 16-20.*
- › *Primarily male.*

Exhibit 1.21 Unrestrained Fatalities by Age



Source: FARS (2018-2021); RIDOT (2022)

Exhibit 1.22 Unrestrained Fatalities by Age and Gender

Age	2018		2019		2020		2021		2022	TOTALS		
	F	M	F	M	F	M	F	M	Unk.	F	M	Total
<16	0	0	0	0	0	0	0	0	0	0	0	0
16-20	0	0	0	0	2	3	2	3	3	4	6	13
21-24	1	1	2	1	0	1	0	1	3	3	4	10
25-34	1	4	0	4	0	2	0	1	4	1	11	16
35-44	0	2	2	3	1	1	0	2	3	3	8	14
45-54	2	1	2	1	1	3	0	5	4	5	10	19
55-64	0	1	0	0	0	0	0	1	2	0	2	4
65-74	0	0	0	1	0	0	0	0	0	0	1	1
75+	0	0	1	1	1	2	2	1	0	4	4	8
Total	4	9	7	11	5	12	4	14	19	20	46	85

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

Race

Exhibit 1.23 summarizes unrestrained fatalities in Rhode Island by race in the last five years. This data show that the majority of unrestrained fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.23 generally aligns with the distribution of race statewide.

Exhibit 1.23 Unrestrained Fatalities by Race

Race	2018	2019	2020	2021	2022	Total
White	8	12	12	13	17	45
Black	2	2	1	1	1	6
Asian	0	0	1	0	0	1
Hispanic	3	4	2	3	1	12
Native American	0	0	0	0	0	0
Other	0	0	1	0	0	1
Unknown	0	0	0	1	0	1
Total	13	18	17	18	20	66

Source: FARS (2018-2021)

Occupant Protection Key Takeaways & Affected Communities

- › Unrestrained vehicle fatalities are up in 2022 despite overall fatalities being down. Similarly, belt use rates are down.
- › Fatalities occurring in rural areas are overrepresented compared to vehicle miles traveled in rural areas.
- › Local roads are overrepresented compared to vehicle miles traveled by functional classification.
- › Are groups 16-20 and 45-54 are overrepresented compared to the distribution of population by age in Rhode Island.
- › Fatalities age 25-54 make up 50% of all fatalities.
- › Twice as many of fatalities are male compared to females.
- › Alcohol impairment was a factor in approximately 50% of occupant protection fatalities as was speed.

Child Passenger Safety

While unrestrained child fatalities have not been observed in the most recent five years, OHS places a high importance on providing the education and resources necessary for all families to provide appropriate child passenger safety (CPS) while riding in a vehicle. Exhibit 1.24 lists planned Child Passenger Safety Technician (CPST) Events planned for FFY 2024. There will be a certified technician at each event. Exhibit 1.25 summarizes the active network of child restraint inspection stations proposed for FFY 2024.

Exhibit 1.24 CPST Certification Events

Class	No. of Classes	No. of Students	Location
CPS Seat Check Events	Goal of 50 events		Statewide
CPST Certification Renewal Courses	2 Certification Classes, 1 Renewal Class	Up to 20 students per class	Injury Prevention Center Rhode Island Hospital

			55 Claverick Street Providence, RI 02903
Fitting Stations	25		Statewide, primarily located at police departments

Exhibit 1.25 Active Network of Child Restraint Inspection Stations FFY 2023

City/Town	Urban/Rural	2020 Population	At-Risk Area?
State Police			
Hope Valley, Richmond	Statewide		
Lincoln Woods, Lincoln	Statewide		
Portsmouth, Portsmouth	Statewide		
Scituate, Scituate	Statewide		
Wickford, North Kingstown	Statewide		
AAA	Statewide		
Local Police			
Barrington	Urban	17,153	
Bristol	Urban	22,493	
Burrillville	Urban/Rural	16,158	
Central Falls	Urban	22,583	Yes
Coventry	Urban/Rural	35,688	
Cranston	Urban/Rural	82,934	
Cumberland	Urban	34,977	
East Greenwich	Urban/Rural	14,312	
East Providence	Urban	47,139	
Jamestown	Urban	5,559	
Johnston	Urban/Rural	29,568	
Lincoln	Urban	22,529	
Middletown	Urban	17,075	
North Providence	Urban	34,114	
Pawtucket	Urban	75,604	Yes
Portsmouth	Urban	17,871	
Providence	Urban	190,934	Yes
Richmond	Rural	8,020	Yes
Smithfield	Urban/Rural	22,118	
South Kingstown	Urban/Rural	31,913	
Tiverton	Urban/Rural	16,359	
Warren	Urban	11,147	
Warwick	Urban	82,823	
West Warwick	Urban	31,012	
Westerly	Urban/Rural	23,359	

City/Town	Urban/Rural	2020 Population	At-Risk Area?
Woonsocket	Urban	43,240	Yes
TOTAL POPULATION SERVED		956,682 (90%)	
Other			
Women & Infants Hospital, Providence	Urban		
Department of Public Safety, Providence	Urban		
Injury Prevention Center, Rhode Island Hospital, Providence	Urban		
Charlestown Rescue	Rural		
Children's Friend	Urban		
East Bay Community Action Program	Urban		
Meeting Street School	Urban		
Hasbro Children's Hospital	Urban		
Rhode Island Doula Services	Statewide		

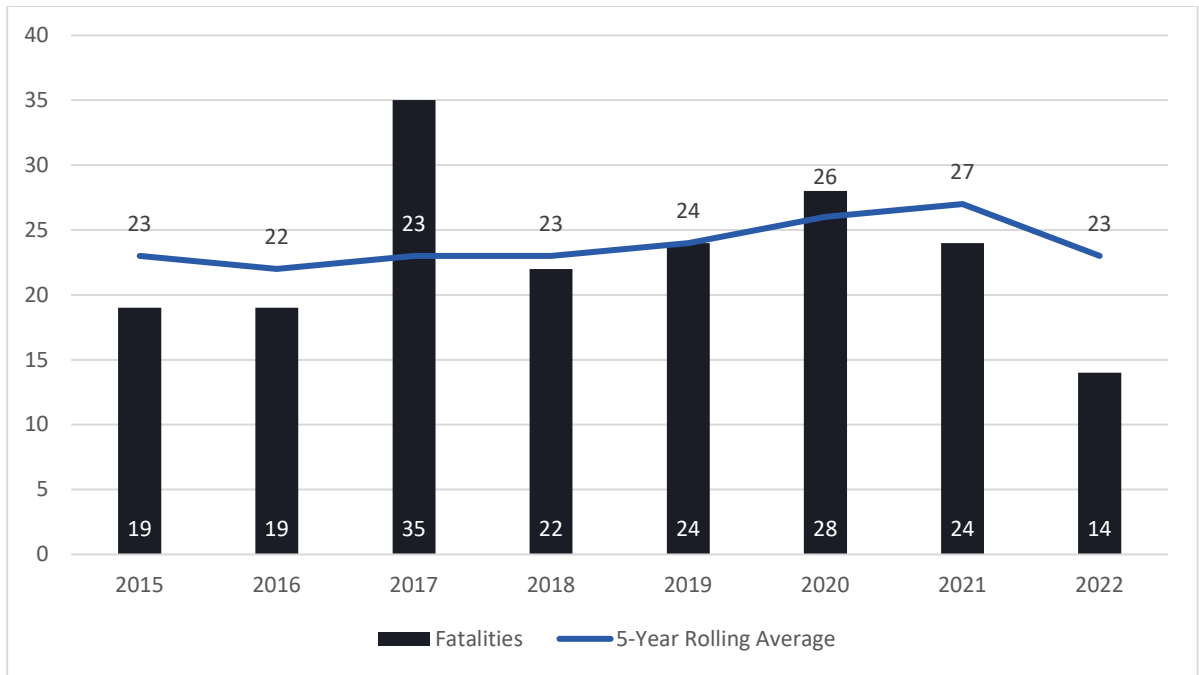
Source: RIDOT/OHS (2023)

1.2.3 Alcohol Impairment-Related

An Alcohol Impairment-Related driving fatality is defined as involving a driver or motorcycle operator with a BAC of 0.08 and above.

It is assumed that 2022 data are preliminary and likely to increase as more information becomes available. Over the last several years the five-year rolling average number of annual alcohol impairment-related fatalities has remained steady with individual years ranging from 19 to 35 fatalities. Alcohol impairment-related fatalities made up 30 percent of 2022 which is notably lower than prior years.

The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent five-year period, 2018-2022, alcohol impairment-related fatalities most commonly overlapped with lane departure fatalities (76%), speed-related fatalities (54%), and unbelted fatalities (44%). Based on NHTSA imputed data from 2009 through 2020, most of Rhode Island's alcohol impairment-related fatalities involved a driver or motorcycle operator with a BAC greater than or equal to the legal limit of 0.08, as shown in Exhibit 1.26.

Exhibit 1.26 Alcohol Impairment-related Fatalities

Source: NHTSA (2015-2021) <https://cdan.nhtsa.gov/stsi.htm#>; RIDOT (2022)

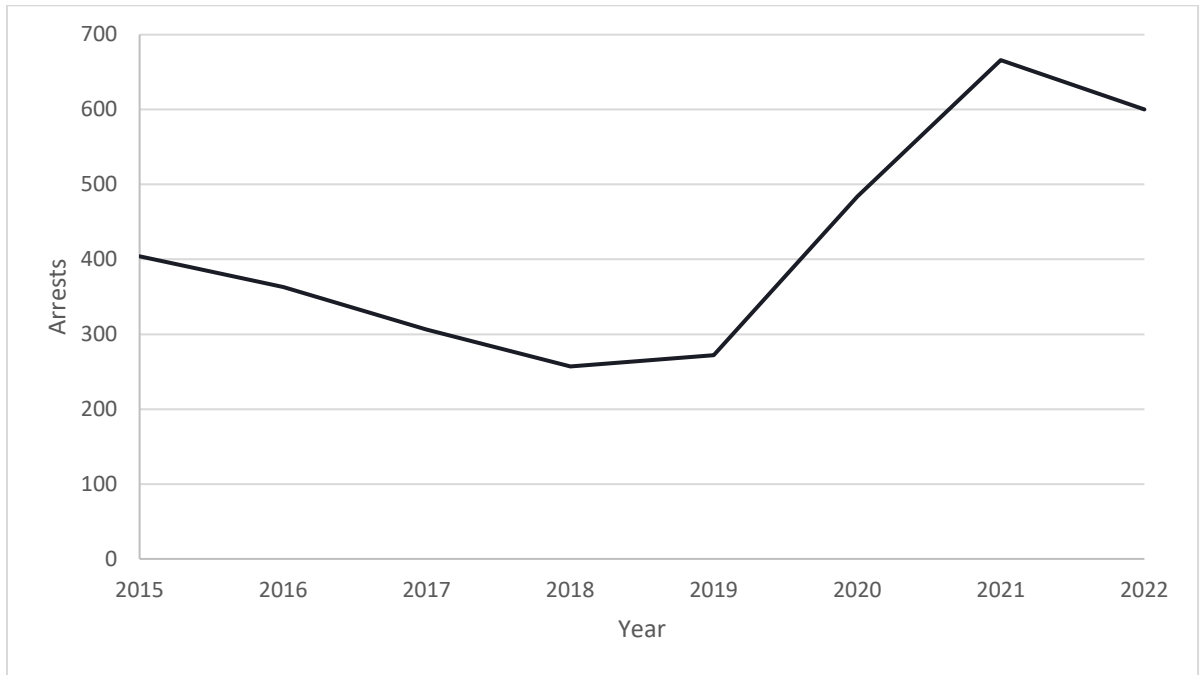
Note that 2022 data are preliminary pending toxicology results.

Enforcement & Legislation

The Rhode Island DUI law provides for higher sanctions at increasing BAC levels of <0.10 and 0.15. Ignition interlocks are mandatory for all convictions. Currently, there are bills before the Rhode Island Senate that would increase the lookback from five to ten years for repeat DUI offenders, which is better aligned with other New England states.

Enforcement trends are being summarized based on the number of alcohol impairment-related driving arrests made during grant-funded enforcement activities. Exhibit 1.27 shows that arrests had been on a slight decline but jumped in 2020 and on during the pandemic years.

Exhibit 1.27 Alcohol Impairment-related Driving Arrests during Grant-funded Enforcement Activities



Source: Rhode Island Office on Highway Safety (2022).

Geospatial Crash Locations

Exhibit 1.28 shows that 34% of alcohol impairment-related fatalities occurred on a principal arterial and 25% of alcohol impairment-related fatalities occurred on an interstate, freeway, or expressway.

Over this five-year period, 16 fatalities occurred on Minor Collectors or Local Roads. Those 17 fatalities were spread over 13 different municipalities, not showing a clear correlation between fatality locations and geospatial communities.

Exhibit 1.28 Alcohol Impairment-related Fatalities by Functional Classification and Urban/Rural

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	20.9%	4.4%	25.3%
Principal Arterial	27.5%	6.6%	34.1%
Minor Arterial	9.9%	3.3%	13.2%
Major Collector	6.6%	3.3%	9.9%
Local Road	11.0%	6.6%	17.6%
Unknown	0.0%	0.0%	0.0%
Total	75.8%	24.2%	100%

Source: FARS (2018-2021)

A review of alcohol impairment-related fatalities by municipality shows that six municipalities capture about 50% of all alcohol impairment-related fatalities in the last four years (2018-2021). 16 fatalities occurred on a local road in 12 municipalities, not showing a clear correlation between fatality locations and communities.

Exhibit 1.29 Alcohol Impairment-related Fatalities by Municipalities

Functional Classification	Providence	Cranston	Warwick	Pawtucket	Coventry	Richmond	Total
Interstate/Freeway/Expressway	3.3%	3.3%	4.4%	4.4%	1.1%	4.4%	20.9%
Principal Arterial	6.6%	2.2%	1.1%	2.2%	2.2%	0.0%	14.3%
Minor Arterial	2.2%	2.2%	1.1%	0.0%	1.1%	0.0%	6.6%
Major Collector	0.0%	0.0%	0.0%	0.0%	1.1%	1.1%	2.2%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Local Road	3.3%	1.1%	0.0%	0.0%	0.0%	0.0%	4.4%
Total	15.4%	8.8%	6.6%	6.6%	5.5%	5.5%	48.4%

Source: FARS (2018-2021)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Key takeaways include:

- › 30 of 48 alcohol impairment-related fatal crashes (63%) occurred in urban areas, slightly lower than the proportion of VMT that typically takes place in urban areas (75%).
- › 13 of 48 alcohol impairment-related fatal crashes (27%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of alcohol impairment-related fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of alcohol impairment-related fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of alcohol impairment-related fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of alcohol impairment-related fatal crashes occurred in areas where carless households make up 28% or more of the population.

The FARS database provides driver zip code which is assumed to reflect the driver residence based on their license address. Based on the driver zip code for persons fatally injured while alcohol impaired, Exhibit 1.30 summarizes municipalities of residence for alcohol impairment-related fatalities.

Exhibit 1.30 Residence Municipality for Alcohol Impairment-related Fatalities

Functional Classification	Total	
Out of State	25	21.9%
Providence, RI	15	13.2%
Cranston, RI	8	7.0%
Pawtucket, RI	8	7.0%
Warwick, RI	5	4.4%
Grand Total	114	53.5%

Source: FARS (2018-2021)

The documented residence of alcohol impairment-related fatalities for the period 2018-2021 showed that nearly 22% are from out of state, 13% are from Providence, RI, 7% from each Cranston and Pawtucket, RI and all other municipalities accounted for 5 or fewer fatalities each.

Sociodemographics

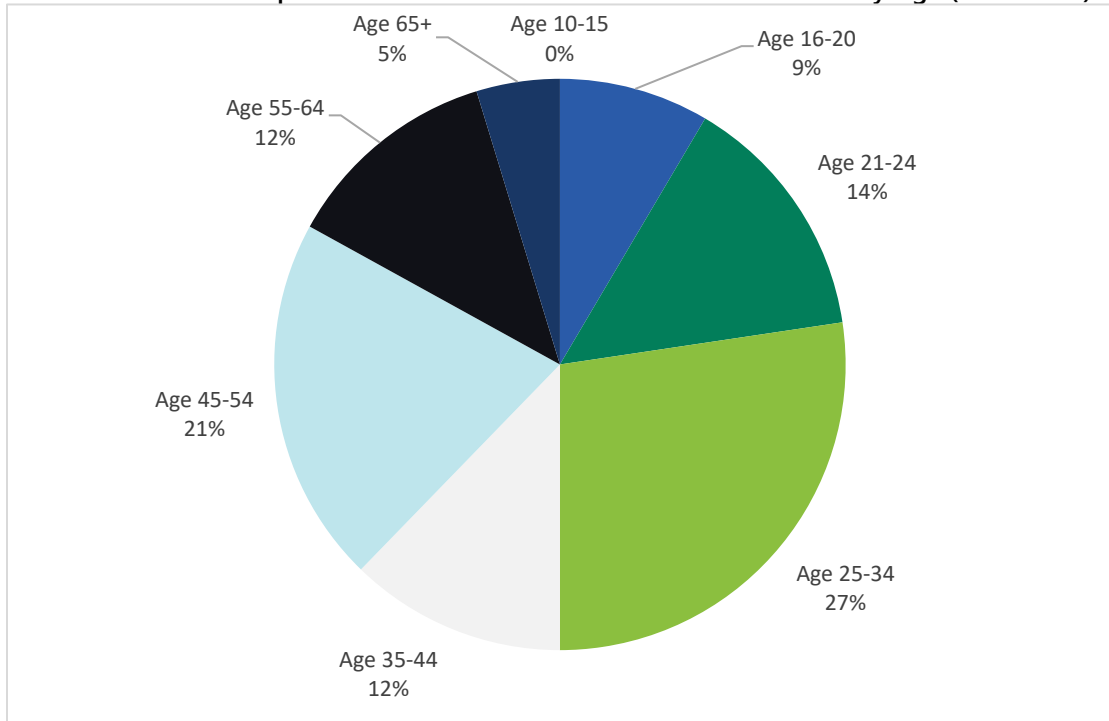
Age

Exhibit 1.31 summarizes alcohol impairment-related fatalities for the most recent five-year period by age. This data shows that occupants age 25-55 make up 63% of fatalities. In 2022, males made up approximately four-fifths of alcohol impairment-related fatalities and individuals age 45-54 years old are over represented relative to the 2020 Census population estimate.

Affected communities:

- › *Passenger vehicle occupants age 35-44, primarily males.*
- › *Passenger vehicle occupants age 55-64, primarily males.*
- › *Primarily males*

Exhibit 1.31 Alcohol Impairment-related Fatal Crashes with BAC ≥ 0.08 by Age (2018-2022)



Source: FARS (2018-2021); RIDOT (2022)

Exhibit 1.32 Alcohol Impairment-related Fatalities by Age and Gender

Age	2018		2019		2020		2021		TOTALS		
	F	M	F	M	F	M	F	M	F	M	Total
<16	0	0	0	0	0	0	0	0	0	0	0
16-20	1	1	0	0	2	2	1	1	4	4	8
21-24	1	4	1	1	0	4	0	4	2	13	15
25-34	0	4	0	7	1	7	0	4	1	22	23
35-44	0	1	1	3	1	3	0	2	2	9	11
45-54	2	3	2	5	1	2	0	5	5	15	20
55-64	1	0	3	1	0	2	0	2	4	5	9
65-74	0	2	0	0	0	0	0	0	0	2	2
75+	0	0	0	0	0	0	2	1	2	1	3
Total	5	15	7	17	5	20	3	19	20	71	91

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

Exhibit 1.33 2022 BAC Test Results for Drivers or Motorcycle Operators Involved in Fatal Crashes by Gender

	<u>Male</u>	<u>Female</u>	<u>Unknown/Blank</u>	<u>Total</u>
BAC Test Not Given	3	0	0	3
BAC 0.00	10	5	0	15
BAC 0.01-0.07	4	0	0	4
BAC 0.08-0.14	2	0	0	2
BAC 0.15-0.19	3	0	0	3
BAC greater than 0.19	7	2	0	9
Unknown	0	0	0	0
Total	29	7	0	36
Total BAC 0.01+	16	2	0	18
Total BAC 0.08+	12	2	0	14

Source: RIDOT (2022)

Race

Exhibit 1.34 summarizes alcohol impairment-related fatalities in Rhode Island by race in the last five years. This data show that the majority of alcohol impairment-related fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.34 generally aligns with the distribution of race statewide.

Exhibit 1.34 Alcohol Impairment-related Fatal Crashes by Race

Race	2018	2019	2020	2021	2022	Total
White	14	16	17	19	15	81
Black	1	2	2	1	2	8
Asian	0	0	0	0	1	1
Hispanic	4	5	4	2	2	17
Native American	0	0	0	0	0	0
Other	0	0	2	0	0	2
Unknown	1	1	0	0	0	2
Total	20	24	25	22	20	111

Source: FARS (2018-2021); RIDOT (2022)

Alcohol Impairment-related Key Takeaways & Affected Communities

- › Principle Arterials and Local roads are overrepresented compared to vehicle miles traveled by functional classification.
- › Fatalities occurring in rural areas are overrepresented compared to vehicle miles traveled in rural areas.
- › Individuals age 35-44 and 55-64 are overrepresented in alcohol impairment-related fatalities.

- › Individuals age 25-54 are involved in 50% of all fatalities.
- › Three times as many of fatalities are male compared to females.
- › Speed was a factor in approximately 50% of alcohol impairment-related fatalities as was lack of belt use.

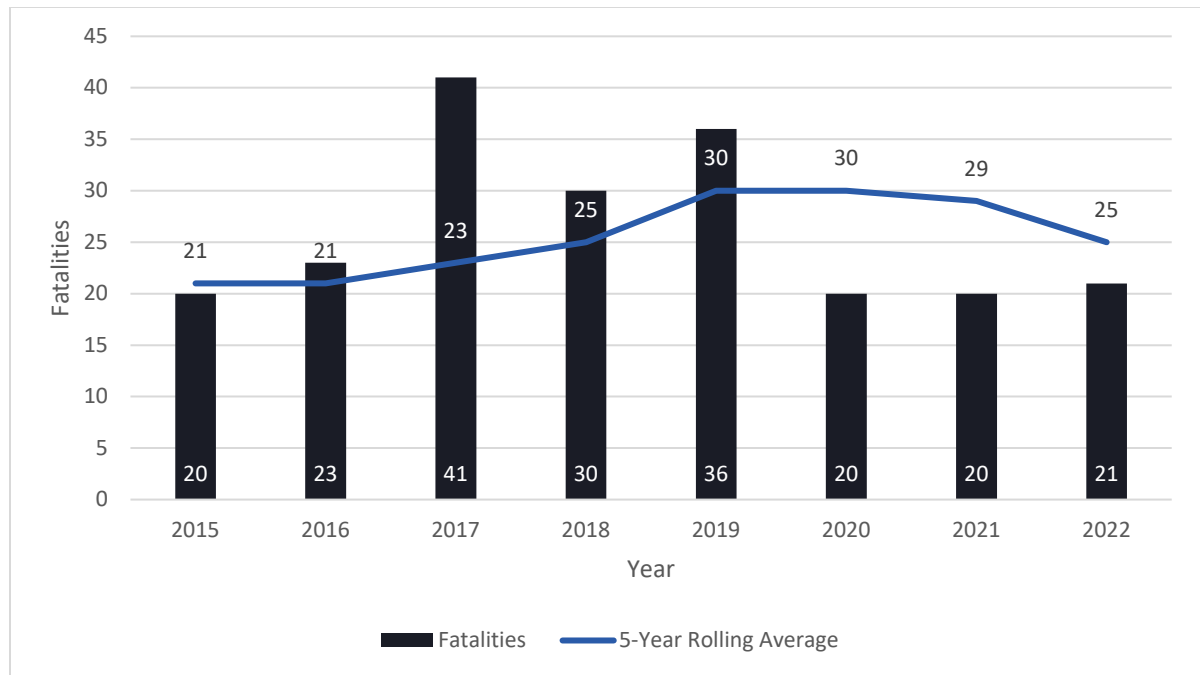
1.2.4 Speed

A speed-related fatality is identified as such by NHTSA based on findings following a transportation fatality.

Over the last several years the five-year rolling average number of annual speed-related fatalities has varied with individual years ranging from 20 to 41 fatalities. 2022 had 21 fatalities with a five-year average of 25. Notably, speed-related fatalities made up approximately 45% percent of 2022 fatalities but had made up about 43% of fatalities in prior years.

The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent five-year period, 2018-2022, speed-related fatalities most commonly overlapped with lane departure fatalities (66%), alcohol-impairment related fatalities (39%), and unbelted fatalities (34%).

Exhibit 1.35 Speed-related Fatalities

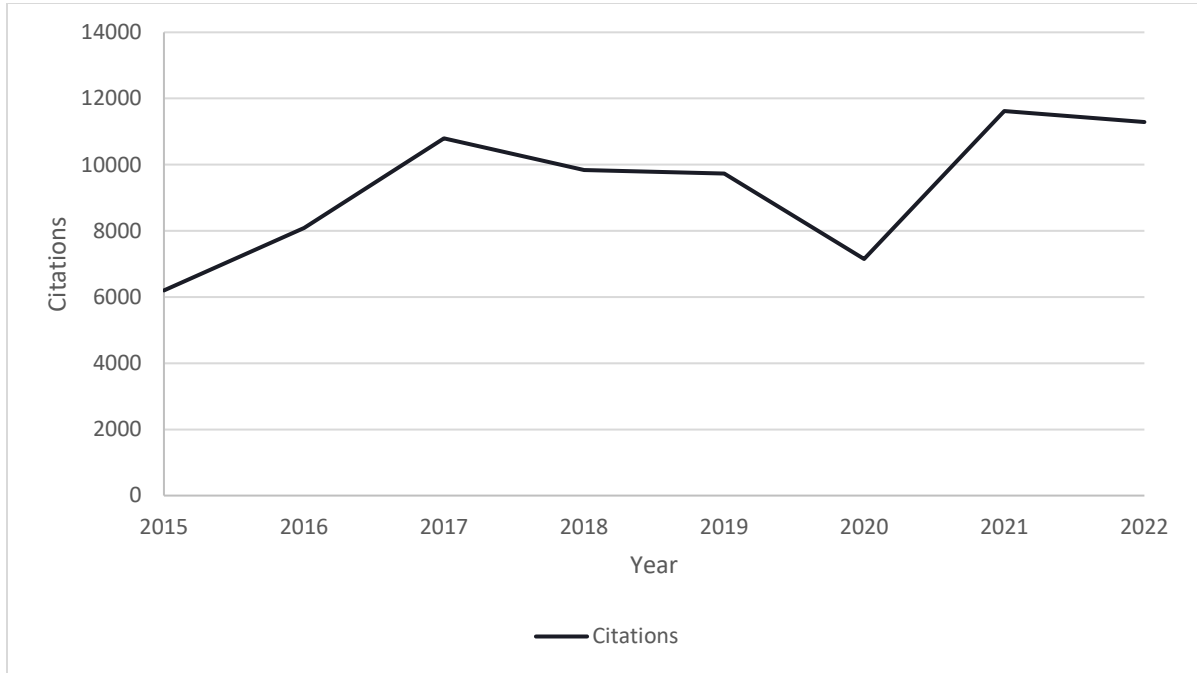


Source: FARS (2015-2021); RIDOT (2022)

Enforcement & Legislation

Enforcement trends are being summarized based on the number of speeding citations issued during grant-funded enforcement activities. Exhibit 1.36 shows that citations have generally been steady averaging approximately 9,340 annually with 11,291 in 2022.

Exhibit 1.36 Speed-related Citations during Grant-funded Activities



Source: Rhode Island Office on Highway Safety (2022).

Geospatial Crash Locations

Exhibit 1.37 shows that 33% of speed-related fatalities occurred on an interstate, freeway, or expressway and 30% occurred on a principal arterial.

Over this five-year period, 28 speed-related fatalities occurred on Collectors or Local Roads. Those 28 fatalities were spread over By municipality, 4 occurred in Providence and 3 each occurred in Coventry and North Kingstown, which accounts for about one-third of fatalities. The 28 fatalities occurred over 18 municipalities.

Exhibit 1.37 Speed-related Fatalities by Roadway Functional Classification and Urban/Rural Context

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	28.7%	3.9%	32.6%
Principal Arterial	27.1%	2.3%	29.5%
Minor Arterial	14.0%	1.6%	15.5%
Major Collector	3.9%	1.6%	5.4%
Local Road	11.6%	4.7%	16.3%
Unknown	0.0%	0.8%	0.8%
Total	85.3%	14.7%	100%

Source: FARS (2018-2021); RIDOT (2022)

A review of fatalities by municipality shows that seven municipalities capture nearly 50 percent of all speed-related fatalities in the last 5 years.

Exhibit 1.38 Speed-related Motor Vehicle Fatalities by Municipalities

Functional Classification	Providence	Cranston	Warwick	Pawtucket	E. Prov.	E. Greenwich	Johnston	Total
Interstate/Freeway/Expressway	4.6%	3.1%	6.1%	0.8%	3.8%	2.3%	0.8%	21.4%
Principal Arterial	7.6%	1.5%	2.3%	2.3%	0.0%	0.0%	0.8%	14.5%
Minor Arterial	2.3%	3.1%	0.0%	0.8%	0.0%	0.8%	2.3%	9.2%
Major Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Local Road	3.1%	0.8%	0.0%	0.8%	0.0%	1.5%	0.0%	6.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	17.6%	8.4%	8.4%	4.6%	3.8%	4.6%	3.8%	51.1%

Source: FARS (2018-2021); RIDOT (2022)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Key takeaways include:

- › 56 of 69 speed-related fatal crashes (81%) occurred in urban areas, greater than the proportion of VMT that typically takes place in urban areas (75%).
- › 23 of 69 speed-related fatal crashes (33%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are determined based on minority population census tracts and areas with higher poverty rates.
- › 5 of 69 speed-related fatal crashes (40%) occurred in areas with aging population making up 30% or more of the population.
- › 6 of 69 speed-related fatal crashes (9%) occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of speed-related fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of speed-related fatal crashes occurred in areas where carless households make up 28% or more of the population.

The FARS database provides driver zip code which is assumed to reflect the driver residence based on their license address. Based on the driver zip code for persons fatally injured while speeding, Exhibit 1.39 summarizes municipalities of residence for speed-related fatalities.

Exhibit 1.39 Residence Municipality for Drivers Involved in Speed-related fatalities

Functional Classification	Total	Total
Out of State	31	22.0%
Providence, RI	25	17.7%
Cranston, RI	10	7.1%
Pawtucket, RI	8	5.7%
Warwick, RI	7	5.0%
Grand Total	141	61.7%

Source: FARS (2018-2021)

Note: This data does assume all drivers included were speeding, rather they were involved in a speed-related fatal injury crash.

The documented residence of speed-related fatalities for the period 2018-2021 showed that more than 20% are from out of state (Massachusetts, Connecticut), 18% from Providence, RI, 7% from Cranston, RI, and about 5% each from Warwick, RI and Pawtucket, RI.

Sociodemographics

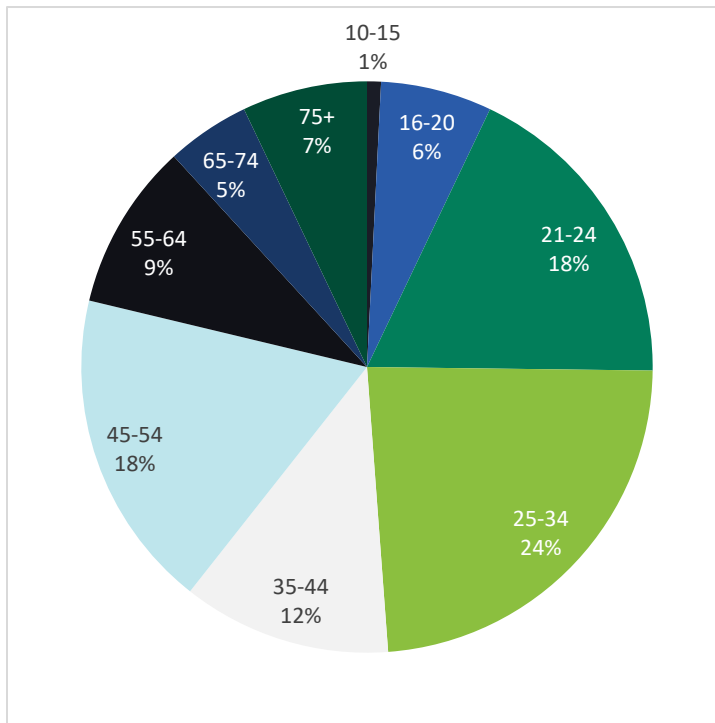
Age

Exhibit 1.40 summarizes speed-related fatalities for the most recent five-year period by age. This data shows that occupants age 25-55 make up 54% of fatalities, with males making up approximately 80% of those fatalities. Additionally, individuals age 16-35 years old are over represented relative to the 2020 Census population estimate.

Affected communities:

- › *Passenger vehicle occupants age 15-35, primarily males.*
- › *Primarily males.*

Exhibit 1.40 Speed-related Fatalities by Age



Source: FARS (2018-2021); RIDOT (2022)

Exhibit 1.41 Speed-related Fatalities by Age and Gender

Age	2018		2019		2020		2021		2022	TOTALS		
	F	M	F	M	F	M	F	M	Unk.	F	M	Total
<16	0	1	0	0	0	0	0	0	0	0	1	1
16-20	1	0	1	0	2	1	0	1	2	4	2	8
21-24	1	7	1	2	0	3	0	5	1	2	17	20
25-34	0	8	0	11	0	4	0	2	4	0	25	29
35-44	0	2	2	5	0	1	0	3	0	2	11	13
45-54	2	4	1	5	1	1	0	3	4	4	13	21
55-64	0	0	1	0	0	1	0	1	2	1	2	5
65-74	0	1	0	1	0	2	1	1	2	1	5	8
75+	1	0	2	1	1	1	1	1	1	5	3	9
Total	5	23	8	25	4	14	2	17	16	19	79	114

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

Race

Exhibit 1.42 summarizes speed-related fatalities in Rhode Island by race in the last five years. This data show that the majority of speed-related fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.42 generally aligns with the distribution of race statewide.

Exhibit 1.42 Speed-related Fatalities by Race

Race	2018	2019	2020	2021	2022	Total
White	22	22	15	17	26	76
Black	3	7	0	0	3	10
Asian	0	0	1	0	0	1
Hispanic	4	6	2	2	1	14
Native American	0	0	0	0	0	0
Other	0	0	2	0	0	2
Unknown	1	1		1	0	3
Total	30	36	20	20	30	106

Source: FARS (2018-2021)

Speed-related Key Takeaways & Affected Communities

- › Local roads are overrepresented compared to vehicle miles traveled by functional classification.
- › One-third of local speed-related fatalities occurred in Providence, Coventry, or North Kingstown
- › Individuals age 35-44 and 55-64 are overrepresented in alcohol impairment-related fatalities.
- › Individuals age 25-54 are involved in 50% of all fatalities.
- › Three times as many of fatalities are male compared to females.
- › Alcohol impairment was a factor in approximately 40% of speed-related fatalities as was lack of belt use.

1.2.5 Motorcycle

A motorcycle fatality is identified by NHTSA based on vehicle type involving either two- and three-wheeled motorcycles, off-road motorcycles, mopeds, motor scooters, mini-bikes, and pocket bikes.

Over the last several years the five-year rolling average number of annual motorcycle fatalities has remained high at 14 with individual years ranging from 11 to 18 fatalities. 2022 had a decrease in motorcycle fatalities compared to 2021 however the jump in 2018 motorcycle fatalities increases the five-year rolling average.

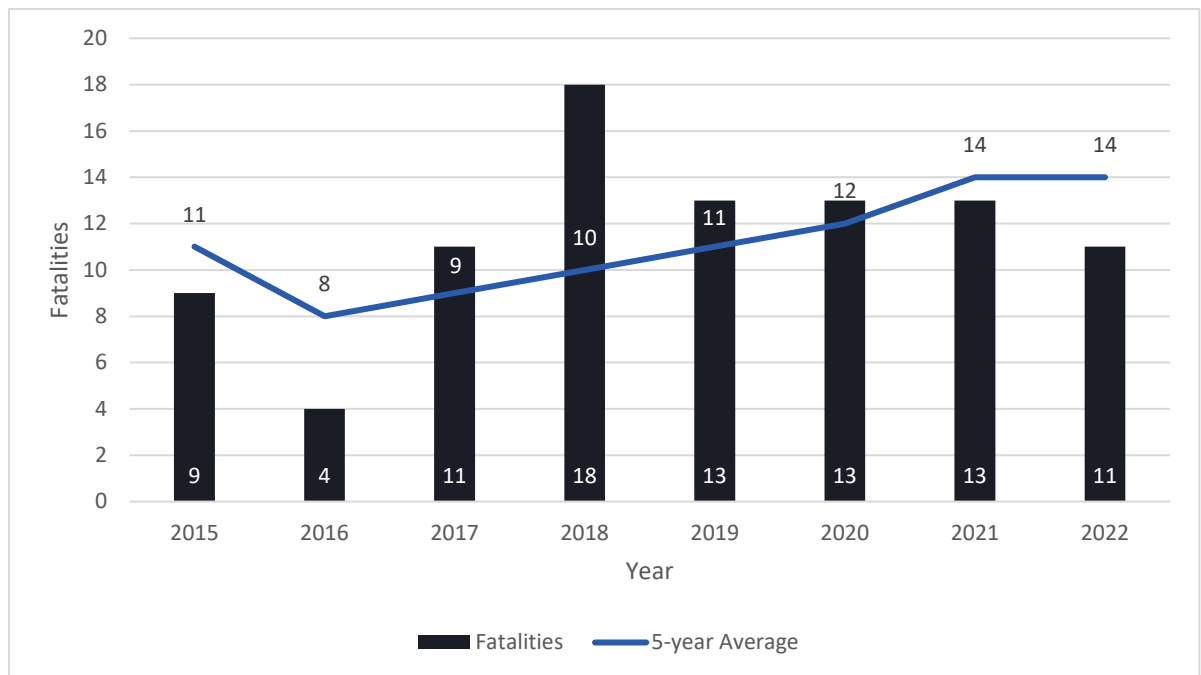
Data from the Rhode Island Department of Motor Vehicles (DMV) showed that in 2022, there were:

- › Licensed Drivers: 848,244
- › Endorsed Motorcycle Operators: 75,665
- › Registered Vehicles: 879,758
- › Registered Motorcycles (inc. mopeds, dirt bikes): 30,518

The data shows that one in 7,000 motorcycle operators died in 2022 compared to one in 23,500 vehicle occupants. Motorcycle operators are nearly three times more like to be involved in a fatality than vehicle occupants.

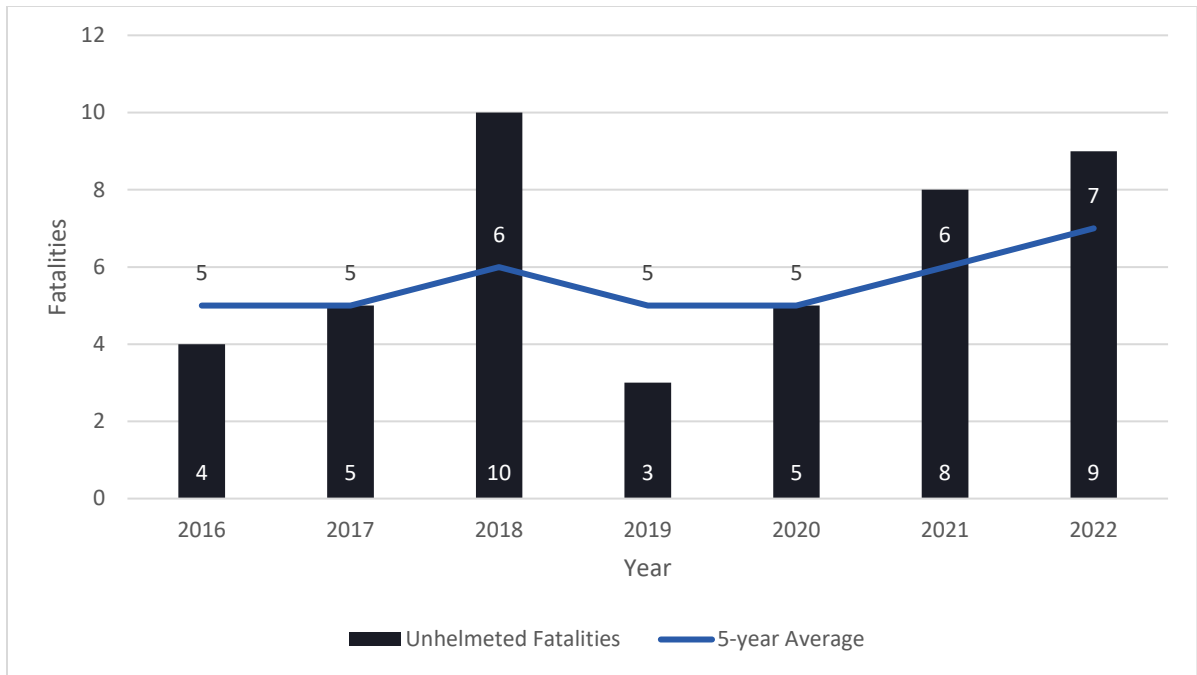
The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent five-year period, 2018-2022, motorcyclist fatalities most commonly overlapped with lane departure fatalities (57%), speed-related fatalities (54%), and alcohol-impairment related fatalities (34%).

Exhibit 1.43 Motorcyclist Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Exhibit 1.44 Unhelmeted Motorcyclist Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Enforcement & Legislation

Rhode Island does not have a universal helmet law for all motorcyclists. The state motorcycle helmet use law only covers all passengers (regardless of age) and all operators during the first year of licensure (regardless of age), which makes it challenging to lower unhelmeted motorcycle fatalities.

Geospatial Crash Locations

Exhibit 1.45 shows that 34.8% of motorcycle fatalities occurred on a principal arterial and 28.8% of motorcycle fatalities occurred on an urban principal arterial.

Over this five-year period, 23 motorcycle fatalities occurred on Principal Arterials. Those 23 fatalities were spread over 20 different municipalities with 14 occurring in Providence and 2 to 8 occurring in others. This does not suggest a clear correlation between fatality locations and geospatial communities due to the small number of fatalities occurring in a wide spread of locations.

Exhibit 1.45 Motorcycle Fatalities by Roadway Functional Classification and Urban/Rural Context

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	18.2%	0.0%	18.2%
Principal Arterial	28.8%	6.1%	34.8%
Minor Arterial	16.7%	3.0%	19.7%
Major Collector	7.6%	3.0%	10.6%
Local Road	7.6%	9.1%	16.7%
Unknown	0.0%	0.0%	0.0%
Total	78.8%	21.2%	100%

Source: FARS (2018-2021); RIDOT (2022)

A review of motorcycle fatalities by municipality shows that six municipalities capture about 53 percent of all fatalities in the last 5 years. Five fatalities occurred on an interstate, freeway, or expressway in one of those top municipalities, not showing a clear correlation between fatality locations and communities.

Exhibit 1.46 Motorcycle Fatalities by Municipalities

Functional Classification	Providence	Pawtucket	Johnston	Warwick	Woonsocket	Westerly	TOTAL
Interstate/Freeway/Expressway	7.4%	2.9%	0.0%	2.9%	0.0%	0.0%	13.2%
Principal Arterial	4.4%	4.4%	1.5%	5.9%	1.5%	0.0%	17.6%
Minor Arterial	4.4%	1.5%	4.4%	0.0%	1.5%	1.5%	13.2%
Major Collector	0.0%	0.0%	0.0%	0.0%	0.0%	2.9%	2.9%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	1.5%
Local Road	0.0%	1.5%	0.0%	0.0%	2.9%	0.0%	4.4%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	16.2%	10.3%	5.9%	8.8%	5.9%	5.9%	52.9%

Source: FARS (2018-2021); RIDOT (2022)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Key takeaways include:

- › 30 of 39 motorcycle fatal crashes (77%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 14 of 39 motorcycle fatal crashes (36%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of motorcyclist fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of motorcyclist fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of motorcyclist fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of motorcyclist fatal crashes occurred in areas where carless households make up 28% or more of the population.

The FARS database provides driver zip code which is assumed to reflect the driver residence based on their license address. Based on the driver zip code for persons fatally injured on a motorcycle, Exhibit 1.47 summarizes municipalities of residence for motorcycle fatalities.

Exhibit 1.47 Residence Municipality for Motorcycle Fatal Injuries

Functional Classification	Total	Total
Providence, RI	7	11.9%
Out of State	7	11.9%
Cranston, RI	6	10.2%
Pawtucket, RI	5	8.5%
Warwick, RI	4	6.8%
Grand Total	59	50.8%

Source: FARS (2018-2021);

The documented residence of motorcycle fatalities for the period 2018-2021 showed that 12% are from Providence, RI and from out of state, 10% from Cranston, RI, 9% from Pawtucket, and all other municipalities accounted for 4 or fewer fatalities each.

Sociodemographics

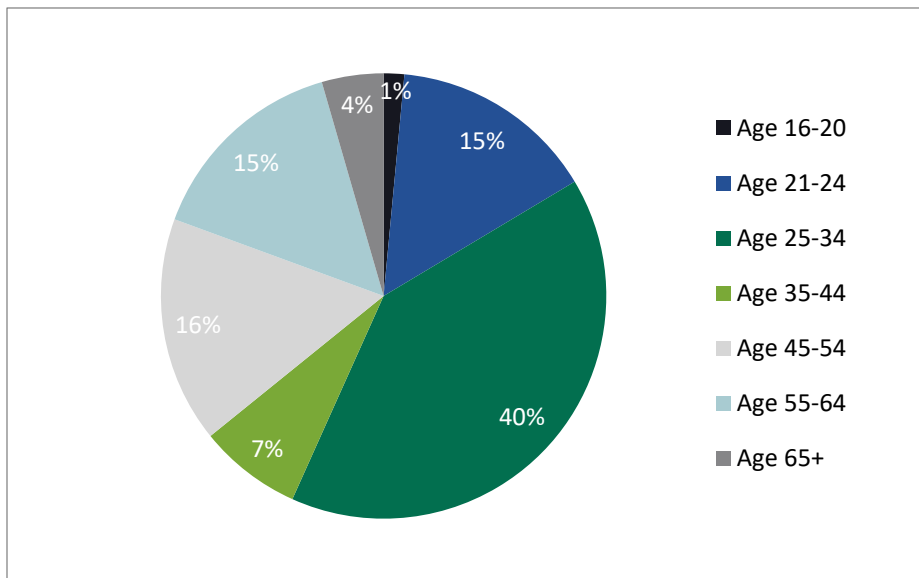
Age

Exhibit 1.48 summarizes motorcycle fatalities for the most recent five-year period by age. This data shows that occupants age 25-34 make up 40% of fatalities, with males making up nearly all of those fatalities.

Affected communities:

- > *Motorcycle operators age 25-34.*
- > *Primarily males, two females in the last 5 years.*

Exhibit 1.48 Motorcycle Fatalities by Age



Source: FARS (2018-2021); RIDOT (2022)

Exhibit 1.49 Motorcycle Fatalities by Age and Gender

Age	2018		2019		2020		2021		2022	TOTALS		
	F	M	F	M	F	M	F	M	Unk.	F	M	Total
<16	0	1	0	0	0	0	0	0	0	0	1	1
16-20	0	1	0	0	0	0	0	0	0	0	1	1
21-24	0	4	0	0	0	3	0	2	1	0	9	10
25-34	0	7	0	6	0	6	0	4	4	0	23	27
35-44	0	1	0	0	0	1	0	2	1	0	4	5
45-54	0	1	0	5	1	0	0	2	2	1	8	11
55-64	0	1	1	1	0	1	0	3	3	1	6	10
65-74	0	2	0	0	0	0	0	0	0	0	2	2
75+	0	0	0	0	0	1	0	0	0	0	1	1
Total	0	18	1	12	1	12	0	13	11	2	55	68

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

Race

Exhibit 1.50 summarizes motorcycle fatalities in Rhode Island by race in the last five years. This data show that the majority of motorcycle fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.50 generally aligns with the distribution of race statewide.

Exhibit 1.50 Motorcycle Fatalities by Race

Race	2018	2019	2020	2021	2022	Total
White	11	8	8	11	9	47
Black	0	3	1	0	0	4
Asian	0	0	0	1	0	1
Hispanic	7	1	2	1	2	13
Native American	0	0	0	0	0	0
Other Unknown	0	0	2	0	0	2
Unknown	0	1	0	0	0	1
Total	18	13	13	13	11	68

Source: FARS (2018-2021); RIDOT (2022)

Motorcycle Key Takeaways & Affected Communities

- › Motorcycle fatalities are approximately 50% unhelmeted. In 2022, this made up 80%.
- › Principal Arterials and Local roads are overrepresented compared to vehicle miles traveled by functional classification. Interstate fatalities are notably lower by comparison to VMT.
- › Local rural roads particularly overrepresented across many municipalities.
- › Individuals age 25-34 are notably overrepresented.
- › Nearly all of the fatalities are males.
- › Speed was a factor in approximately 50% of motorcycle fatalities as was alcohol impairment for approximately 30%.

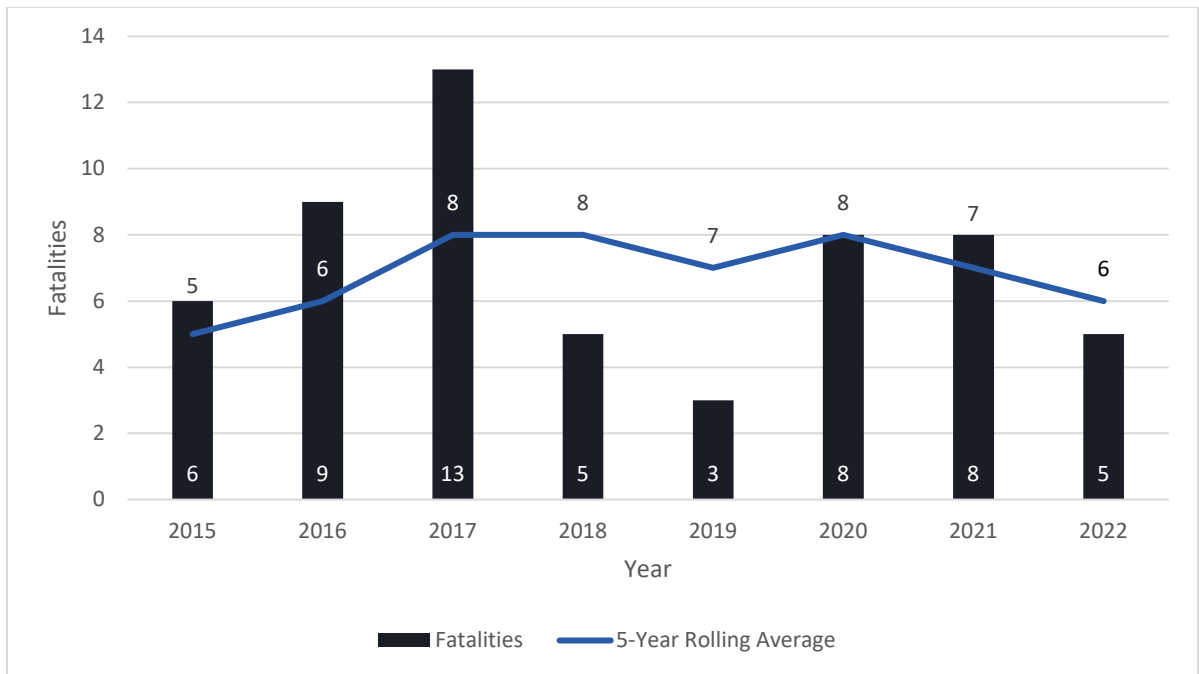
1.2.6 Younger Drivers

A Younger Driver-related fatality is defined as fatality involving a driver age 20 or younger.

Over the last several years the five-year rolling average number of annual younger driver-related fatalities has ranged from 3 to 13 fatalities. 2022 was near the low with 5 fatalities and an average of 6 fatalities.

The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent five-year period, 2018-2022, younger driver-related fatalities most commonly overlapped with lane departure fatalities (69%), speed-related fatalities (55%), and unbelted fatalities (36%).

Exhibit 1.51 Younger Driver-Related Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Enforcement & Legislation

Teen and Novice Drivers may obtain Learner Stage and Intermediate Stage licenses in Rhode Island and at age 17 years, 6 months receive a full privilege license. The Learner Stage license can be given at age 16 for a 6-month duration following 50 training hours. The Intermediate Stage license can be given at age 16 years, 6 months. This license includes a nighttime driving restriction from 1am-5am and a passenger restriction of 1 passenger under age 21.

Geospatial Crash Locations

Exhibit 1.52 shows that 66% of younger driver-related fatalities occurred in urban areas, 45% on principal arterials, and 28% occurred on an urban principal arterials. This is a slightly larger proportion of fatalities occurring on rural roads than typical VMT.

Over this five-year period, 6 crashes (resulting in 7 fatalities) occurred on Collectors or Local Roads. Those 6 fatalities were spread over 6 different municipalities. This does not suggest a clear correlation between fatality locations and geospatial communities due to the small number of fatalities occurring in a wide spread of locations.

Exhibit 1.52 Younger Driver-related Fatalities by Roadway Functional Classification and Urban/Rural Context

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	13.8%	3.4%	17.2%
Principal Arterial	27.6%	17.2%	44.8%
Minor Arterial	10.3%	3.4%	13.8%
Major Collector	3.4%	3.4%	6.9%
Local Road	10.3%	6.9%	17.2%
Unknown	0.0%	0.0%	0.0%
Total	65.5%	34.5%	100%

Source: FARS (2018-2021); RIDOT (2022)

A review of fatalities by municipality shows that four municipalities capture about 38% of all younger driver-related fatalities in the last 5 years. This data does not show any correlation between younger driver-related fatalities and municipalities.

Exhibit 1.53 Younger Driver-related Motor Vehicle Fatalities by Municipalities

Functional Classification	Providence	Warwick	Foster	Pawtucket	Total
Interstate/Freeway/ Expressway	0.0%	3.4%	0.0%	3.4%	6.9%
Principal Arterial	3.4%	6.9%	0.0%	3.4%	13.8%
Minor Arterial	6.9%	0.0%	3.4%	0.0%	10.3%
Major Collector	0.0%	0.0%	0.0%	0.0%	0.0%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%
Local Road	0.0%	0.0%	6.9%	0.0%	6.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%
Total	10.3%	10.3%	10.3%	6.9%	37.9%

Source: FARS (2018-2021); RIDOT (2022)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Key takeaways include:

- › 14 of 20 younger driver-involved fatal crashes (70%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 4 of 20 younger driver-involved fatal crashes (20%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority

population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.

- › A negligible number of younger driver-involved fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of younger driver-involved fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of younger driver-involved fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of younger driver-involved fatal crashes occurred in areas where carless households make up 28% or more of the population.

The FARS database provides driver zip code which is assumed to reflect the driver residence based on their license address. Based on the driver zip code for Young Drivers fatally injured, Exhibit 1.54 summarizes municipalities of residence for younger driver-involved fatalities.

Exhibit 1.54 Residence Municipality for Younger Driver-related Fatal Injuries

Functional Classification		
Out of State	5	15.6%
Providence, RI	4	12.5%
Warwick, RI	3	9.4%
Johnston, RI	2	6.3%
Smithfield, RI	2	6.3%
Tiverton, RI	2	6.3%
Grand Total	32	50.0%

Source: FARS (2018-2021)

The documented residence of younger driver-related fatalities for the period 2018-2021 showed that 16% have out of state licenses, 13% are from Providence, RI, 10% are from Warwick, RI, and All other municipalities accounted for 2 or fewer fatalities each.

Sociodemographics

Age

The younger driver-related fatalities for the most recent five-year period by age show that about half of fatalities are drivers age 16-20 and about half are not in the younger driver age group. In these crashes the younger driver involved was not fatally injured. Of younger drivers dying in crashes, about half are males. No Young Driver under age 16 have been involved with fatalities in the most recent five-year period.

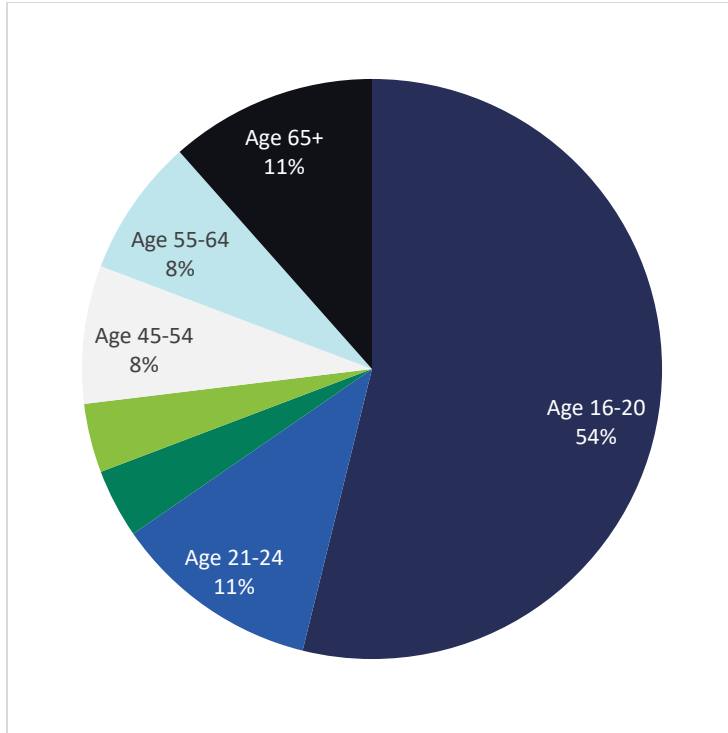


Exhibit 1.55 Young Driver-related Fatalities by Age and Gender

Age	2018		2019		2020		2021		2022	TOTALS		
	F	M	F	M	F	M	F	M	Unk.	F	M	Total
<16	0	0	0	0	0	0	0	0	0	0	0	0
16-20	0	1	1	0	1	4	3	4	4	5	9	18
21-24	0	2	1	0	0	0	0	0	0	1	2	3
25-34	0	0	0	0	0	1	0	0	0	0	1	1
35-44	0	0	1	0	0	0	0	0	0	1	0	1
45-54	1	0	0	0	0	0	0	0	0	1	0	1
55-64	0	0	0	0	1	0	1	0	0	2	0	2
65-74	0	1	0	0	0	1	0	0	0	0	2	2
75+	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	4	3	0	2	6	4	4	4	10	14	28

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

The Centers for Disease Control and Prevention (CDC) accumulates a dataset called the Youth Risk Behavior Survey. The following bullets summarize some key findings regarding youth and driving in Rhode Island.

- › The percentage of high school students who reported texting or e-mailing while driving a vehicle has decreased from 45.7% in 2015 to 26.9% in 2021, a decrease of 18.8%.

- › The percentage of high school students who reported riding with a driver who had been drinking has decreased from 17.5% in 2015 to 12.8% in 2021, a decrease of 4.7%.
- › The percentage of high school students who reported not always wearing a seat belt has been stagnant from 2015 to 2021 remaining near 35%.

Race

Exhibit 1.56 summarizes younger driver-related fatalities in Rhode Island by race in the last five years. This data show that the majority of younger driver-related fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.56 generally aligns with the distribution of race statewide.

Exhibit 1.56 Young Driver Fatalities by Race

Race	2018	2019	2020	2021	2022	Total
White	3	1	4	4	2	12
Black	1	0	0	1	0	2
Asian	0	0	1	0	0	1
Hispanic	1	1	0	2	0	4
Native American	0	0	0	0	0	0
Other	0	0	1	0	0	1
Unknown	0	0	0	1	0	1
Total	5	2	6	8	2	21

Source: FARS (2018-2021)

Younger Driver-related Key Takeaways & Affected Communities

- › Rural roads overrepresented statewide.
- › Principal Arterials and Local roads are overrepresented compared to vehicle miles traveled by functional classification. Interstate fatalities are notably lower by comparison to VMT.
- › Approximately 50% of younger driver-related fatalities are not younger drivers, rather a young driver was involved.
- › Approximately twice as male young males die in fatal crashes rather than young females.
- › Speed was a factor in approximately 50% of younger driver-related fatalities as was lack of seat belt for approximately 35%.
- › From 2015 to 2021 the estimated usage rate for seat belts among younger drivers has not changed (improved or declined), it remains approximately 65% usage.

1.2.7 Pedestrians

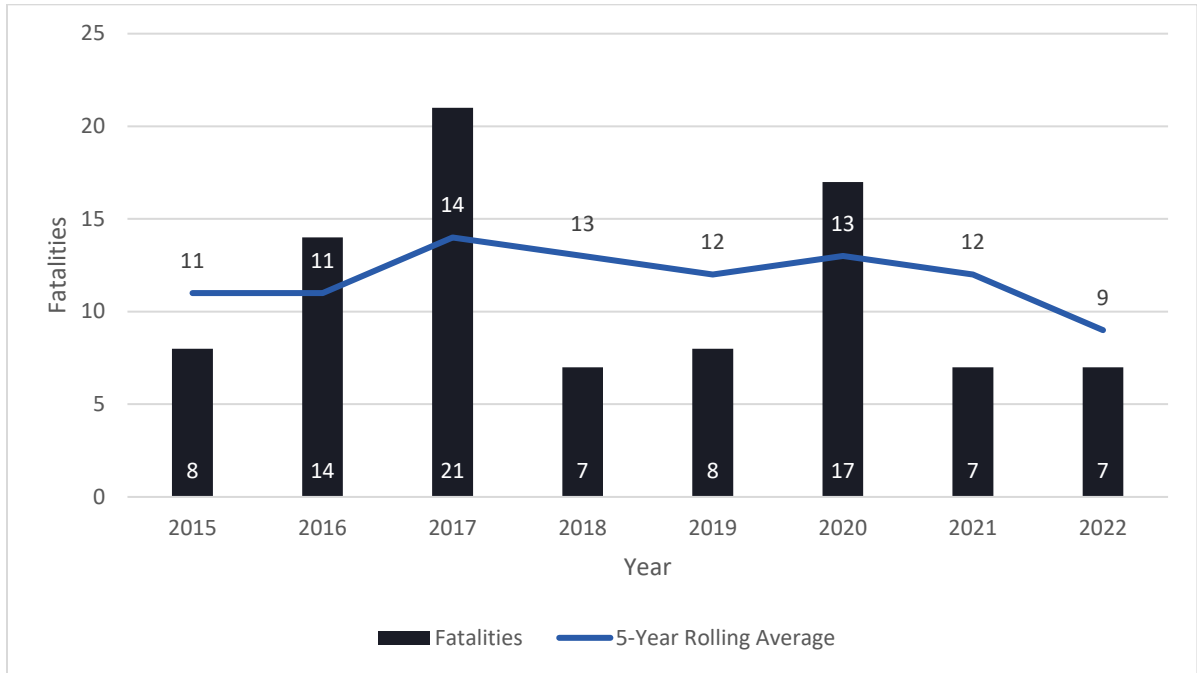
Concern for the needs of vulnerable road users, including pedestrians, has grown in recent years as the volume and prevalence of these road users have become more widely observed. The growing millennial generation is demanding walkable and bikeable facilities. As such it becomes even more important to monitor and enhance the safety of these roadway users.

Over the last several years the five-year rolling average number of annual pedestrian fatalities has decreased to 9 with individual years ranging from 7 to 17 fatalities. There was a spike in pedestrian

fatalities in 2020 however there was a notable decline in 2021 and 2022 of only 7 pedestrian fatalities each.

The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent five-year period, 2018-2022, Pedestrian fatalities most commonly overlapped with intersection fatalities (24%), speed fatalities (22%), alcohol impairment-related fatalities (16%), and older driver-related fatalities (16%).

Exhibit 1.57 Pedestrian Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Exhibit 1.58 summarizes the BAC test results of pedestrians involved in fatal crashes. This Exhibit shows that more than 50% of pedestrian fatalities do not involve alcohol impaired pedestrians.

Exhibit 1.58 Alcohol Impaired Pedestrian Fatalities by BAC

Blood Alcohol Content	2018	2019	2020	2021	2022	Total (%)
BAC 0.00	3	2	10	4	0	19
BAC 0.01 - 0.07	0	0	1	0	0	1
BAC 0.08 - 0.14	1	0	1	0	0	2
BAC 0.15 +	1	4	5	1	1	12
Test not given	0	2	0	2	0	6
Not Reported	0	0	0	0	0	0
Total	7	8	17	7	1	40

Source: FARS (2018-2021); RIDOT (2022)

Geospatial Crash Locations

Exhibit 1.59 shows that 47% of pedestrian fatalities occurred on a principal arterial and 35% of pedestrian fatalities occurred on an urban principle arterial.

Over this five-year period, 13 fatalities occurred on Collectors or Local Roads. Those 11 fatalities were spread over 6 different municipalities with 5 occurring in Providence and 2 or fewer occurring in the others. This suggests that pedestrian fatalities on local streets in Providence are overrepresented.

Exhibit 1.59 Pedestrian Fatalities by Roadway Functional Classification and Urban/Rural Context

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	19.3%	0.0%	19.3%
Principal Arterial	35.1%	12.3%	47.4%
Minor Arterial	8.8%	1.8%	10.5%
Major Collector	7.0%	1.8%	8.8%
Local Road	10.5%	3.5%	14.0%
Unknown	0.0%	0.0%	0.0%
Total	80.7%	19.3%	100%

Source: FARS (2018-2021); RIDOT (2022)

A review of fatalities by municipality shows that five municipalities capture 72 percent of all fatalities in the last 5 years. Approximately one-third of all pedestrian fatalities in the last 5 years occurred in Providence and another 10% each occurred in Cranston, Pawtucket, and Warwick.

Exhibit 1.60 Pedestrian Fatalities by Municipalities

Functional Classification	Providence	Cranston	Pawtucket	Warwick	East Prov.	Total
Interstate/Freeway/Expressway	4.3%	0.0%	8.7%	0.0%	0.0%	13.0%
Principal Arterial	13.0%	2.2%	2.2%	10.9%	4.3%	32.6%
Minor Arterial	2.2%	6.5%	0.0%	0.0%	0.0%	8.7%
Major Collector	4.3%	2.2%	0.0%	0.0%	0.0%	6.5%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Local Road	6.5%	0.0%	0.0%	0.0%	4.3%	10.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	30.4%	10.9%	10.9%	10.9%	8.7%	71.7%

Source: FARS (2018-2021); RIDOT (2022)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Key takeaways include:

- › 34 of 35 pedestrian fatal crashes (97%) occurred in urban areas, significantly higher than the proportion of VMT that typically takes place in urban areas (75%).
- › 17 of 35 pedestrian fatal crashes (18%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.

- › A negligible number of pedestrian fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › 4 of 35 pedestrian fatal crashes (11%) occurred in areas where individuals with disabilities make up 25% or more of the population.
- › 5 of 35 pedestrian fatal crashes (14%) occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › 5 of 35 pedestrian fatal crashes (14%) occurred in areas where carless households make up 28% or more of the population.

The FARS database provides driver zip code which is assumed to reflect the pedestrian residence based on their license address. Based on the driver zip code for pedestrians fatally injured, Exhibit 1.61 summarizes municipalities of residence for pedestrian fatalities.

Exhibit 1.61 Residence Municipality for Pedestrian Fatal Injuries

License Municipality	Total	Total
Out of State	7	14.9%
Warwick, RI	4	8.5%
Cranston, RI	3	6.4%
East Providence, RI	3	6.4%
Johnston, RI	3	6.4%
Providence, RI	3	6.4%
Woonsocket, RI	3	6.4%
Grand Total	47	61.7%

Source: FARS (2018-2021)

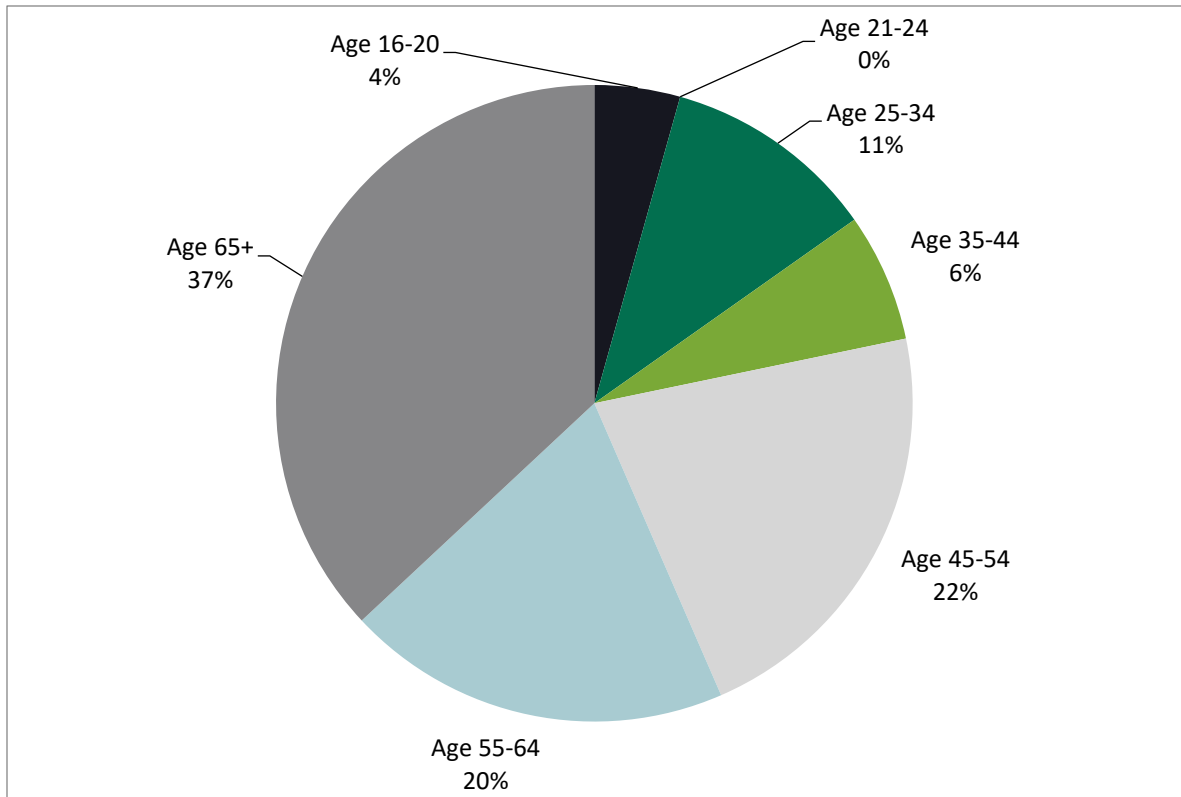
The documented residence of Pedestrian fatalities for the period 2018-2021 showed that 15% are from Out of State and all other municipalities accounted for 3 or fewer fatalities each. Notably, none are documented as living in Providence where one-third of fatalities are occurring.

Sociodemographics

Age

Exhibit 1.62 summarizes Pedestrian fatalities for the most recent five-year period by age. This data shows that Pedestrians over the age of 55 make up 57% of fatalities, with males making up over two-thirds of those fatalities. Additionally, individuals age 45+ years old are overrepresented relative to the 2020 Census population estimate making up 70% of fatalities but only 50% of the population.

Exhibit 1.62 Pedestrian Fatalities by Age



Source: FARS (2018-2021); RIDOT (2022)

Exhibit 1.63 Pedestrian Fatalities by Age and Gender

Age	2018		2019		2020		2021		2022	TOTALS		
	F	M	F	M	F	M	F	M	Unk.	F	M	Total
<16	0	0	0	0	0	0	0	0	0	0	0	0
16-20	0	0	0	0	0	0	0	0	0	0	0	0
21-24	0	0	0	0	0	0	0	0	0	0	0	0
25-34	0	0	0	1	0	1	0	0	0	0	2	2
35-44	0	1	0	0	0	0	0	0	0	0	1	1
45-54	1	0	0	1	0	1	0	2	2	1	4	7
55-64	0	1	0	0	1	0	1	1	0	2	2	4
65-74	1	0	0	0	0	2	0	0	2	1	2	5
75+	1	0	0	0	0	0	0	0	3	1	0	4
Total	3	2	0	2	1	4	1	3	7	5	11	23

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

Race

Exhibit 1.64 summarizes Pedestrian fatalities in Rhode Island by race in the last five years. This data show that the majority of Pedestrian fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.64 generally aligns with the distribution of race statewide.

Exhibit 1.64 Pedestrian Fatalities by Race

Race	2018	2019	2020	2021	2022	Total
White	5	5	12	4	4	30
Black	2	3	0	0	2	7
Asian	0	0	0	1	1	2
Hispanic	0	0	4	2	0	6
Native American	0	0	0	0	0	0
Other	0	0	1	0	0	1
Unknown	0	0	0	0	0	0
Total	7	8	17	7	7	46

Source: FARS (2018-2021); RIDOT (2022)

Pedestrian Key Takeaways & Affected Communities

- › Principal Arterials and Local roads are overrepresented compared to vehicle miles traveled by functional classification. Interstate fatalities are notably lower by comparison to VMT.
- › Fatal crashes occurring in Providence makes up about one-third of pedestrian fatalities.
- › The driver residence based on license data shows that none of the pedestrian fatalities involved a driver from Providence.

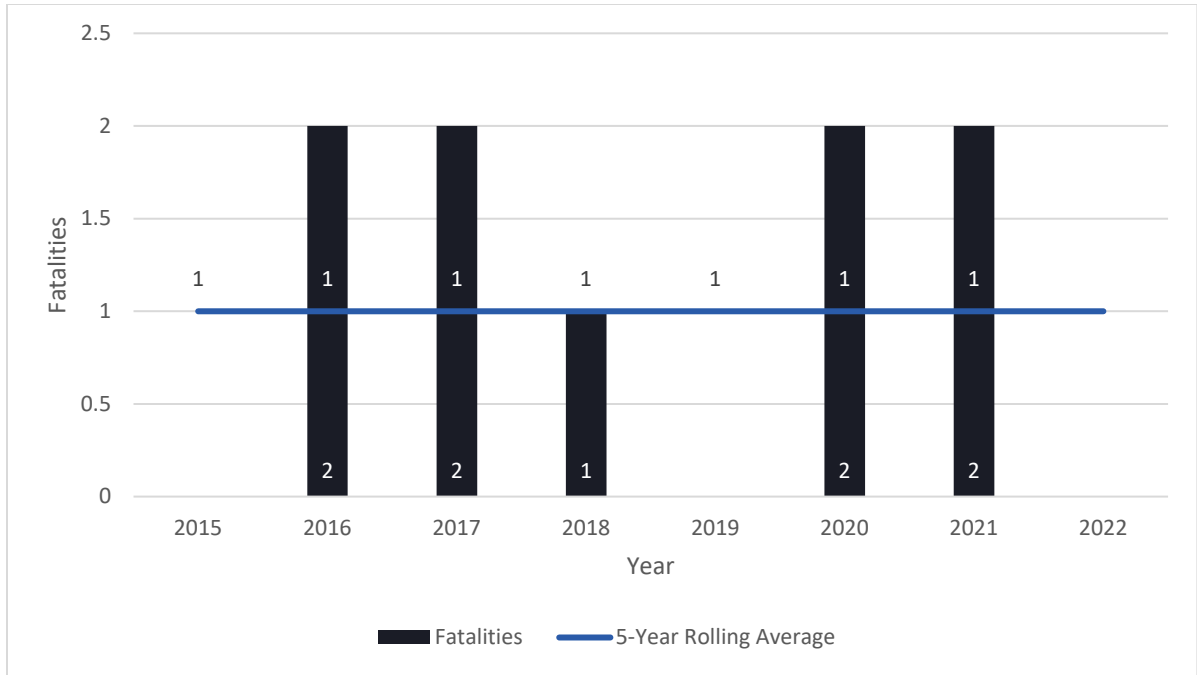
1.2.8 Cyclists

Similar to pedestrians, concern for the needs of vulnerable road users has grown in recent years as the volume and prevalence of these road users have become more widely observed.

Over the last several years the five-year rolling average number of annual Cyclist fatalities has remained steady at 1 with individual years ranging from 1 to 2 fatalities.

The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent ten-year period, 2013-2022, Cyclist fatalities most commonly overlapped with intersection fatalities (17%) and alcohol impairment-related fatalities (17%). Trends related to Cyclist fatalities are based on a small sample size and are sensitive to changes in data.

Exhibit 1.65 Cyclist Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Geospatial Crash Locations

Exhibit 1.66 shows that 40% of Cyclist fatalities occurred on principal arterial and 100% of them occurred in an urban area.

Over this five-year period, 1 fatality occurred on Collectors or Local Roads. The 1 fatality on a local road occurred in Bristol and does not suggest a clear correlation between fatality locations and geospatial communities due to the small number of fatalities occurring in a wide spread of locations.

Exhibit 1.66 Cyclist Fatalities by Roadway Functional Classification and Urban/Rural Context

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	20.0%	0.0%	20.0%
Principal Arterial	40.0%	0.0%	40.0%
Minor Arterial	20.0%	0.0%	20.0%
Major Collector	0.0%	0.0%	0.0%
Local Road	20.0%	0.0%	20.0%
Unknown	0.0%	0.0%	0.0%
Total	100.0%	0.0%	100%

Source: FARS (2018-2021); RIDOT (2022)

A review of cyclist fatalities by municipality shows that five municipalities capture all fatalities in the last 5 years. 1 fatality occurred on a local road in Bristol, not showing a clear correlation between fatality locations and communities.

Exhibit 1.67 Cyclist Fatalities by Municipalities

Functional Classification	Bristol	East Providence	Middletown	Providence	Warwick	Total
Interstate/Freeway/Expressway	0.0%	20.0%	0.0%	0.0%	0.0%	20.0%
Principal Arterial	0.0%	0.0%	20.0%	0.0%	20.0%	40.0%
Minor Arterial	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%
Major Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Local Road	20.0%	0.0%	0.0%	0.0%	0.0%	20.0%
Unknown						0.0%
Total	20.0%	20.0%	20.0%	20.0%	20.0%	100.0%

Source: FARS (2018-2021); RIDOT (2022)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Note: Cyclist fatalities are not mapped due to low sample size. A total of 4 Cyclist fatalities occurred in Rhode Island from 2020 to March 31, 2023. Key takeaways include:

- › All four fatalities occurred in an urban area with two in Environmental Justice and/or identified Transportation Disadvantaged Communities.
- › One occurred in in a census tract where individuals with limited English Proficiency make up 33% or more of the population.

None occurred in census tracts where a notable proportion of the population was characterized as aging individuals, individuals with disabilities, or carless households.

The FARS database provides driver zip code which is assumed to reflect the Cyclist residence based on their license address. Based on the driver zip code for Cyclists fatally injured, Exhibit 1.68 summarizes municipalities of residence for cyclist fatalities.

Exhibit 1.68 Residence Municipality for Cyclist Fatal Injuries

Functional Classification	Total	Total
Barrington, RI	1	20.0%
Out of State	1	20.0%
Narragansett, RI	1	20.0%
Providence, RI	1	20.0%
Tiverton, RI	1	20.0%
Grand Total	5	100.0%

Source: FARS (2018-2021)

The documented residence of cyclist fatalities for the period 2018-2021 showed an even distribution of each municipality.

Sociodemographics

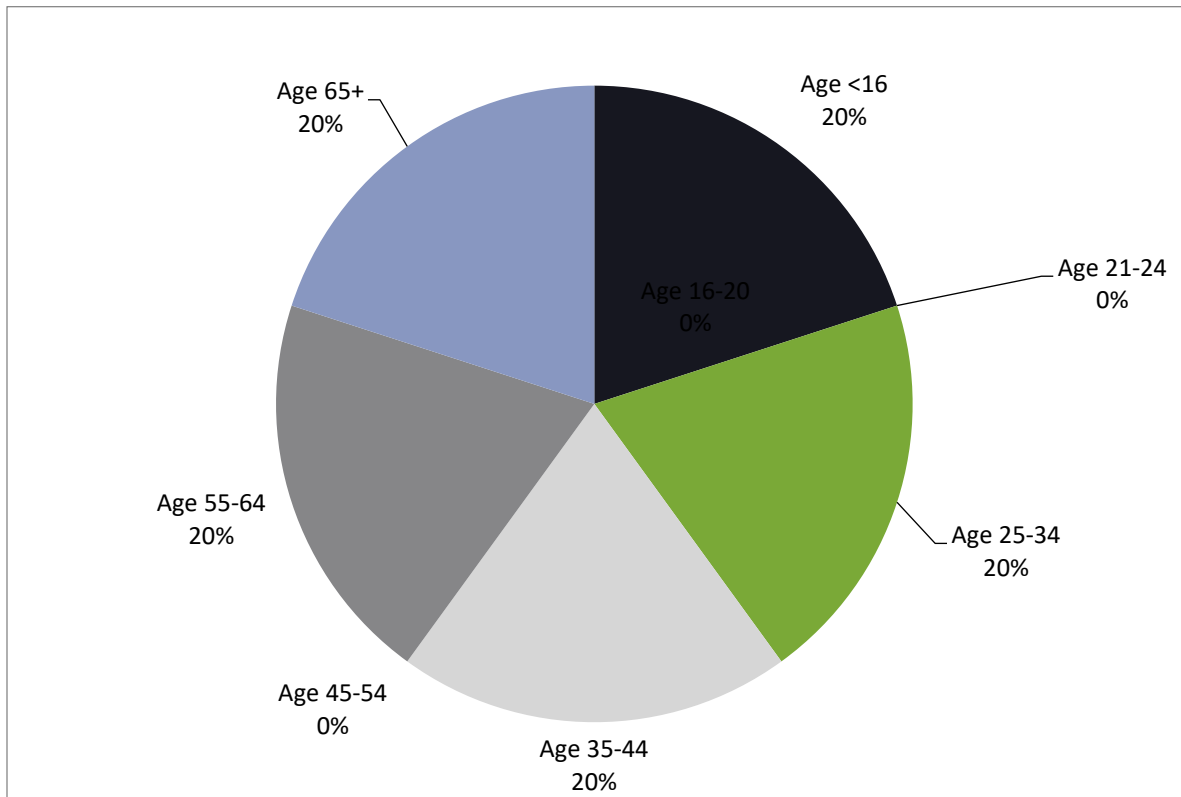
Age

Exhibit 1.69 summarizes cyclist fatalities for the most recent five-year period by age. This data shows an even distribution among most of the age groups, with males make up all those fatalities.

Affected communities:

- › All males.

Exhibit 1.69 Cyclist Fatalities by Age



Source: FARS (2018-2021); RIDOT (2022)

Exhibit 1.70 Cyclist Fatalities by Age and Gender

Age	2018		2019		2020		2021		2022	TOTALS		
	F	M	F	M	F	M	F	M	Unk.	F	M	Total
<16	0	1	0	0	0	0	0	0	0	0	1	1
16-20	0	0	0	0	0	0	0	0	0	0	0	0
21-24	0	0	0	0	0	0	0	0	0	0	0	0
25-34	0	0	0	0	0	0	0	1	0	0	1	1
35-44	0	0	0	0	0	1	0	0	0	0	1	1
45-54	0	0	0	0	0	0	0	0	0	0	0	0
55-64	0	0	0	0	0	0	0	1	0	0	1	1
65-74	0	0	0	0	0	0	0	0	0	0	0	0
75+	0	0	0	0	0	1	0	0	0	0	1	1
Total	0	1	0	0	0	2	0	2	0	0	5	5

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

Race

Exhibit 1.71 summarizes Cyclist fatalities in Rhode Island by race in the last five years. This data show that the majority of Cyclist fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.71 generally aligns with the distribution of race statewide.

Exhibit 1.71 Cyclist Fatalities by Race

Race	2018	2019	2020	2021	2022	Total
White	1	0	1	1	0	3
Black	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Hispanic	0	0	1	1	0	2
Native American	0	0	0	0	0	0
Other	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Total	1	0	2	2	0	5

Source: FARS (2018-2021); RIDOT (2022)

Cyclist Key Takeaways & Affected Communities

- › With a small dataset it is difficult to draw valuable conclusions about cyclist safety.
- › Fatalities occurred in a range of municipalities, on a range of different roadway functional classifications.
- › All cyclist fatalities were males.

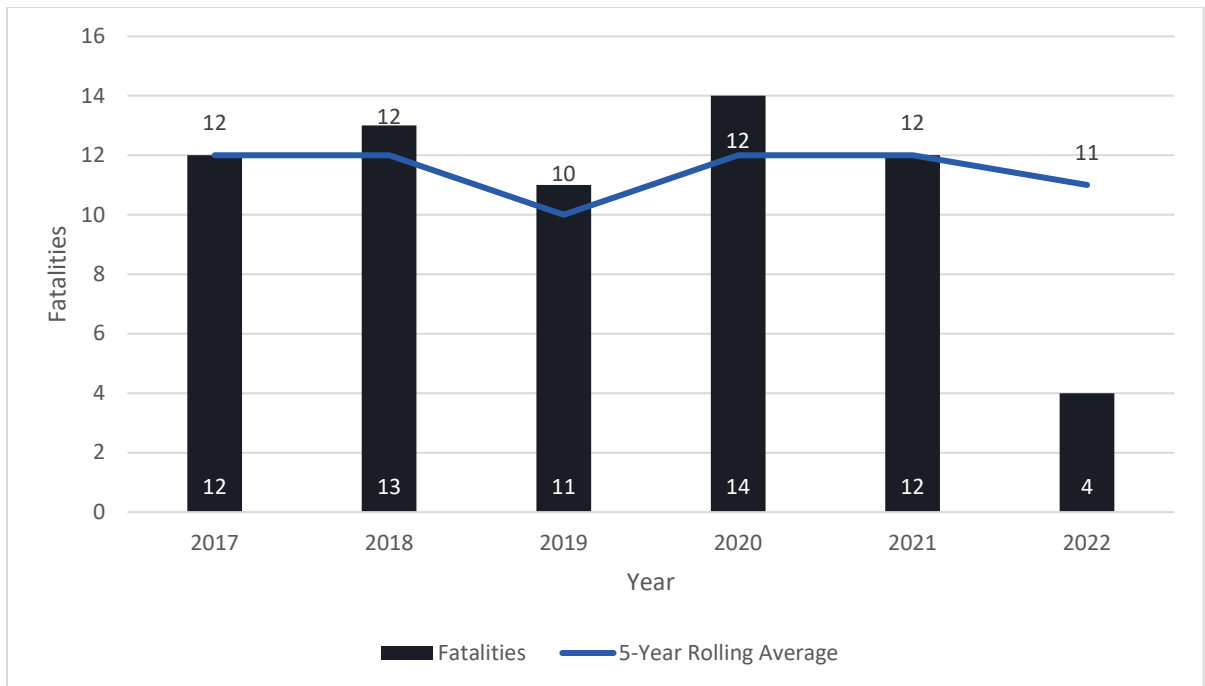
1.2.9 Older Drivers

An Older Driver fatality is defined as fatality involving a driver age 65 or older.

Over the last several years the five-year rolling average number of annual Older Driver fatalities has remained steady at 13 with individual years ranging from 11 to 14 fatalities. 2020 was the high with 14 fatalities.

The SHSP Emphasis Areas highlight 12 factors in a crash that contribute to severe outcomes such as fatalities and serious injuries. For the most recent five-year period, 2018-2022, Older Driver fatalities most commonly overlapped with lane departure fatalities (46%), intersection fatalities (37%), and unbelted fatalities (21%).

Exhibit 1.72 Older Driver Fatalities



Source: FARS (2015-2021); RIDOT (2022)

Enforcement & Legislation

Provisions for Mature Drivers (Ages 75 and over) that requires license renewals every 2 years instead of the regular renewal cycle of 5 years.

Geospatial Crash Locations

Exhibit 1.73 shows that nearly 50% of Older Driver fatalities occurred on principle arterials and 19% of Older Driver fatalities occurred on an interstate, freeway, or expressway.

Over this five-year period, 11 fatalities occurred on Collectors or Local Roads. Those 11 fatalities were spread over 10 different municipalities with 2 occurring in Woonsocket and 1 occurring in all others.

This does not suggest a clear correlation between fatality locations and geospatial communities due to the small number of fatalities occurring in a wide spread of locations.

Exhibit 1.73 Older Driver Fatalities by Roadway Functional Classification and Urban/Rural Context

Functional Classification	Urban	Rural	Total
Interstate/Freeway/Expressway	18.5%	0.0%	18.5%
Principal Arterial	33.3%	14.8%	48.1%
Minor Arterial	11.1%	1.9%	13.0%
Major Collector	5.6%	1.9%	7.4%
Local Road	9.3%	3.7%	13.0%
Unknown	0.0%	0.0%	0.0%
Total	77.8%	22.2%	100%

Source: FARS (2018-2021); RIDOT (2022)

A review of fatalities by municipality shows that six municipalities capture about 49 percent of all fatalities in the last 5 years. One fatality occurred on a local road in three of those top municipalities, not showing a clear correlation between fatality locations and communities.

Exhibit 1.74 Older Driver Motor Vehicle Fatalities by Municipalities

Functional Classification	Warwick	Cranston	East Providence	Foster	Smithfield	Woonsocket	Total
Interstate/Freeway/Expressway	5.3%	0.0%	5.3%	0.0%	0.0%	0.0%	25.9%
Principal Arterial	5.3%	3.5%	0.0%	5.3%	3.5%	1.8%	11.8%
Minor Arterial	0.0%	1.8%	0.0%	0.0%	1.8%	0.0%	5.9%
Major Collector	1.8%	0.0%	0.0%	0.0%	0.0%	1.8%	1.2%
Minor Collector	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Local Road	0.0%	1.8%	1.8%	0.0%	0.0%	1.8%	4.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	12.3%	7.0%	7.0%	5.3%	5.3%	5.3%	49.4%

Source: FARS (2018-2021); RIDOT (2022)

Appendix A attached to this report is a Map series visualizing crash locations by program areas over various demographic characteristics. Key takeaways include:

- › 28 of 35 Older Driver fatal crashes (80%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 6 of 35 Older Driver fatal crashes (17%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of Older Driver fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of Older Driver fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.

- › A negligible number of Older Driver fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of Older Driver fatal crashes occurred in areas where carless households make up 28% or more of the population.

The FARS database provides driver zip code which is assumed to reflect the driver residence based on their license address. Based on the driver zip code for Older Drivers fatally injured, Exhibit 1.75 summarizes municipalities of residence for Older Driver fatalities.

Exhibit 1.75 Residence Municipality for Older Driver Fatal Injuries

Driver License Municipality		
Out of State (Massachusetts, Connecticut)	15	16.7%
Providence, RI	10	11.1%
Cranston, RI	7	7.8%
Woonsocket, RI	5	5.6%
Burrillville RI	4	4.4%
Lincoln, RI	4	4.4%
North Smithfield, RI	4	4.4%
Pawtucket, RI	4	4.4%
Warwick, RI	4	4.4%
Grand Total	90	63.3%

Source: FARS (2018-2021)

The documented residence of Older Driver fatalities for the period 2018-2021 showed that 13% are from out of state (Massachusetts, Connecticut), 11% are from Providence, RI, 8% from Cranston, RI, and all other municipalities accounted for 5 or fewer fatalities each.

Sociodemographics

Age

This data shows that older drivers age 65+ make up 78% of Older Driver fatalities.

Exhibit 1.76 Older Driver Fatalities by Age and Gender

Age	<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>		<u>2022</u>	<u>TOTALS</u>		
	F	M	F	M	F	M	F	M	Unk.	F	M	Total
<16	0	0	0	0	0	0	0	0	0	0	0	0
16-20	0	0	0	0	0	0	0	0	0	0	0	0
21-24	0	0	0	0	0	1	0	0	0	0	1	1
25-34	0	1	0	1	0	1	0	1	0	0	4	4
35-44	0	0	0	1	0	0	0	0	0	0	1	1
45-54	0	1	0	1	0	0	0	0	0	0	2	2
55-64	0	1	1	0	0	0	0	1	0	1	2	3
65-74	0	2	0	2	2	2	4	1	4	6	7	17

75+	4	1	4	1	3	5	4	1	0	15	8	23
Total	4	6	4	3	5	7	6	4	4	22	25	51

F denotes Female; M denotes Male; Unk. denotes Unknown.

Source: FARS (2018-2021); RIDOT (2022)

Race

Exhibit 1.77 summarizes Older Driver fatalities in Rhode Island by race in the last five years. This data show that the majority of Older Driver fatalities are White. Overall, the distribution of fatalities by race in Exhibit 1.77 shows a slight overrepresentation for White drivers.

Exhibit 1.77 Older Driver Fatalities by Race

Race	2018	2019	2020	2021	2022	Total
White	12	9	14	11	3	46
Black	0	2	0	0	0	2
Asian	0	0	0	1	0	1
Hispanic	1	0	0	0	0	1
Native American	0	0	0	0	0	0
Other	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
Total	13	11	14	12	3	50

Source: FARS (2018-2021)

Older Driver-related Key Takeaways & Affected Communities

- › Older driver-related fatal crashes are not happening largely in Providence, which is the trend among other program areas.
- › Minor Arterials and Local roads are overrepresented compared to vehicle miles traveled by functional classification. Interstate fatalities are notably lower by comparison to VMT.
- › Approximately 78% of older driver-related fatalities are the involved older drivers.
- › Males and females are fatally injured at similar rates.

2

Public Participation & Engagement

The Bipartisan Infrastructure Law requires that State Highway Safety Office activity programs result from meaningful public participation and engagement from affected communities, particularly those most significantly impacted by traffic crashes resulting in injuries and fatalities. This section summarizes that effort approaching the FY 2024-FY 2026 period.

2.1 Engagement Planning

Following the Uniform Procedures for State Highway Safety Grant Programs Final Rule dated February 6, 2023, the Office on Highway Safety initiated planning and outreach for Listening Sessions in Affected Communities in Rhode Island to complement ongoing partner and stakeholder outreach efforts.

Partner & Stakeholder Engagement

OHS grant partners are essential for the ultimate success of the Rhode Island HSP. They develop, implement, and evaluate programs designed to target Highway Safety Performance Measures and Outcomes. To ensure effectiveness, relationships are developed and maintained with advocacy groups, citizens, community safety groups, complementary state and Federal agencies, and local and state police departments.

Prior to the documented engagement requirements of the BIL, the Office on Highway Safety has consistently offered an annual in-person meeting for program partners and stakeholders to discuss potential planning activities and learn about the grant application process. This annual meeting is open to partners and stakeholders statewide. Since the pandemic, virtual options have also been available.

This annual meeting has also been accompanied with one-on-one meetings with partners and stakeholders as requested to better formulate potential activities for the upcoming fiscal year. The OHS staff review recent crash trends and emerging issues, gather input on safety problems, and discuss effective countermeasures being implemented by other agencies. We also discuss the capacity reality of potential sub-recipients.

OHS relies heavily on support and partnerships derived from our involvement in the Rhode Island Traffic Safety Coalition. Being active members of the Coalition offers the opportunity to listen to a diverse group of people committed to traffic safety efforts in several different ways and at several different levels. This group offers insights into how OHS can support Rhode Island HSP in an efficient and effective manner. The coalition membership includes professionals from the transportation industry, RISP, municipal law enforcement officers, pedestrian and bicycling advocates, representatives from FHWA, substance abuse prevention and treatment specialists, hospital personnel, NHTSA, the Attorney General's Office, The Rhode Island Police Chiefs' Association, Insurance Company Executives, Members of the Rhode Island Hospitality Association, and members of the Rhode Island Motorcycle Association. The Traffic Safety Coalition has been an invaluable partner in reducing fatalities and serious injuries in Rhode Island.

OHS plans to continue holding an annual partner and stakeholder meeting to support partners through the activity development and grant application process and the accompanying one-on-one support meetings. The timing of these meetings will continue to coincide with the NHTSA grant application timeline.

Public Engagement

In response to the BIL, OHS began offering Listening Sessions open to the public to better understand traffic safety needs from communities and members of the public not only those who join the conversation with a traffic safety background like the traditional partners and stakeholders.

The purpose of the public Listening Sessions were to engage the public in a conversation about traffic safety. In order to meet reporting deadlines, the FY 2023 Listening Sessions were scheduled and completed by the end of May 2023 for this July 2023 reporting. In that condensed time frame, OHS planned to complete three total Listening Sessions. The conversations for those Listening Sessions were intended to focus on three different geographic areas with crash history and/or demographic characteristics that would suggest the communities are over-represented in fatal crashes or historically transportation disadvantaged. The Listening Sessions were scheduled at different times of day and one was hosted virtually to provide some flexibility for those who are comfortable with that communication medium. The hope was to have about 20 people attend each session to have a large enough group for discussion where everyone can be heard.

The outreach flyer for each event is included in Appendix B of this document. This initial round of Listening Sessions seeks to introduce the Office on Highway Safety to the public, provide some context around the current safety level in Rhode Island related to transportation fatalities and serious injuries, and engage the public in discussions concerning key transportation safety topics with conversations geared toward top concerns from the public. As individuals registered for each Listening Session they were asked to take a short survey to learn more about their understanding of transportation safety, their concerns, and how they consume media.

2.1.2 Engagement Goals

Approaching this FY2024 Public Participation and Engagement effort, the RI Office on Highway Safety has the following goals:

- › OHS will continue to conduct outreach to new, current, and prior partners and partner agencies to spread the OHS vision and continue to program impactful and diverse activities that will contribute to a reduction in fatalities and serious injuries in Rhode Island.

- › OHS will use public engagement to improve our understanding of how the public consumes media to improve the delivery of safety messaging.
- › OHS will build new relationships in geographies that are identified as Affected Communities to begin a longer dialogue about transportation safety concerns and needs in those communities.

The information collected during this first round of listening sessions will contribute to developing new activities for the current and future years within the 2024-2026 triennial period, inform new approaches to addressing transportation safety challenges (new countermeasures), and most importantly, form new partnerships that can help strengthen support for transportation safety and distribution of the vision and mission of OHS. Fortunately, this Triennial plan is a living document which will be enhanced each new fiscal year. That will allow RI to review and possibly edit any changes noted during the previous fiscal years. When working with communities and community leaders flexibility and resilience are two key attributes the OHS will embrace to create a successful Safe System Approach across the state in every community.

2.1.3 Affected Communities

In this first round of Listening Sessions OHS planned to focus on Affected Communities. With limited time for planning the focus was on geographies identified as Affected Communities. As described through Problem Identification, Appendix A of this document summarizes fatal crash history, disadvantaged geographies, and key demographic characteristics by geography. This review suggested that the areas of Providence, Woonsocket, and Warwick/West Warwick as Affected Communities for this first round of Listening Sessions. These areas are both urban and show a higher rate of crashes than most municipalities in Rhode Island. These communities include many Environmental Justice Areas, Transportation Disadvantaged Communities, and areas with higher rates of aging and low-income residents. In 2023 specifically, the number of aging road user fatalities has been higher than historic trends, nearly double.

Following this review exercise, local partners in each of those communities were contacted to help distribute the message that there would be a Listening Session taking place in or discussing their local community and encouraging participation.

The Problem Identification section previously described several data-driven Affected Communities.

2.2 Engagement Outcomes

2.2.1 Affected Communities Strategies

Engagement Opportunities

The Office on Highway Safety hosted three Listening Sessions (engagement opportunities) in May 2023, each located in an Affected Community. Appendix B to this document provides details about each individual Listening Session. The times, dates, and locations of the Listening Sessions varied and captured three major populations centers in Rhode Island.

- › Warwick/West Warwick: Tuesday, May 16, 2023 9:30-11:00am - Virtual

- › Providence: Thursday, May 18, 2023 3:30-5:00pm – hosted by Young Voices
204 Westminster Street, Providence, RI
- › Woonsocket: Tuesday, May 23, 2023 1:30-3:00pm – Woonsocket Public Library
303 Clinton Street, Woonsocket, RI

As described under Engagement Planning, OHS leveraged relationships with current partners in these communities to help spread the message that OHS would be hosting a Listening Session to discuss local transportation safety issues.

All Listening Sessions recommended that participants register. With registration, a short 3-question survey asking participants how concerned they are about transportation safety in general and each emphasis area. Additionally, the survey asks about media preferences. Each Listening Session began with an overview of current safety trends in Rhode Island and a discussion of the survey results. The approach to each Listening Session was to use the survey data to guide conversation toward the areas of transportation safety of greatest concern to those in attendance to make the best use of participants time.

The Warwick/West Warwick Listening Session was hosted virtually. This was a good candidate for virtual because this was the largest geographic area in the first round of Listening Sessions. Virtual eliminates travel concerns. Messaging for the Listening Session was distributed by local partners.

The Providence Listening Session was hosted in partnership with Young Voices, a strong partner of OHS that focuses on youth outreach. Providence made up the single highest younger driver residence by municipality. Providence is the most urban area in the State and this method and location for engagement was selected due to the data and the likelihood of getting feedback from the most vulnerable youth community. Reaching Providence youth was important to OHS because these individuals are current and future transportation users that will influence transportation safety for the next several decades. This was a highly effective approach to reaching the high school and early college age group.

The Woonsocket Listening Session was hosted by OHS at the public library. Messaging for the Listening Session was distributed by both the local police department and community partners.

Accessibility Measures

In an effort to appeal to the greatest number of participants, the Listening Sessions were held at different times of day, and one was held virtually. In the past, grant information sessions have been held at a central location in Providence at the State Offices. While that remained true this year for consistency, Listening Sessions were held at locations in the community. By surveying participants in advance, facilitators were prepared to address the topics of greatest interest and let participants guide the conversation.

2.2.2 Engagement Results

Participants and Attendees

Outreach efforts were well supported by OHS, RIDOT, and NHTSA. Additionally,

- › The Warwick/West Warwick Listening Session had 2 attendees
- › The Providence Listening Session had 17 attendees

- › The Woonsocket Listening Session had 13 attendees

The number of attendees largely reflects the ability to leverage partnerships to get the message to the public. With more time, offered by the federal government, OHS could have taken additional steps to spread the message through additional partnerships and media. This will be a future strategy.

Based on the limited information about the participants, we believe that all participants live and/or work in one of the geographic Affected Communities identified.

The pre-registration survey is intended to provide tangible data regarding community needs, however, participation in the survey was low.

Results

Some key takeaways from the Warwick Listening Session include:

- › Speed and distracted driving are highest areas of concern.
- › Building partnerships between OHS and communities could be beneficial for all involved. RIDOT has safety resources and data that can benefit municipalities in decision-making and building a case for improvements. Municipalities don't have the range of subject matter experts in transportation safety that RIDOT has. Municipalities are a key to successful delivery of OHS messaging on behavioral crash risks, education, enforcement, and outreach that can bring messaging into communities. With so many municipalities, RIDOT should rely on municipalities to know their communities and facilitate messaging.
- › Automatic speed ticketing cameras may reduce speed issues in Woonsocket and statewide but under existing legislation, can only be installed in school zones. Legislation will have to change first in order to implement this type of enforcement elsewhere. Initially, speed feedback signs can be very effective in messaging speed dangers to drivers.
- › While the B.A.T. Mobile is being utilized, and is effective, the communication of where it's going to be and the purpose it serves could be improved. Low recognition of this resource.
- › The majority of people are using social media, yet, safety messaging is not strong in this medium.

Key takeaways from the Providence Young Voices Listening Session include:

- › While OHS is putting out media and messaging, there is a gap in delivering it to younger demographics, primarily consuming social media.
- › The most powerful messaging is based on lived experiences, testimonials, personal stories.
- › OHS should identify opportunities to leverage media produced by NHTSA for social media as a no-cost approach to expanding social media.
- › Wide agreement that distracted driving is a danger and surprise that the fatality data does not reflect that. There was follow on discussion about the lack of citation data documenting cases of distracted driving and the challenges for law enforcement.
- › Concerns that technology will further disengage drivers from the driving task as more tasks are completed by technology. This could lead to a future of drivers with a lower skill set and potentially more safety challenges.

Some key takeaways from the Woonsocket Listening Session include:

- › Traditional talk radio is still a popular form of media for distributing messaging and may reach those demographics not using social media.
- › Digital Roadway Message signs are a popular method for receiving traffic safety messaging.
- › Continued agreement that speed and distracted driving are top concerns for this community as well as pedestrian and cyclist safety.
- › Discussion concerning marijuana being viewed as less dangerous than alcohol, more inexperienced use since legalization, and adults modeling casual marijuana use to teens and young adults.
- › While there are many outlets to educate teens through the school system on drug use or driver education, we don't have a system in place for continued education into adulthood when the fatalities are most prevalent.
- › Build Student and School Administrative Leadership to create media messages to effectively influence students and their parents.

2.2.3 Findings

The Listening Session series generated many interesting new ideas for partnerships and activities that will require some additional planning. The 2024 comments from affected communities and findings will inform the structure and intended outcomes for the 2025 and 2026 Listening Sessions and Highway Safety Plan activity programs. The feedback received will inform the agenda and conversation prompts for the upcoming years outreach efforts. Improved agendas and conversation prompts will result in more valuable feedback and outcomes.

Key Findings from this effort include:

- › There is a need and an opportunity to foster better partnerships with municipalities (DPWs, Planning, Schools). RIDOT can offer safety expertise, data, and tools while municipalities can help bridge the gap between State Offices and the local communities.
- › Social Media is not being fully leveraged for the delivery of safety messaging. Many of the younger demographics are not being reached through television campaigns.
- › Speed, aggressive driving, and distracted driving are top concerns to the public across all communities. These emphasis areas could benefit from new perspectives and discussion on potential countermeasure strategies.

Based on the views from the affected communities, OHS will expand the Young Voices project and increase the number of schools working with them in FFY24 and OHS will develop a plan to leverage social media from partners to expand the distribution of safety messaging through social media.

2.3 Ongoing Engagement

This first round of Listening Sessions served as a successful pilot for this new initiative. OHS plans on taking the following approach to upcoming Listening Sessions which will inform FY2025 and FY2026. OHS looks forward to enhancing their program of activities and building a network of community contacts, but acknowledges this will be an iterative process of conversations and relationship building over years.

- › Aim to host 4 Listening Sessions in advance of releasing HS-1 grant application forms to begin formulating potential strategies and projects within a timeframe that could allow them to be funded.
- › Expand the definition of Affected Communities beyond geography by hosting Listening Sessions that focus on a specific topic such as an Emphasis or Program Area or reaching a specific demographic e.g., senior drivers.
- › Continue to host Listening Sessions both virtually and in-person. Continue to host Listening Sessions in the communities being engaged to facilitate their participation.
- › Continue to find opportunities to partner with others in hosting Listening Sessions to leverage contacts from others. OHS is considering suggesting the facilitation of a community Listening Session as a sub recipient grant deliverable.

2.3.1 Goals for Engagement

Approaching this FY2025-2026 Public Participation and Engagement effort, the RI Office on Highway Safety has the following goals:

- › OHS will continue to conduct outreach to new, current, and prior partners and partner agencies to spread the OHS vision and continue to program impactful and diverse activities that will contribute to a reduction in fatalities and serious injuries in Rhode Island.
- › OHS will use public engagement to focus on key emphasis areas, key partners, and key communities to further our refine countermeasures and future activities.
- › OHS will continue to build new relationships in geographies that are identified as Affected Communities to begin a longer dialogue about transportation safety concerns and needs in those communities.
- › The steps the State plans to take to reach and engage those communities:
 - Educate chosen underserved communities and all safety partners on what is PPE and why they are a crucial part to traffic safety planning
 - Invite and allow community advocates to become part of the community engagement process. Train community advocates in the planning and implementation and facilitation of a PPE. We will encourage them to lead a community listening session.
 - We will allow our trained safety community partners to host and create their community PPE event as part of their grant funded deliverables in 2025.

2.3.2 Affected Communities

To develop a specific change plan on behalf of the communities we hosted we will need to create Part 2 to those we've already hosted. During the FFY 2024 cycle we will revisit specific community concerns and notations to help the community develop a strategy to enhance what they are already doing and what their capacity demonstrates that they are capable of facilitating.

2.3.3 Accessibility

No comments were received suggesting that the meetings as presented were not accessible, no barriers to attending the meetings have been identified.

For ongoing engagement, the approach to the timing, varying locations, scheduling, and use of both in-person and virtual will continue. OHS plans to hold more Listening Sessions per year in the future in various new locations around the state.

2.3.4 Incorporating Feedback

The Office on Highway Safety is looking forward to hosting future Listening Sessions that take a deeper dive into key topics areas, partners, and Affected Communities to further our understanding of the public's challenges. The feedback from future Listening Sessions will continue to inform the adopted countermeasure strategies and ultimately future programmed activities.

3

Performance Plan

3.1 Performance Targets

This section provides a list of data driven, quantifiable and measurable highway safety performance targets that demonstrate constant or improved performance over the three-year period covered by the triennial HSP and based on highway safety program areas identified by the State during the planning process.

Performance targets are based on five-year rolling average values.

Exhibit 3.1 Performance Trends and Targets

Performance Measures		2017	2018	2019	2020	2021 ^b	2022	2024 Target	2025 Target	2026 Target
C-1	Traffic Fatal (Actual)	84	59	57	67	63	47			
	<i>Five-Year Moving Average</i>	59	58	59	64	66	59	59	58	56
C-2	Serious Injuries (Act.)	322	313	308	272	314	213*			
	<i>Five-Year Moving Average</i>	392	381	355	324	306	284	280	278	276
C-3	Traffic Fatalities per 100M VMT	1.05	0.74	0.71	1.02	0.85	0.58			
	<i>Five-Year Moving Average</i>	0.75	0.73	0.74	0.83	0.88	0.79	0.78	0.77	0.76
C-4	Unrestrained Occupant Fatal	24	13	18	17	19	15			
	<i>Five-Year Moving Average</i>	17	16	17	17	18	16	16	16	15
C-5	Operator ≥ 0.08 BAC Involved Fatal ^a	35	22	24	28	24	n/a			
	<i>Five-Year Moving Average</i>	23	23	24	26	27	-	27	26	25
C-6	Speed-related Fatal	41	30	36	20	20	23			
	<i>Five-Year Moving Average</i>	23	25	30	30	29	26	26	26	25
C-7	Motorcyclist Fatal	11	18	13	13	13	11			
	<i>Five-Year Moving Average</i>	9	10	11	12	14	14	14	14	13
C-8	Unhelmeted Motorcyclist Fatal	5	12	3	6	8	9			
	<i>Five-Year Moving Average</i>	5	6	6	6	7	7	7	7	7
C-9	Driver Age ≤ 20 Involved Fatal	15	5	3	8	8	5			
	<i>Five-Year Moving Average</i>	8	8	8	8	8	6	6	6	6
C-10	Pedestrian Fatal	21	7	8	17	7	7			
	<i>Five-Year Moving Average</i>	14	13	12	13	12	9	9	9	9
C-11	Cyclists Fatal	2	1	0	2	2	0			
	<i>Five-Year Moving Average</i>	1	1	1	1	1	1	1	1	1
B-1	Percent Observed Belt Use Pass. Veh. – Front Seat Outboard Occupants	88%	89%	89%	89%	89%	87%	88%	89%	90%

a: Operator ≥ 0.08 BAC Involved Fatal values are imputed by NHTSA, data not currently available.

Exhibit 3.2 Performance Trends and Targets - Citations

Performance Measures	2017	2018	2019	2020	2021	2022	2024 Target	2025 Target	2026 Target
Number of Speeding Citations Issued During Grant-Funded Enforcement Activities	10,798	9,836	9,732	7,146	11,621	11,291	-	-	-
Number of Safety belt Citations Issued During Grant-Funded Enforcement Activities	5,272	4,444	5,335	2,408	3,976	4,387	-	-	-
Number of Impaired Driving Arrests Made during Grant-Funded Enforcement Activities	306	257	272	484	666	600	-	-	-

3.2 Core Performance Measures

3.2.1 C-1 Fatalities

Exhibit 3.3 Fatalities Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
59	33	59	58	56

Note: 2023 fatalities reported up to May 31, 2023.

Justification: In recent years, fatalities have fluctuated through the COVID-19 pandemic with a rise in speeding, pedestrian, and young driver crashes. With additional effort placed in highway safety programs, reductions were achieved in 2018 and preliminarily in 2022, and it is hoped this will be replicated in 2023. Preliminary 2023 fatalities as of May 31, 2023, are higher than the fatalities in the previous year at the same time. Due to the higher fatalities, a conservative performance target was chosen for the 2024-2026 projections.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. Our new 2023-2027 SHSP documents a shift in thinking toward a Safe System Approach and fostering a unified Safety Culture in Rhode Island. Through these new approaches, OHS is hoping to reach Rhode Islanders with a Call of Action that inspires behavioral change.

3.2.2 C-2 Serious Injuries

Exhibit 3.4 Serious Injuries Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
284	45	280	278	276

Justification: The five-year rolling average for Rhode Island's serious injuries have steadily decreased for the last five years, including during the COVID-19 pandemic. As of May 31, 2023, this year's serious injuries are projected to be lower than average. Rhode Island will continue to work toward the 2023-2027 SHSP goal of TZD.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. Our new 2023-2027 SHSP documents a shift in thinking toward a Safe System Approach and fostering a unified Safety Culture in Rhode Island. Through these new approaches, OHS is hoping to reach Rhode Islanders with a Call of Action that inspires behavioral change.

3.2.3 C-3 Fatality Rate

Exhibit 3.5 Fatality Rate Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
0.79	1.05	0.78	0.77	0.76

Justification: While the fatality rate has declined slightly in recent years, the COVID-19 pandemic with a higher number of fatalities despite the lower vehicle miles traveled resulted in a spike in the fatality rate. This significant spike will require several years of rate reductions before Rhode Island moves back on track toward its zero deaths goal. The conservative target shown in the C-1 performance measure is also reflected here.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. Our new 2023-2027 SHSP documents a shift in thinking toward a Safe System Approach and fostering a unified Safety Culture in Rhode Island. Through these new approaches, OHS is hoping to reach Rhode Islanders with a Call of Action that inspires behavioral change.

3.2.4 C-4 Unrestrained Motor Vehicle Occupant Fatalities

Exhibit 3.6 Unrestrained Motor Vehicle Occupant Fatalities Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
16	14	16	16	15

Justification: Unrestrained fatalities have fluctuated over the last five years. While a spike in such fatalities in 2019 affects the five-year average, planned efforts to address unrestrained occupants will try to replicate successes in 2018 and maintain a downward trajectory in the average number of fatalities. A five-year average target of 15 fatalities in 2026 was chosen to reflect the average proportion of overall fatalities that involved an unrestrained occupant (28 percent).

Although Rhode Island passed a primary law in 2011 and strengthened it in 2013, we have not been able to sustain the momentum to target OP programs as much as we had hoped. Many of our community partners were not about to sustain their original staff and projects at that level.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships related to occupant protection and child passenger safety. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level.

3.2.5 C-5 Fatalities Involving Driver or Motorcycle Operator with ≥ 0.08 BAC

Exhibit 3.7 Fatalities Involving Driver or Motorcycle Operator with ≥ 0.08 BAC Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
20	1	20	20	19

Justification: Between 2018 and 2022, the five-year average alcohol impaired-related fatalities have remained between a low of 20 and a high of 27. A five-year average target of 19 fatalities was chosen for 2026 that reflects the average percentage of overall fatalities that involve an impaired driver (34 percent). Redoubled efforts to address impaired driving are anticipated to meet the target.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. Our new SHSP in 2023 has dedicated programs which include partner assistance and leadership in supporting our impaired driving efforts.

3.2.6 C-6 Speed

Exhibit 3.8 Speed Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
26	16	26	26	25

Justification: Speed-related fatalities have fluctuated over the last few years. The spike in 2019 (36 fatalities) will require significant decreases in future years to achieve averages that move toward the zero deaths goal. A five-year average target of 25 fatalities in 2026 provides a realistic target as speed-related fatalities are typically half of all fatalities.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. OHS recognizes the national and local trends toward increased risk-taking behavior and will make that a focus in future speed campaigns.

3.2.7 C-7 Motorcycle Fatalities

Exhibit 3.9 Motorcycle Fatalities Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
14	3	14	14	13

Justification: Motorcycle fatalities have averaged over 10 for many years. A spike in 2018 of 18 fatalities affects future average motorcycle fatality statistics. Based on the average proportion of overall fatalities that involve motorcyclists, which is 24 percent, a five-year average target of 13 fatalities for 2026 has been chosen. By instituting an aggressive program of motorcycle safety activities, Rhode Island will move toward a lower number of fatalities and move back to the path toward zero fatalities.

In 2020, reasons or causations on crash reports indicate inexperience, speed, recklessness, failure to maintain lane, and failure to navigate turns. Despite our continued motorcycle safety educational and media campaigns in FFY20, we reached fewer riders due to cancellation of events because of COVID-19.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. OHS will continue to work with Motorcycle advocacy groups to identify activities, media, and legislative opportunities to advance the needs of motorcycle safety.

3.2.8 C-8 Unhelmeted Motorcycle Fatalities

Exhibit 3.10 Unhelmeted Motorcycle Fatalities Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
7	4	7	7	7

Justification: Similar to the overall motorcycle fatality performance measure, the spike in 2018, and an additional spike specifically for unhelmeted fatalities in 2020 will affect future averages. A five-year average target of 7 fatalities for 2026 is chosen to reflect the average proportion of overall fatalities that involve an unhelmeted motorcyclist, 12 percent. By instituting an aggressive program of motorcycle safety activities, Rhode Island will move toward a lower number of unhelmeted fatalities and move back to the path toward zero fatalities. The 2016 NHTSA motorcycle assessment recommendations will help OHS reach this goal.

Additionally, Rhode Island does not have an all-rider helmet law. We will look to our safety stakeholder partners to introduce and support such a policy. This policy was included in our 2022 SHSP.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. OHS will continue to work with Motorcycle advocacy groups to identify activities, media, and legislative opportunities to advance the needs of motorcycle safety.

3.2.9 C-9 Younger Driver

Exhibit 3.11 Young Driver Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
6	2	6	6	6

Justification: Preliminarily the number of 2022 fatalities is 5 which is much higher than the low of 3 achieved in 2019, but lower than the previous peak of 8 in 2020. A five-year average target of 6 fatalities for 2026 has been chosen to both move toward TZD but also to reflect the average proportion of overall fatalities that involve younger drivers, which is approximately 11 percent. As with other performance measure, challenges due to the pandemic are anticipated to be felt in 2023 as well.

OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. OHS plans to leverage their relationship with Young Voices to reach young drivers and future drivers in the urban areas around Providence. Additionally, through the 2023 PPE effort, several new partners.

3.2.10 C-10 Pedestrian

Exhibit 3.12 Pedestrian Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
9	4	9	9	9

Justification: Preliminary data indicates there were 7 pedestrian fatalities in 2022, the same amount as 2021 however a significant decrease from the peak of 17 fatalities in 2020. The increase in 2020 also corresponds to the increase in the overall fatalities during the COVID-19 pandemic. Continued focus on statewide vulnerable road user programs targeting Providence and other municipalities with high pedestrian crashes to help the State move back toward the TZD trend.

Aiming for improved outcomes, we will review past efforts and create momentum to support countermeasures that support strong ped programs. We will increase our media and messaging

strategies, law enforcement details and training and review possible legislation to support lowering these numbers. We will increase our community outreach efforts as well.

Furthermore, to handle this challenge and to remain true to our target we will increase our media efforts, work to create new media pieces, increase our presence on social media, and increase the number of officers we train and deploy for pedestrian patrols. We will also partner with our bike partners to create awareness messaging that reach a larger audience than in the past.

3.2.11 C-11 Cyclist

Exhibit 3.13 Cyclist Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2018-2022	2023	2024	2025	2026
1	0	1	1	1

Justification: Cyclist fatalities have been very low in Rhode Island over the past five years. Preliminary 2022 values show zero fatalities. On average, between 2018 and 2022, fatalities have been consistently between 1 and 2 and it is highly likely this trend will continue through the continuation of bicycle events and programs. Through the planned activities presented the State hopes to bring this number to zero deaths.

Focusing on successful past efforts, we will continue to facilitate our elementary school bike safety. We will increase the number of schools who receive this curriculum. We will host the curriculum as well as the bike safety videos which mirror the curriculum on the DOT website.

Furthermore, to handle this challenge and to remain true to our target we will increase our media efforts, work to create new media pieces, increase our presence on social media, and increase the number of officers we train and deploy for pedestrian patrols. We will also partner with our bike partners to create awareness messaging that reach a larger audience than in the past.

3.2.12 B-1 Observed Belt Use

Exhibit 3.14 Observed Belt Use Performance Plan

Current Safety Level		Performance Target		
Prior Year	In Progress	Projections		
2022	2023	2024	2025	2026
87%	-	88%	90%	92%

Justification: Since the 2013 removal of the sunset on the primary seat belt law, seat belt usage has made very minor but steady improvements. The eventual goal is for the rate to continue to rise to 95 percent by 2017 as stated in the SHSP. This is achievable with the continuation of the primary seat belt law, fines, enforcement, and education programs. A target of 92% observed belt usage was chosen for 2026.

3.3 Additional Performance Measures

The Office of Highway Safety elected to adopt additional performance measures in areas of concern to improve their ability to track trends and better respond to changing needs.

3.3.1 Occupant Protection

Exhibit 3.15 Safety Belt Use for Pickup Truck Drivers Performance Plan

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022	2024	2025	2026
80%	75.3%	80%	82%	84%

Justification: The 2022 value was 3.7 percent lower than in 2021, which is significant. A two percent annual increase to reach 84 percent appears to be a reachable target. Pickup drivers exhibit the lowest safety belt use rate among the vehicle types tracked in the annual Rhode Island seat belt use survey, twelve percent less than passenger cars. Changing the safety behavior of these users is a key component of the initiatives in the HSP. A dedicated enforcement and education focus on these users will help move percentage use upwards. We will implement suggestions and strategies from the FFY21 OP assessment into future HSPs and it is our goal to coordinate our annual seat belt use survey.

Exhibit 3.16 Perception to Ticket for Failed Safety Belt Use During Daylight Hours Performance Plan

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022	2024	2025	2026
47%	35.6%	47%	50%	55%

Justification: The percentage of responses to this survey question that are “always” or “nearly always” on receiving a ticket during daylight hours for not wearing a seat belt has been trending upward. Moving past the pandemic, OHS plans to reengage with the public through survey efforts and gain improved perspective on belt use.

Exhibit 3.17 Awareness of “Click It or Ticket” Slogan Performance Plan

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022	2024	2025	2026
92%	85.8%	92%	95%	100%

Justification: Rhode Island survey respondents in prior years exhibited an awareness of the CIOT slogan above 90 percent however declined in 2021 with 84% awareness. 2022 survey respondents have shown an increase with 85.8% awareness of “Click It or Ticket” however additional efforts should be made to bring the awareness back up. Moving past the pandemic, OHS plans to reengage with the public through survey efforts and gain improved perspective on belt use. With dedicated efforts between CIOT partners, Rhode Island can move toward this target.

3.3.2 Alcohol Impaired Driving

Exhibit 3.18 Perception of Being Arrested for Drinking and Driving Performance Plan

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022	2024	2025	2026
60%	47.4%	60%	65%	70%

Justification: The percentage of responses to this survey question that are “always” or “nearly always” to the perception of being arrested by law enforcement for drinking and driving has been slow to improve. Moving past the pandemic, OHS plans to recalibrate public engagement and will use survey efforts and gain improved perspective on impaired driving perspectives.

Exhibit 3.19 Recognition of DSoGPO Impaired Driving Enforcement Slogan Performance Plan

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022	2024	2025	2026
65%	60.5%	65%	70%	75%

Justification: Awareness of this slogan has been trending downward recently. Continued enforcement and education efforts that build on prior successes will move this percentage upward.

3.3.3 Pedestrians

Exhibit 3.20 Pedestrian Impairment Performance Plan

Current Safety Level		Performance Target		
Five-year Average	In Progress	Projections		
2017-2021	2023	2024	2025	2026
2.3	-	1	1	1

- › **Target:** Lower the five-year average number of impaired pedestrian fatalities to 1 or below by 2026.
 - **Justification:** The average annual number of impaired pedestrian fatalities is 2.3 from 2018-2022, which is a notable decrease from previous years. Continued enforcement and education efforts will help drive the number down, however, Rhode Island recognizes increased pedestrian volumes and the COVID-19 pandemic may negate some successes.

3.3.4 Distracted Driving

Exhibit 3.21 Not Talking on Hand-Held Cellular Phone While Driving Performance Plan

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022	2024	2025	2026
75%	55.4%	75%	80%	85%

Justification: The target is to increase the number of DMV survey respondents who never talk on a hand-held cellular phone while driving from 55 percent to at least 75 percent. Ideally this target should be set at 100 percent, however, as an interim target, reaching 75 percent can be attainable. The 2021 awareness survey results showed that 50.3 percent of respondents had a “never” answer. With a cell phone ban starting in 2018, Rhode Island is encouraged more drivers will stop using their mobile devices while driving. The new Work Zone School Safety Awareness Campaign along with reinforced efforts on current distracted driving education and enforcement projects can help to move the respondent percentage from 50 percent.

Unfortunately, OHS had high hopes in 2020 of training and deploying more law enforcement officers to create a wave-like deterrence on the roads. In 2021, we supported three very significant youth distracted drivers programs and with the increase in media outreach, more drivers should be reached. Once the results of those arrive, we will continue to place those in our plan as well.

3.3.5 Traffic Records

Exhibit 3.22 The percentage of all person records in crash reports with missing injury severity

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022-2023	2024	2025	2026
-	0.568%	0.50%	0.40%	0.30%

Justification: Improving data completeness is a key attribute toward improving transportation safety data and part of the NHTSA Uniform Guidelines. Improving the understanding of crash severity contributes to a more complete picture of transportation safety in Rhode Island.

Exhibit 3.23 Average number of days from the crash date to the date the crash report is entered into the database

Safety Level		Performance Target		
Target	Actual	Projections		
2022	2022-2023	2024	2025	2026
-	5.3	4.3	3.3	2.3

Justification: Improving data timeliness through the quicker delivery of traffic data allows OHS and its partners to react efficiently to changes in crash trends and mitigate emerging challenges.

4

Countermeasure Strategies for Programming Funds

Countermeasures are activities that will be implemented in the next three fiscal years (FFY 2024 – FFY 2026) by the highway safety office and the safety partners. The selected countermeasures are proven effective nationally, have been successful in Rhode Island, and are appropriate given the data in the problem identification and the resources available. The OHS used the Countermeasures that Work (CTW): A Highway Safety Countermeasure Guide for State Highway Safety Offices, 10th Edition, 2020³ as a reference in the selection of effective, evidence-based countermeasure strategies with a three-star rating or better. The 2020 edition of Countermeasures That Work can be viewed in its entirety on the NHTSA web site at: https://www.nhtsa.gov/sites/nhtsa.gov/files/2021-09/Countermeasures-10th_080621_v5_tag.pdf.

In addition, the Program Coordinators of the OHS serve as team leaders for the SHSP emphasis areas where they are focused on addressing the most significant traffic safety issues highlighted in the SHSP and the implementation of strategies to reduce fatalities and serious injuries in the state. These experiences, coupled with the staff's knowledge of the data, literature, and the State cultural and political climate all serve to inform the selection of countermeasures and strategies for the 3HSP and program activities in the HSP Annual Grant Application. Both the HSP initiative and SHSP mirror best traffic safety practices and our state's goal of bringing fatalities and serious injuries TO ZERO.

Additionally, the proposed countermeasure strategies are intended to consider the 4E's for improving safety. While engineering is largely captured by the HSIP program, this 3HSP is supportive of engineering where possible, such as through building out data systems that are mutually beneficial to the HSP and HSIP programs.

4.1 Occupant Protection Countermeasure Strategies

Through the Problem Identification review completed in this document, an increase in unrestrained fatalities and a slight decline in seat belt use were documented in the year 2022

³ Venkatraman, V., Richard, C. M., Magee, K., & Johnson, K. (2021, July). Countermeasures that work: A highway safety countermeasures guide for State Highway Safety Offices, 10th edition, 2020 (Report No. DOT HS 813 097). National Highway Traffic Safety Administration.

specifically. This review found that occupants age 16-20 were over represented and that the majority of fatalities were between 25-54 years old.

According to the NHTSA CTW Report:

The most effective strategy for achieving and maintaining restraint use at acceptable levels is well-publicized, HVE of strong occupant restraint use laws. The effectiveness of HVE has been documented repeatedly in the United States and abroad. The strategy's three components – laws, enforcement, and publicity – cannot be separated: effectiveness decreases if any one of the components is weak or missing (Nichols & Ledingham, 2008; Tison & Williams, 2010).

Occupant Protection countermeasure strategies build upon the importance of High-Visibility Enforcement and the 4E's.

Exhibit 4.1 Occupant Protection Countermeasure Strategy

Countermeasure Strategy	Decrease unrestrained motor vehicles fatalities through education and enforcement activities
Problem Identified	2022 increase in unrestrained occupant fatalities and 2022 decline in belt use rate.
List of Countermeasures & Justifications	<p>Seat Belt Law Enforcement Short-term, High-Visibility Seat Belt Law Enforcement – CTW 4-star citation</p> <p>Communications and Outreach Supporting Enforcement – CTW 5-star citation</p> <p>Other Strategies School-based Programs – CTW 3-star citation</p> <p>Other Strategies Inspection Stations – CTW 3-star citation</p> <p>Program Management Survey-based Data Collection – Historic HSP Activity</p> <p>Media Supporting Enforcement – CTW 5-star citation</p> <p>Post-Crash Care (EMS Support) – An element of the Safe System Approach: “When a person is injured in a collision, they rely on emergency first responders to quickly locate them, stabilize their injury, and transport them to medical facilities. Post-crash care also includes forensic analysis at the crash site, traffic incident management, and other activities.”</p> <p>State of Rhode Island Occupant Protection Assessment</p>
Target (5-yr average)	Reduce unrestrained vehicle occupant fatalities by 6% from 16 to 15 by 2026. Improve belt use rate by 3% from 87% to 90% by 2026
Estimated 3-year funding	\$3,600,000.00 per year, funded by 402, 405b, 405d, 405e
Consideration to Determine Activities/ Potential Activities	<p>State and Municipal Law Enforcement Campaigns aligned with Communications Campaigns</p> <p>Paid & Creative Media Campaigns</p> <p>NHTSA aligned Click-It-Or-Ticket enforcement and media</p> <p>Car seat installation training, education, and outreach programs</p> <p>Community events providing education on CPS)</p> <p>Outreach/Education Demonstrations (e.g. Rollover Simulator)</p> <p>State seat belt DMV intercept survey and observational survey</p> <p>Vehicle hyperthermia awareness</p> <p>Considerations</p> <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement

	Grant proposals
Uniform Guideline and Description	UG 20 Occupant Protection - Based on Uniform Guideline #20 we are implementing activities for enforcement, communications, occupant protection for children, outreach, and data and program evaluation together with applicable countermeasures that work strategies to make the largest impact on Occupant Protection.

4.2 Impaired Driving Countermeasure Strategies

Through the Problem Identification review completed in this document, an increase in impaired fatalities in the year 2022 specifically. This review found that the majority of fatalities were between 21-34 years old in 2022.

According to the State of Rhode Island Impaired Driving Program Assessment:

Impaired driving frequently is a symptom of the larger problem of alcohol or other drug misuse. Many first-time impaired driving offenders and most repeat offenders have alcohol or other drug abuse or dependency problems. Without appropriate assessment and treatment, these offenders are more likely to repeat their crime.

Impaired Driving countermeasure strategies build upon the importance of High-Visibility Enforcement.

Exhibit 4.2 Impaired Driving Countermeasure Strategy

Countermeasure Strategy	Decrease impairment-related motor vehicles fatalities through education and enforcement activities
Problem Identified	2022 impaired fatalities remain the same as 2021 however there was an increase in impaired fatalities with BAC between 0.01 and 0.07 and a 2022 decline in fatalities with BAC \geq 0.08.
List of Countermeasures & Justifications	<p>Breath Test Devices Short-term, Breath Test Devices – CTW 4-star citation</p> <p>Communications and Outreach Mass Media Campaigns – CTW 3-star citation</p> <p>Impaired Driving Task Force Integrated Enforcement – CTW 3-star citation</p> <p>Short-term, High Visibility Enforcement (HVE) High-Visibility Saturation Patrols – CTW 4-star citation</p> <p>Media Mass Media Campaigns – CTW 3-star citation</p> <p>State of Rhode Island Impaired Driving Assessment</p>
Target (5-yr average)	Reduce impaired vehicle occupant fatalities by 5% from 21 to 20 by 2026.
Estimated 3-year funding	\$15,600,000.00 per year, funded by 164, 402, 405d, 405e
Consideration to Determine Activities/ Potential Activities	<p>RI Department of Health Toxicology Lab</p> <p>CCAP High School Education Program</p> <p>Work Zone Safety Media Awareness Campaign</p> <p>Judicial Training</p> <p>Crash Reconstruction Equipment to include DRONE</p> <p>RISP Specialized Unit: Impaired Driving</p> <p>Municipalities Impaired Driving – BAT (Breath Alcohol Testing) Mobile Providence</p> <p>Law Enforcement Training</p> <p>Mid-Range DUI Coalition</p>

	<p>Law Enforcement Highway Safety Training Coordinator (LEHSTC) including Drug Recognition Expert (DRE) Training and Statewide Programming</p> <p>VMS Message Boards and Cloud Services</p> <p>Impaired Driving Patrols</p> <p>RIAG Traffic Safety Resource Prosecutor (TSRP)</p> <p>RIPCA (RI Police Chiefs Association) – Safety Partnership Program</p> <p>Paid & Creative Media Campaigns</p> <p>Newport Gulls Sports Marketing Sponsorship</p> <p>Learfield Sport & Entertainment Marketing</p> <p>Considerations</p> <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
<p>Uniform Guideline and Description</p>	<p>UG 7 Justice and Court Services</p> <p>UG 8 Impaired Driving - Criminal Justice System</p> <p><i>Based on Uniform Guideline #7 we are implementing activities for Judicial Training, doing legislative outreach to courts and judges, and supporting with improved data systems where possible.</i></p> <p><i>Based on UG #8 we are implementing activities for enforcement, communications, outreach, and data and program evaluation together with applicable countermeasures that work strategies to make the largest impact on Impaired Driving.</i></p>

4.3 Speed Countermeasure Strategies

Exhibit 4.3 Speed Countermeasure Strategy

<p>Countermeasure Strategy</p>	<p>Decrease speed-related motor vehicles fatalities through education and enforcement activities</p>
<p>Problem Identified</p>	<p>2022 slight decrease in speed fatalities compared to 2021 however still high.</p>
<p>List of Countermeasures & Justifications</p>	<p>Media Communications and Outreach Supporting Enforcement – CTW 3-star citation</p> <p>Law Enforcement High-Visibility Enforcement – CTW 2-star citation, however, will be paired with media campaigns to bolster effectiveness.</p> <p>Law Enforcement Automated Enforcement – CTW 5-star citation</p>
<p>Target (5-yr average)</p>	<p>Reduce speed fatalities by 4% from 28 to 27 by 2026.</p>
<p>Estimated 3-year funding</p>	<p>\$2,500,000.00 per year, funded by 402, 405d, 405e</p>
<p>Consideration to Determine Activities/ Potential Activities</p>	<p>Community SPEED Tools/Equipment</p> <p>Citizens/Law Enforcement Community Outreach and Education Program</p> <p>Paid & Creative Media Campaigns</p> <p>State Agencies & Municipalities Speed Enforcement</p>

	<p>Considerations</p> <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
Uniform Guideline and Description	<p>UG 19 Speed Management</p> <p><i>Based on Uniform Guideline #19 we are providing monitoring coordinating legislative and engineering improvements and implementing activities for enforcement, outreach, communications, and data together with applicable countermeasures that work strategies to make the largest impact on Speed Management.</i></p>

4.4 Motorcycle Safety Countermeasure Strategies

Exhibit 4.4 Motorcycle Safety Countermeasure Strategy

Countermeasure Strategy	Decrease motorcyclist fatalities through education and enforcement activities
Problem Identified	2022 increase in unhelmeted motorcyclist fatalities.
List of Countermeasures & Justifications	<p>Motorcycle Rider Training Motorcycle Rider Training – CTW 2-star citation</p> <p>Media Communications and Outreach: Conspicuity and Protective Clothing – CTW 1-star citation</p> <p>State of Rhode Island Motorcycle Safety Program Technical Assessment Recommendations</p>
Target (5-yr average)	Reduce motorcycle fatalities by 8% from 8 to 7 by 2026.
Estimated 3-year funding	\$200,000.00 per year, funded by 402, 405e, 405f
Consideration to Determine Activities/ Potential Activities	<p>Motorcycle Public Education and Outreach</p> <p>Paid & Creative Media Campaigns</p> <p>Considerations</p> <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
Uniform Guideline and Description	<p>UG 3 Motorcycle Safety</p> <p><i>Based on Uniform Guideline #3 we are implementing activities related to the implementation of the SHSP including motorcycle-related recommendations, strategies, and actions. Such activities include enforcement, communications, outreach, and data evaluation together with applicable countermeasures that work strategies to make the largest impact on Motorcycle Safety. Key focus areas include protective gear, rider training, and operating under the influence.</i></p>

4.5 Younger Driver Countermeasure Strategies

Exhibit 4.5 Young Driver Countermeasure Strategy

Countermeasure Strategy	Decrease young driver vehicle occupant fatalities through education and enforcement activities
Problem Identified	2022 younger drivers are overrepresented in 2022 overall fatalities.
List of Countermeasures & Justifications	<p>Communication Campaign/School Program Pre-Licensure Driver Education – CTW 2-star citation, NHTS Recommended Strategy</p> <p>Driver Education Pre-Licensure Driver Education – CTW2, and OHS history working with local partners</p> <p>Driver Education Post-Licensure – CTW1, and OHS history working with local partners</p> <p>Parents Parental Roles in Teaching and Managing Drivers – CTW2, and OHS history working with partners</p> <p>Past OHS project evaluations and surveys suggest that driver education makes a positive impact on students in RI, see Appendix C</p>
Target (5-yr average)	Maintain or reduce younger driver vehicle occupant fatalities by 2026.
Estimated 3-year funding	\$900,000.00 per year, funded by 402, 405e
Consideration to Determine Activities/ Potential Activities	<p>Young Voices Keeping Young Drivers Safe</p> <p>ThinkFast Interactive High School Education Program</p> <p>RISAS – Youth Driven Program</p> <p>RILL (RI Interscholastic League) Traffic Safety Is A Team Sport</p> <p>Youth Risk Behavior Survey (YRBS)</p> <p>Considerations</p> <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
Uniform Guideline and Description	<p>UG 4 Driver Education</p> <p>Based on US #4, OHS will work with partners to provide a data driven driver education and training program designed to educate new drivers and provide remedial training for existing drivers. The State driver education program will minimum criteria with the necessary program components.</p>

4.6 Pedestrians & Cyclists Countermeasure Strategies

Exhibit 4.6 Pedestrians & Cyclists Countermeasure Strategy

Countermeasure Strategy	Decrease pedestrian and cyclist fatalities through education and enforcement activities
Problem Identified	Maintain or reduce pedestrian and cyclist fatalities by 2026.
List of Countermeasures & Justifications	<p>All Pedestrian Enforcement Strategies – CTW 3-star</p> <p>Bike Safety Education Share the Road Awareness Program – CTW 2-star citation, and OHS history working with partners.</p> <p>Bike Safety Education Bicycle Safety Education for Children – CTW 2-star citation, and OHS history working with partners on programs for school children.</p> <p>Bike Safety Education Bicycle Safety Education for Adult Cyclists – CTW 1-star citation and OHS history working with partners on programs for school children.</p> <p>High-Visibility Enforcement Enforcement Strategies – CTW 3-star citation</p> <p>Media Enforcement Strategies – CTW 3-star citation</p> <p>RIDOT OHS has had many past successes with elementary bike education, as shown in Appendix C.</p>
Target (5-yr average)	Maintain or reduce vulnerable user fatalities by 2026.
Estimated 3-year funding	\$1,425,000.00 per year, funded by 402, 405e
Consideration to Determine Activities/ Potential Activities	<p>RI Bike Coalition – Statewide Smart Cycling Education</p> <p>Bike Newport Road Share Education</p> <p>WRWC Youth Bike/Ped Safety Woonasquatucket River</p> <p>RI Hospital Injury Prevention Center Pedestrian Safety Program</p> <p>Municipalities Pedestrian/Bicycle Enforcement Patrols</p> <p>Law Enforcement Pedestrian & Bicycle Safety Training</p> <p>URI Pedestrian/Bike Enforcement Patrols</p> <p>Paid & Creative Media Campaigns</p> <p>Considerations</p> <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
Uniform Guideline and Description	<p>UG 14 Pedestrian and Bicycle Safety</p> <p><i>Based on Uniform Guideline #14 we are providing monitoring coordinating legislative and engineering improvements and implementing activities for enforcement, outreach, communications, and data together with applicable countermeasures that work strategies to make the largest impact on Pedestrian and Cyclist Safety.</i></p>

4.7 State Traffic Records Countermeasure Strategies

Exhibit 4.7 State Traffic Records Countermeasure Strategy

Countermeasure Strategy	OHS will continues to maintain and improve traffic records and their management systems in terms of completeness, accuracy, uniformity, and integration across agencies to support improved data-driven decision making in transportation safety.
Problem Identified	The activities implemented by the Office on Highway Safety have costs that are helped covered by the administration activities. Gaps and lack of information was identified in traffic records data systems and management. Improve accuracy, completeness, uniformity, integration, and accessibility of traffic records data systems and management.
List of Countermeasures & Justifications	State of Rhode Island Traffic Records Assessment Data Use and Integration Recommendations
Target (5-yr average)	Maintain and implement the activities of the Office on Highway Safety. Improve accuracy, completeness, uniformity, integration, and accessibility of traffic records data systems and management.
Estimated 3-year funding	\$5,400,000.00 per year, funded by 402, 405c, 1906
Consideration to Determine Activities/ Potential Activities	<ul style="list-style-type: none"> Intuitive Public Access of Traffic Stop Race Data Survey Race Data Analysis Consultant Reports/Maintenance CCPRA-Regional Community Traffic Stop Data Analysis Law Enforcement Training Crash MMUCC Revisions Project RIDOT OHS Crash Form Training DOH EMS Maintenance Contract Fee TRCC Support MIRE Data Enhancements Considerations <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
Uniform Guideline and Description	<p>UG 10 Traffic Records</p> <p>Based on US #10, OHS will maintain and continue to improve upon the state traffic records system to provide OHS and partners with timely and accurate traffic records data.</p>

4.8 Distracted Driving Strategies

Exhibit 4.8 Distracted Driving Countermeasure Strategy

Countermeasure Strategy	Decrease distraction-related motor vehicles crashes and fatalities through education and enforcement activities
Problem Identified	Distracted driving is a growing issue in the State.
List of Countermeasures & Justifications	<p>High-Visibility Enforcement High-Visibility Cell Phone and Text Messaging Enforcement – CTW 4-star citation</p> <p>Community Outreach Communications and Outreach on Distracted Driving – CTW 1-star citation, paired with enforcement.</p> <p>Community Outreach Employer Programs – CTW 1-star citation, and builds on similar prior programs geared toward students.</p> <p>OHS has had past outreach successes on several topics including distracted driving through their ThinkFast High School Education Program and the Citizens Training Safety Academy, results for both are included in Appendix C.</p>
Target (5-yr average)	Increase the number of DMV survey respondents who never talk on a hand-held cellular phone while driving from 50.3% to at least 75%.
Estimated 3-year funding	\$3,500,000.00 per year, funded by 402, 405d, 405e
Consideration to Determine Activities/ Potential Activities	<p>Aging Road User Highway Safety Education Program</p> <p>ThinkFast Distracted Driver Employee Education</p> <p>Distracted Driving Injury Prevention High School Program</p> <p>Distracted Driving Injury Prevention Employer Program</p> <p>RISP Distracted Driving Enforcement & Training</p> <p>URI Distracted Driving Enforcement & Training</p> <p>Municipal Distracted Driving Enforcement & Training</p> <p>Paid & Creative Media Campaigns</p> <p>Considerations</p> <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
Uniform Guideline and Description	

4.9 Planning & Administration Strategies

Exhibit 4.9 Planning & Administration Countermeasure Strategy

Countermeasure Strategy	OHS aims to administer a fiscally responsible, effective highway safety program that is data-driven, includes stakeholders and under-represented communities, and addresses state specific safety characteristics.
Problem Identified	The activities implemented by the Office on Highway Safety have costs that are helped covered by the administration activities.
List of Countermeasures & Justifications	Highway Safety Office Program Management The HSP is developed using a data-driven process to identify areas of concern and engages partners across the state who champion the various programs and activities in the Plan. This approach promotes accountability and helps identify measures of effectiveness for the adopted programs and activities.
Target (5-yr average)	Administer a fiscally responsible and effective highway safety program that is data-driven, includes stakeholders and under-represented communities, and addresses State specific safety characteristics
Estimated 3-year funding	\$1.5 million per year, funded by 402
Consideration to Determine Activities/ Potential Activities	<ul style="list-style-type: none"> Audit Fees Membership and Dues Office Equipment Office Supplies Preparation of the Highway Safety Plan and Annual Program Evaluation Report Travel and Training Grant Management System OHS Web-based Education & Training Outreach OHS Salaries Considerations <ul style="list-style-type: none"> Traffic safety data Affected communities and public engagement Grant proposals
Uniform Guideline and Description	All Highway Safety Program Guidelines inform the use of Planning & Administration funds

5

Performance Report

The Performance Report describes the State’s progress toward meeting State performance targets from the most recently submitted triennial HSP, based on the most currently available data, including— an explanation of the extent to which the State’s progress in achieving those targets aligns with the triennial HSP; and a description of how the countermeasure strategies implemented during the triennial period contributed to meeting the State’s highway safety performance targets.

5.1 Target Progress

Exhibit 5.1 summarizes progress toward meeting the core and secondary performance measures identified in the FFY 2023 HSP. Targets for FFY 2023 core performance measures are set for five-year average fatalities over the period 2019 to 2023.

Exhibit 5.1 Projections for Meeting FFY 2023 Performance Targets

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
OHS Program Goals				
C-1 Reduce Traffic Fatalities	Baseline: 66 Target: 63	2018-2022: 59 2023 YTD: 33 <i>NHTSA:</i> <i>2018-2021</i> <i>RI OHS:</i> <i>2022-2023</i>	As of May 31, 2023, the fatality count was 33 fatalities which could suggest, 71 for 2023 and a five-year average of 62 for 2019-2023. In recent years, fatalities have fluctuated through the COVID-19 pandemic with a rise in speeding, pedestrian, and young driver crashes. With additional effort placed in highway safety programs, reductions were achieved in 2018 and preliminarily in 2022, and it is hoped this will be replicated in 2023. Preliminary 2023 fatalities as of May 31, 2023, are higher than the fatalities in the previous year at the same time. Due to the higher 2023 fatalities YTD, a conservative performance target was chosen for the 2024-2026 projections. Rhode Island is not currently on pace to meet the 2023 target.	All countermeasures are intended to reduce fatality and serious injury crashes.
C-2 Reduce Serious Injuries	Baseline: 306 Target: 301	2018-2022: 284 2023 YTD: 50 <i>NHTSA:</i> <i>2018-2021</i> <i>RI OHS:</i> <i>2022-2023</i>	As of April 3, 2023, the count of serious injuries was 50 which could suggest, 217 for 2023 and a five-year average of 265 for 2019-2023. The five-year rolling average for Rhode Island's serious injuries have steadily decreased for the last five years, including during the COVID-19 pandemic. Serious injuries are projected to be lower than average. Rhode Island will continue to work toward the SHSP goal of TZD with a baseline of 2011. Rhode Island is currently on pace to meet the 2023 target.	All countermeasures are intended to reduce fatality and serious injury crashes.

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
C-3 Reduce the Rate of Traffic Fatalities per 100 M Vehicle Miles Traveled.	Baseline: 0.88 Target: 0.83	2018-2022: 0.79 2023 YTD: 1.05 <i>NHTSA:</i> <i>2018-2021</i> <i>RI OHS:</i> <i>2022-2023</i>	<p>As of May 31, 2023, the rate of traffic fatalities per 100 M vehicle miles traveled was 1.04 which could suggest, 1.17 for 2023 and a five-year average of 0.88 for 2019-2023.</p> <p>While the fatality rate has declined slightly in recent years, the COVID-19 pandemic with a higher number of fatalities despite the lower vehicle miles traveled resulted in a spike in the fatality rate. This significant spike will require several years of rate reductions before Rhode Island moves back on track toward its zero deaths goal. The conservative target shown in the C-1 performance measure is also reflected here.</p> <p>Rhode Island is not currently on pace to meet the 2023 target.</p>	All countermeasures are intended to reduce fatality and serious injury crashes.
Occupant Protection				
C-4 Reduce Unrestrained Occupant Fatalities	Baseline: 18 Target: 17	2018-2022: 16 2023 YTD: 14 <i>NHTSA:</i> <i>2018-2021</i> <i>RI OHS:</i> <i>2022-2023</i>	<p>As of May 31, 2023, the unrestrained occupant fatality count was 14 fatalities.</p> <p>Unrestrained fatalities have fluctuated over the last five years. While a spike in such fatalities in 2019 affects the five-year average, planned efforts to address unrestrained occupants will try to replicate successes in 2018 and maintain a downward trajectory in the average number of fatalities. A five-year average target of 15 fatalities in 2026 was chosen to reflect the average proportion of overall fatalities that involved an unrestrained occupant (28 percent).</p> <p>Although Rhode Island passed a primary law in 2011 and strengthened it in 2013, we have not been able to sustain the momentum to target OP</p>	Strategy 1: Seat Belt Law Enforcement Strategy 2: Communications and Outreach Strategy 3: Other Strategies Strategy 4: Program Management Strategy 5: Media

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
			<p>programs as much as we had hoped. Many of our community partners were not about to sustain their original staff and projects at that level.</p> <p>It is unknown if Rhode Island is currently on pace to meet the 2023 target, survey not yet complete.</p>	
B-1 Increase Observed Seat Belt Use	<p>Baseline: 89%</p> <p>Target: 90%</p>	2022: 87%	<p>Since the 2013 removal of the sunset on the primary seat belt law, seat belt usage has made very minor but steady improvements. The intent is for the rate to continue to rise to 90 percent which is achievable with the continuation of the primary seat belt law, fines, enforcement, and education programs. A target of 90% observed belt usage was chosen for 2026.</p> <p>It is unknown if Rhode Island is currently on pace to meet the 2023 target, survey not yet complete.</p>	<p>Strategy 1: Seat Belt Law Enforcement</p> <p>Strategy 2: Communications and Outreach</p> <p>Strategy 3: Other Strategies</p> <p>Strategy 4: Program Management</p> <p>Strategy 5: Media</p>
Increase perception of being ticketed for failure to wear safety belts “always” or “nearly always”	<p>Baseline: 33%</p> <p>Target: 47%</p>	2022: 35.6%	<p>The percentage of responses to this survey question that are “always” or “nearly always” on receiving a ticket during daylight hours for not wearing a seat belt has been trending upward. Moving past the pandemic, OHS plans to reengage with the public through survey efforts and gain improved perspective on belt use.</p> <p>It is unknown if Rhode Island is currently on pace to meet the 2023 target, survey not yet complete.</p>	<p>Strategy 1: Seat Belt Law Enforcement</p> <p>Strategy 2: Communications and Outreach</p> <p>Strategy 3: Other Strategies</p> <p>Strategy 4: Program Management</p> <p>Strategy 5: Media</p>
Increase awareness of “Click It, or Ticket” slogan	<p>Baseline: 84%</p> <p>Target: 92%</p>	2022: 85.8%	<p>Rhode Island survey respondents in prior years exhibited an awareness of the CIOT slogan above 80 percent. Moving past the pandemic, OHS plans to reengage with the public through survey efforts and gain improved perspective on belt use. With dedicated efforts between CIOT</p>	<p>Strategy 1: Seat Belt Law Enforcement</p> <p>Strategy 2: Communications and Outreach</p> <p>Strategy 3: Other Strategies</p> <p>Strategy 4: Program Management</p> <p>Strategy 5: Media</p>

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
			partners, Rhode Island can move toward this target. It is unknown if Rhode Island is currently on pace to meet the 2023 target, survey not yet complete.	
Increase belt use among pickup truck drivers	Baseline: 79% Target: 80%	2022: 75.3%	The 2022 value was 3.7 percent lower than in 2021, which is significant. A one percent increase to reach 80 percent appears a reasonable target. Pickup drivers exhibit the lowest safety belt use rate among the vehicle types tracked in the annual Rhode Island seat belt use survey, twelve percent less than passenger cars. Changing the safety behavior of these users is a key component of the initiatives in the HSP. A dedicated enforcement and education focus on these users will help move percentage use upwards. It is unknown if Rhode Island is currently on pace to meet the 2023 target, survey not yet complete.	Strategy 1: Seat Belt Law Enforcement Strategy 2: Communications and Outreach Strategy 3: Other Strategies Strategy 4: Program Management Strategy 5: Media
Impaired Driving				
C-5 Reduce Alcohol-Impaired Driving Fatalities Involving Drive or Motorcycle Operator with a Blood Alcohol Content (BAC) of 0.08 or Greater	Baseline: 22 Target: 24	2018-2022: 20 2023 YTD: 1 <i>NHTSA:</i> <i>2018-2021</i> <i>RI OHS:</i> <i>2022-2023</i>	As of May 31, 2023, the alcohol-impaired driving fatality count was 1 fatality. Between 2018 and 2022, the five-year average impaired fatalities have remained between a low of 20 and a high of 27. A five-year average target of 19 fatalities was chosen for 2026 that reflects the average percentage of overall fatalities that involve an impaired driver (34 percent). Redoubled efforts to address impaired driving are anticipated to meet the target.	Strategy 1: Breath Test Devices Strategy 2: Communications and Outreach Strategy 3: Judicial Training Strategy 4: Impaired Driving Task Force Strategy 5: Short-term, High Visibility Enforcement (HVE) Strategy 6: Traffic Safety Resource Officer Strategy 8: Media

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
			<p>OHS will implement new programming, implement new media, designate a Traffic Safety Coalition meeting to brain-storming suggestions for expanding partnerships. We will also continue to work with our TSRP and their guidance in securing research-based policies at the state level. Our new SHSP in 2023 has dedicated programs which include partner assistance and leadership in supporting our impaired driving efforts.</p> <p>It is unknown if Rhode Island is currently on pace to meet the 2023 target, data will be imputed.</p>	
<p>Increase perception of being arrested by law enforcement after drinking and driving “always” or “nearly always”</p>	<p>Baseline: 50.3%</p> <p>Target: 60%</p>	<p>2022: 47.4%</p>	<p>The percentage of responses to this survey question that are “always” or “nearly always” to being arrested by law enforcement for drinking and driving has been slow to improve. Moving past the pandemic, OHS plans to recalibrate public engagement and will use survey efforts and gain improved perspective on impaired driving perspectives.</p> <p>It is unknown if Rhode Island is currently on pace to meet the 2023 target, survey not yet complete.</p>	<p>Strategy 1: Breath Test Devices Strategy 2: Communications and Outreach Strategy 3: Judicial Training Strategy 4: Impaired Driving Task Force Strategy 5: Short-term, High Visibility Enforcement (HVE) Strategy 6: Traffic Safety Resource Officer Strategy 8: Media</p>
<p>Increase recognition of “Driver Sober or Get Pulled Over” impaired driving enforcement slogan</p>	<p>Baseline: 61.1%</p> <p>Target: 65%</p>	<p>2022: 60.5%</p>	<p>Awareness of this slogan has been trending down. Continued enforcement and education efforts that build on prior successes will move this percentage upward.</p> <p>It is unknown if Rhode Island is currently on pace to meet the 2023 target, survey not yet complete.</p>	<p>Strategy 1: Breath Test Devices Strategy 2: Communications and Outreach Strategy 3: Judicial Training Strategy 4: Impaired Driving Task Force Strategy 5: Short-term, High Visibility Enforcement (HVE) Strategy 6: Traffic Safety Resource Officer Strategy 8: Media</p>

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
Speed				
C-6 Reduce Speed-Related Fatalities	Baseline: 31 Target: 29	2018-2022: 26 2023 YTD: 16 <i>NHTSA: 2018-2021</i> <i>RI OHS: 2022-2023</i>	As of May 31, 2023, the speed-related fatality count was 16 fatalities. Speed-related fatalities have fluctuated over the last few years. The spike in 2019 (36 fatalities) will require significant decreases in future years to achieve averages that move toward the zero deaths goal. A five-year average target of 25 fatalities in 2026 provides a realistic target as speed-related fatalities are typically half of all fatalities. Rhode Island is not currently on pace to meet the 2023 target.	Strategy 1: Communications and Outreach Strategy 2: Media Strategy 3: Law Enforcement
Motorcycles				
C-7 Reduce Motorcycle Fatalities	Baseline: 14 Target: 14	2018-2022: 14 2023 YTD: 7 <i>NHTSA: 2018-2021</i> <i>RI OHS: 2022-2023</i>	As of May 31, 2023, the motorcycle fatality count was 7 fatalities. Motorcycle fatalities have averaged over 10 for many years. A spike in 2018 of 18 fatalities affects future average motorcycle fatality statistics. Based on the average proportion of overall fatalities that involve motorcyclists, which is 24 percent, a five-year average target of 13 fatalities for 2026 has been chosen. By instituting an aggressive program of motorcycle safety activities, Rhode Island will move toward a lower number of fatalities and move back to the path toward zero fatalities. In 2020, reasons or causations on crash reports indicate inexperience, speed, recklessness, failure to maintain lane, and failure to navigate turns. Despite our continued motorcycle safety educational and media campaigns in FFY20, we reached fewer riders due to cancellation of events because of COVID-19.	Strategy 1: Motorcycle Rider Training Strategy 2: Media

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
			<p>We will work with our partners at the Bureau of Motor Vehicles to continue to investigate opportunities to strengthen the number of riders taking professional rider education, and we will again increase our media presence on radio, television, and digital/social specifically around rider conspicuity, training, and safety gear. OHS will continue partnering with rider organizations dedicated to safety of all riders.</p> <p>Rhode Island is not currently on pace to meet the 2023 target.</p>	
C-8 Reduce Unhelmeted Motorcyclist Fatalities	Baseline: 7 Target: 6	2018-2022: 7 2023 YTD: 4 <i>NHTSA:</i> <i>2018-2021</i> <i>RI OHS:</i> <i>2022-2023</i>	<p>As of May 31, 2023, the unhelmeted motorcycle fatality count was 4 fatalities.</p> <p>Similar to the overall motorcycle performance measure, the spike in 2018, and an additional spike specifically for unhelmeted fatalities in 2020 will affect future averages. A five-year average target of 7 fatalities for 2026 is chosen to reflect the average proportion of overall fatalities that involve an unhelmeted motorcyclist, 12 percent. By instituting an aggressive program of motorcycle safety activities, Rhode Island will move toward a lower number of unhelmeted fatalities and move back to the path toward zero fatalities. The 2016 NHTSA motorcycle assessment recommendations will help OHS reach this goal.</p> <p>Additionally, Rhode Island does not have an all-rider helmet law. We will look to our safety stakeholder partners to introduce and support such a policy. Support for this legislation was included in our 2023 SHSP.</p> <p>Rhode Island is not currently on pace to meet the 2023 target.</p>	Strategy 1: Motorcycle Rider Training Strategy 2: Media

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
Young Drivers				
C-9 Reduce the Number of Drivers Age 20 or Younger Involved in Fatal Crashes	Baseline: 8 Target: 7	2018-2022: 6 2023 YTD: 2 <i>NHTSA: 2018-2021</i> <i>RI OHS: 2022-2023</i>	As of May 31, 2023, the young drivers fatality count was 2 fatalities. Preliminarily the number of 2022 fatalities is 5 which is much higher than the low of 3 achieved in 2019, but lower than the previous peak of 8 in 2020. A five-year average target of 6 fatalities for 2026 has been chosen to both move toward TZD but also to reflect the average proportion of overall fatalities that involve younger drivers, which is approximately 11 percent. As with other performance measure, challenges due to the pandemic are anticipated to be felt in 2022 as well. Rhode Island is currently on pace to meet the 2023 target.	Strategy 1: Communication Campaign/School Program Strategy 2: School Programs GDL (Graduated Licensing Laws)
Pedestrians				
C-10 Reduce the Number of Crash Fatalities Among Pedestrians	Baseline: 12 Target: 12	2018-2022: 9 2023 YTD: 4 <i>NHTSA: 2018-2021</i> <i>RI OHS: 2022-2023</i>	As of May 31, 2023, the pedestrian fatality count was 4 fatalities. Preliminary data indicates there were 7 pedestrian fatalities in 2022, the same amount as 2021 however a significant decrease from the peak of 17 fatalities in 2020. The increase in 2020 also corresponds to the increase in the overall fatalities during the COVID-19 pandemic. There is a need to refocus on statewide vulnerable road user programs targeting Providence and other municipalities with high pedestrian crashes to help the State move back toward the TZD trend. Aiming for improved outcomes, we will review past efforts and create momentum to support countermeasures that support strong ped	Strategy 1: Bike Safety Education Strategy 2: High-Visibility Enforcement Strategy 3: Media

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
			<p>programs. We will increase our media and messaging strategies, law enforcement details and training and review possible legislation to support lowering these numbers. We will increase our community outreach efforts as well.</p> <p>Furthermore, to handle this challenge and to remain true to our target we will increase our media efforts, work to create new media pieces, increase our presence on social media, and increase the number of officers we train and deploy for pedestrian patrols. We will also partner with our bike partners to create awareness messaging that reach a larger audience than in the past.</p> <p>Rhode Island is currently on pace to meet the 2023 target.</p>	
Reduce the number of pedestrian fatalities with a BAC of 0.08 or greater	Baseline: 2 Target: 2	2018-2022: 2 2023 YTD: 0 <i>NHTSA:</i> <i>2018-2021</i> <i>RI OHS:</i> <i>2022-2023</i>	<p>As of May 31, 2023, the impaired pedestrian fatality count was zero fatalities. Historically, Rhode Island has averaged 1 to 2 impaired pedestrian fatalities annually with a spike of 7 in 2020. A decrease in 2022 total fatalities compared to 2021 should make it easier to reach the 2023 target.</p> <p>It is unknown if Rhode Island is currently on pace to meet the 2023 target, data will be imputed.</p>	Strategy 1: Bike Safety Education Strategy 2: High-Visibility Enforcement Strategy 3: Media
Bicycles				
C-11 Reduce the Crash Fatalities Among Cyclists to Zero	Baseline: 1 Target:	2018-2022: 1 2023 YTD: 0 <i>NHTSA:</i> <i>2018-2021</i>	<p>As of May 31, 2023, the pedestrian fatality count was zero fatalities.</p> <p>Bicyclist fatalities have been very low in Rhode Island over the past five years. Preliminary 2022 values show zero fatalities. On average, between</p>	Strategy 1: Bike Safety Education Strategy 2: High-Visibility Enforcement Strategy 3: Media

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
	1	<i>RI OHS: 2022-2023</i>	<p>2018 and 2022, fatalities have been consistently between 1 and 2 and it is highly likely this trend will continue through the continuation of bicycle events and programs. Through the planned activities presented the State hopes to bring this number to zero deaths.</p> <p>Focusing on successful past efforts, we will continue to facilitate our elementary school bike safety. We will increase the number of schools who receive this curriculum. We will host the curriculum as well as the bike safety videos which mirror the curriculum on the DOT website.</p> <p>Rhode Island is currently on pace to meet the 2023 target.</p>	
Citations				
A-1 Speeding Citations			In 2022, there were 11,291 speeding citations issued during grant-funded enforcement activities.	Strategy 1: Communications and Outreach Strategy 2: Media Strategy 3: Law Enforcement
A-2 Seat Belt Citations			In 2022, there were 4,387 seat belt citations issued during grant-funded enforcement activities.	Strategy 1: Seat Belt Law Enforcement Strategy 2: Communications and Outreach Strategy 3: Other Strategies Strategy 4: Program Management Strategy 5: Media
A-3 Impaired Driving Arrests			In 2022, there were 600 impaired driving arrests during grant-funded enforcement activities.	Strategy 1: Breath Test Devices Strategy 2: Communications and Outreach Strategy 3: Judicial Training Strategy 4: Impaired Driving Task Force Strategy 5: Short-term, High Visibility Enforcement (HVE)

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
				Strategy 6: Traffic Safety Resource Officer Strategy 8: Media
Distracted Driving				
<p>Increase the number of DMV survey respondents who never talk on a handheld cellular phone</p>	<p>Baseline: 50.3%</p> <p>Target: 75%</p>	<p>2022: 55.4%</p>	<p>The target is to increase the number of DMV survey respondents who never talk on a hand-held cellular phone while driving from 55 percent to at least 75 percent. Ideally this target should be set at 100 percent, however, as an interim target, reaching 75 percent can be attainable. The 2022 DMV survey results showed that 55.4 percent of respondents had a “never” answer. With a cell phone ban starting in 2018, Rhode Island is encouraged more drivers will stop using their mobile devices while driving. The new Work Zone School Safety Awareness Campaign along with reinforced efforts on current distracted driving education and enforcement projects can help to move the respondent percentage toward 75 percent.</p> <p>Focusing on successful past efforts, we will continue to support Young Voices in their effort to educate and inform the target of low-income, youth of color, in the Greater Providence Area. We will increase the number of schools who receive this curriculum. We will host the curriculum as well as the bike safety videos which mirror the curriculum on the DOT website.</p>	<p>Strategy 1: Community Outreach Strategy 2: High-Visibility Enforcement Strategy 3: Media</p>

Performance Measure	Performance Target (2019-2023)	Realized	Progress	Countermeasure Alignment
Traffic Records				
Increase the number of systems that access State EMS Data	9	8	No increase in systems accessing EMS data.	Unified Guidelines Traffic Records

5.2 Strategy Effectiveness

Historically, these countermeasures have been effective in addressing fatalities and serious injuries, however, Rhode Island, like the nation as a whole continues to suffer from unpredictable jumps in fatality numbers that at times require reactive actions. OHS plans to continue with these countermeasures and continue their ongoing work with partners to develop new activities to improve transportation safety.

Appendix A

Transportation Safety

Equity Review

Equity & Crash Mapping

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June 2023

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Introduction

This Transportation Equity Safety Review map series was developed to support a Transportation Safety Equity review of the crash history in Rhode Island. The approach to this review was to align recent crash history (2020-March 31, 2023) with recently available census data characterizing demographic characteristics.

Demographic Characteristics

This review considered several features that could be mapped geographically. Those topic areas below denoted with an asterisk(*) are based on datasets that were originally developed by the state MPO, Rhode Island Statewide Planning. The goal for this analysis was to largely build upon the ongoing transportation equity work in Rhode Island.

This review used the Rhode Island Statewide Transportation Improvement Plan (STIP) Transportation Equity Benefit Analysis (TEBA)¹ as a foundation for the safety review. The TEBA identifies and geographically locates Select Population Groups (SPG) in the State of Rhode Island that are protected from discrimination under the law, and groups that may face transportation challenges. The select population groups within the TEBA are either directly protected under Title VI of the Civil Rights Act of 1964, or can be linked to protected populations under Title VI.

› **Environmental Justice Areas* and Transportation Disadvantaged Communities:**

Environmental Justice Areas represent a combination of the minority and individuals in poverty/low-income SPG tracts combined to assess tracts with significant representation from one, or both populations.

Transportation Disadvantaged Communities are based on the USDOT definition:

<https://usdot.maps.arcgis.com/apps/dashboards/d6f90dfcc8b44525b04c7ce748a3674a>. Of the 15 census tracts identified as Transportation Disadvantaged, three were not previously captured within the EJ Areas, and therefore, added to this review.

¹ <https://planning.ri.gov/sites/g/files/xkqbur826/files/documents/tip/2021/Section-5-Transportation-Equity-Benefit-Analysis.pdf>

- Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)* based on TEBA analysis.
- Poverty/Low-Income Population* based on TEBA analysis.
- › Aging Individuals* based on TEBA analysis.
- › Individuals with Disabilities* based on TEBA analysis.
- › Individuals with Limited English Proficiency * based on TEBA analysis, represents the top five languages spoken other than English.
- › Carless Households*: This population was included in the TEBA review and the Safety Equity Review for the close ties to transportation and the unique experience of this population.
- › Urban/Rural: Census Bureau delineated urban areas that represent densely developed territory, encompassing residential, commercial, and other nonresidential urban land uses last updated May 28, 2021. <https://www.rigis.org/datasets/edc::urban-areas/explore?location=41.662963%2C-71.495326%2C10.84>. This data set is not included in the TEBA analysis, rather, it was added to provide context to safety challenges.

Crash History

While analyzing a crash location does not specifically align to the geographic communities in which impacted drivers, passengers, walkers, cyclists live, it can reveal which geographic communities are impacted by the event itself. The Triennial HSP data review uses best available FARS data to provide some insight on residence of fatally injured individuals. The approach taken uses the best available mapped data while respecting the privacy of those impacted.

Occupant Protection (OP)

1. Environmental Justice Areas and Transportation Disadvantaged Communities
2. Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
3. Poverty/Low-Income Population
4. Aging Individuals
5. Individuals with Disabilities
6. Individuals with Limited English Proficiency
7. Carless Households
8. Urban/Rural

Exhibit OP-1 Unrestrained Fatal Crashes relative to Environmental Justice Areas and Transportation Disadvantaged Communities

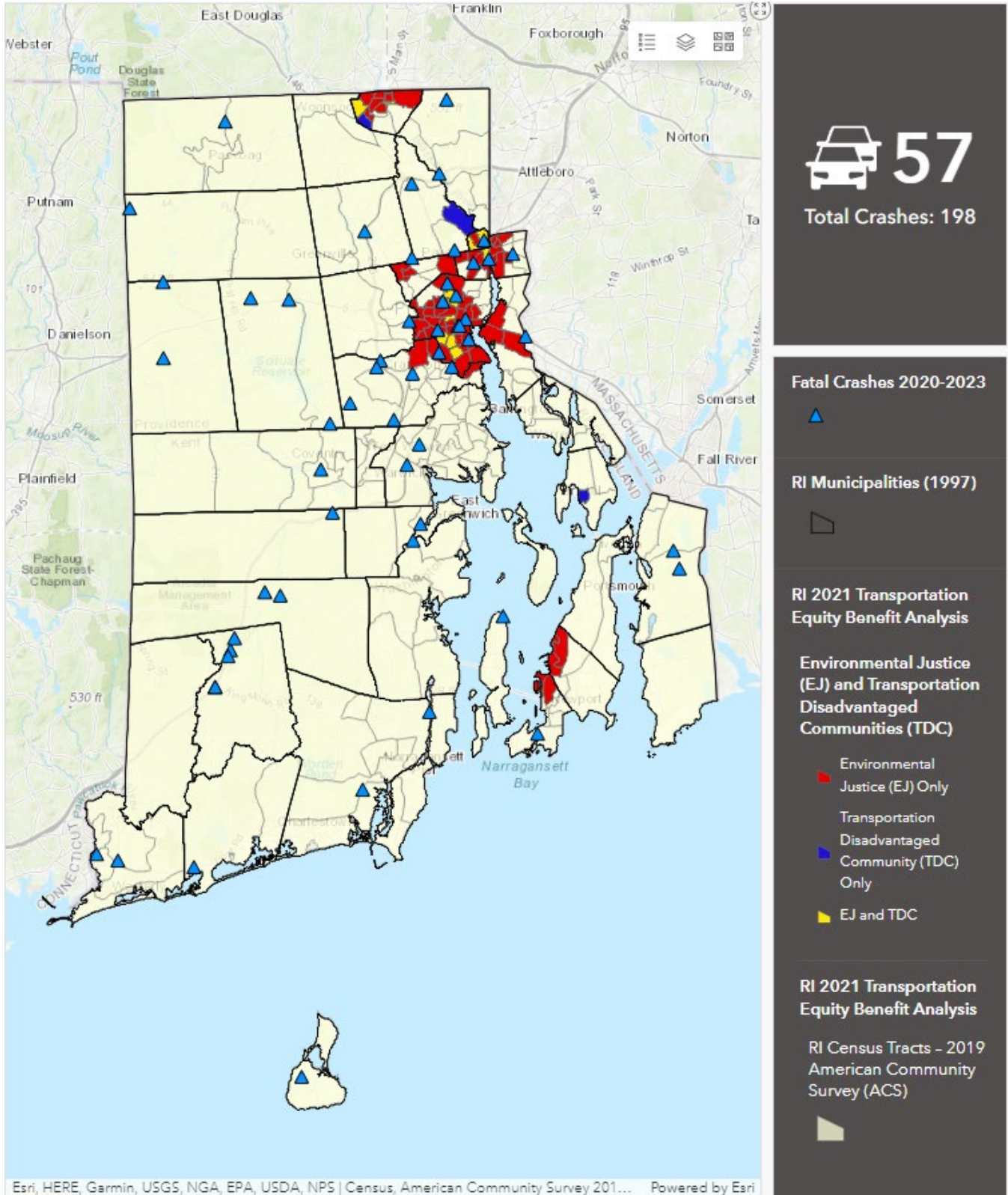


Exhibit OP-2 Unrestrained Fatal Crashes relative to Minority Population Group Census Tracts

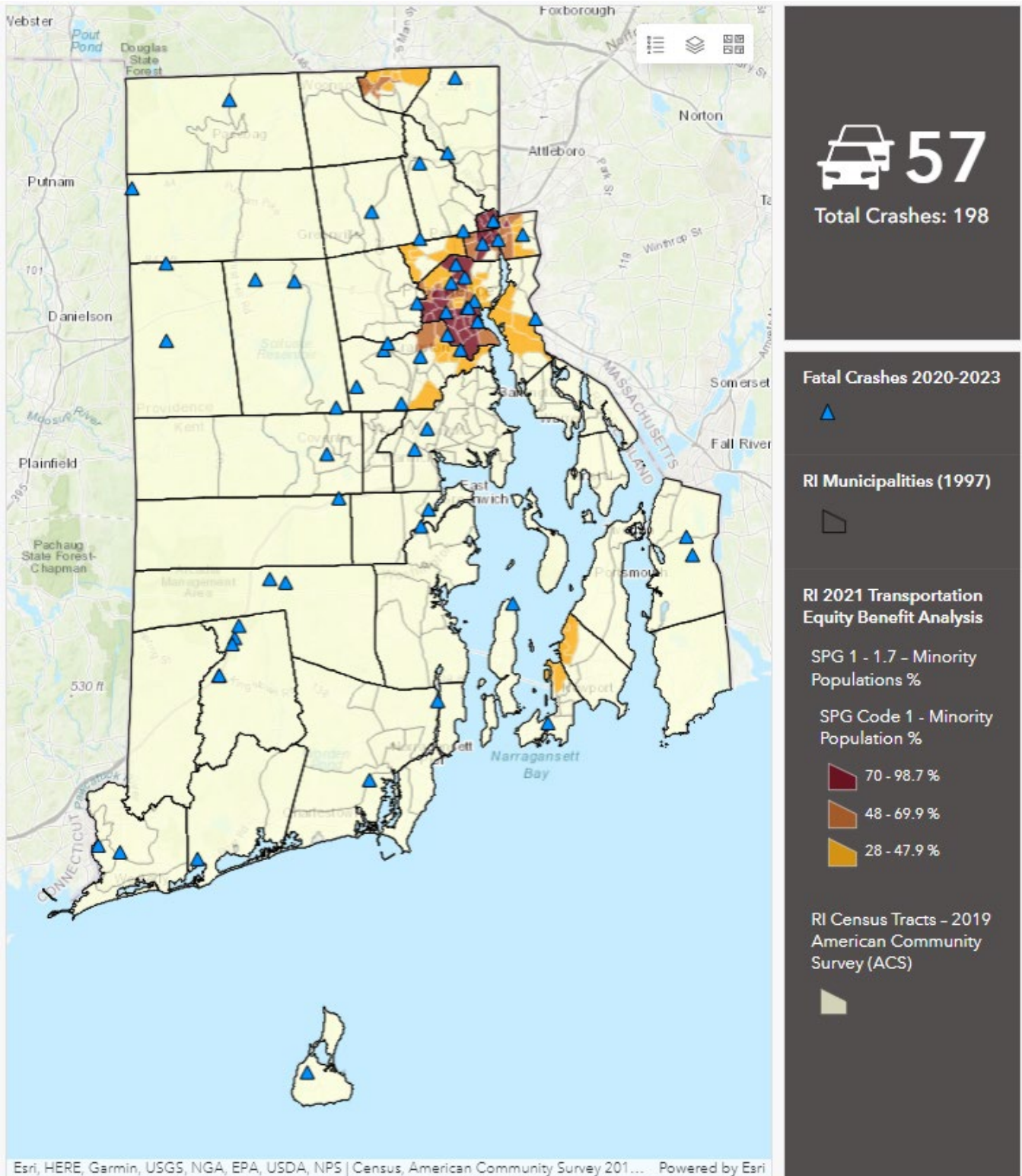


Exhibit OP-3 Unrestrained Fatal Crashes relative to Poverty/Low-Income Census Tracts

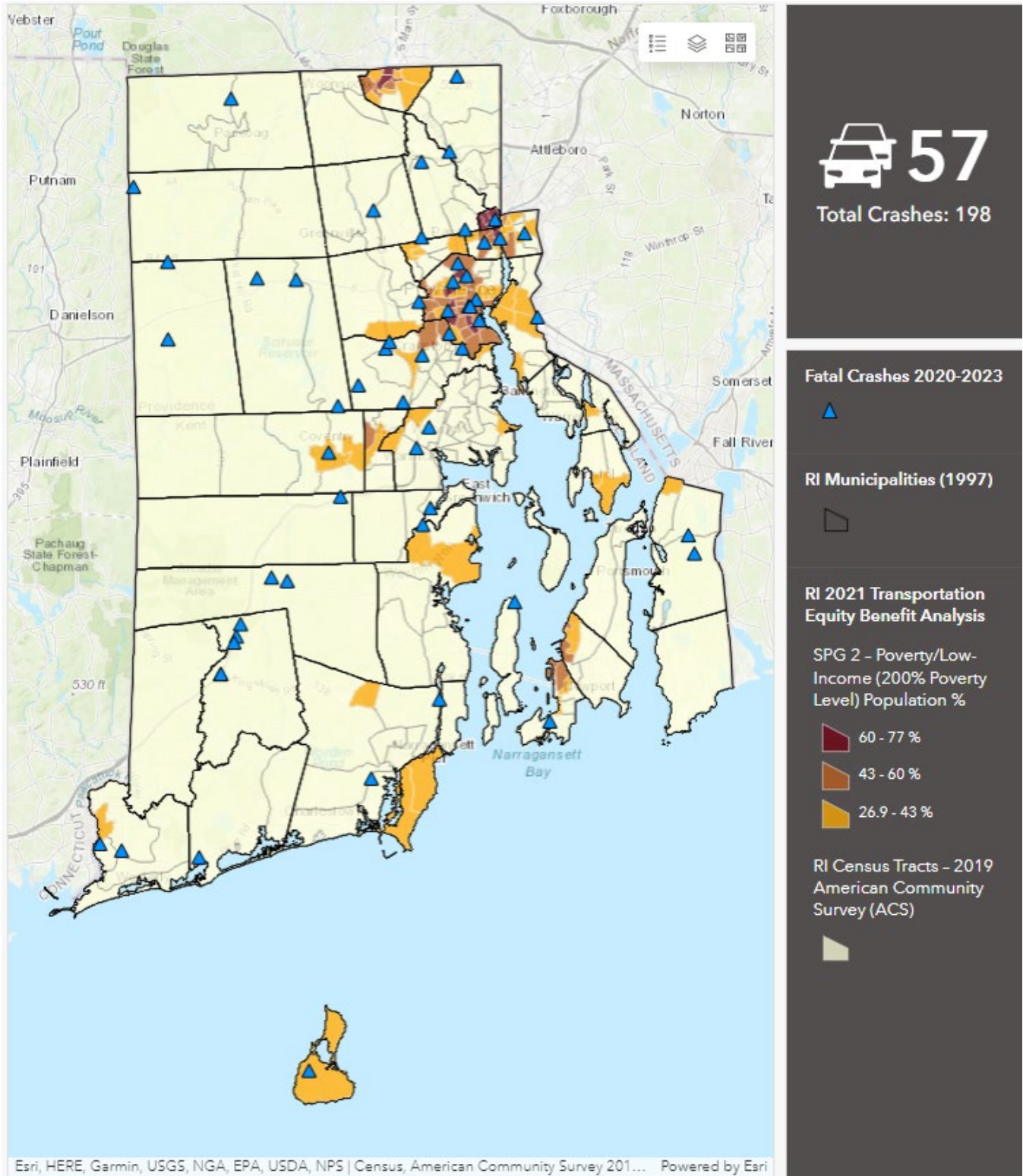


Exhibit OP-4 Unrestrained Fatal Crashes relative to Aging Populations

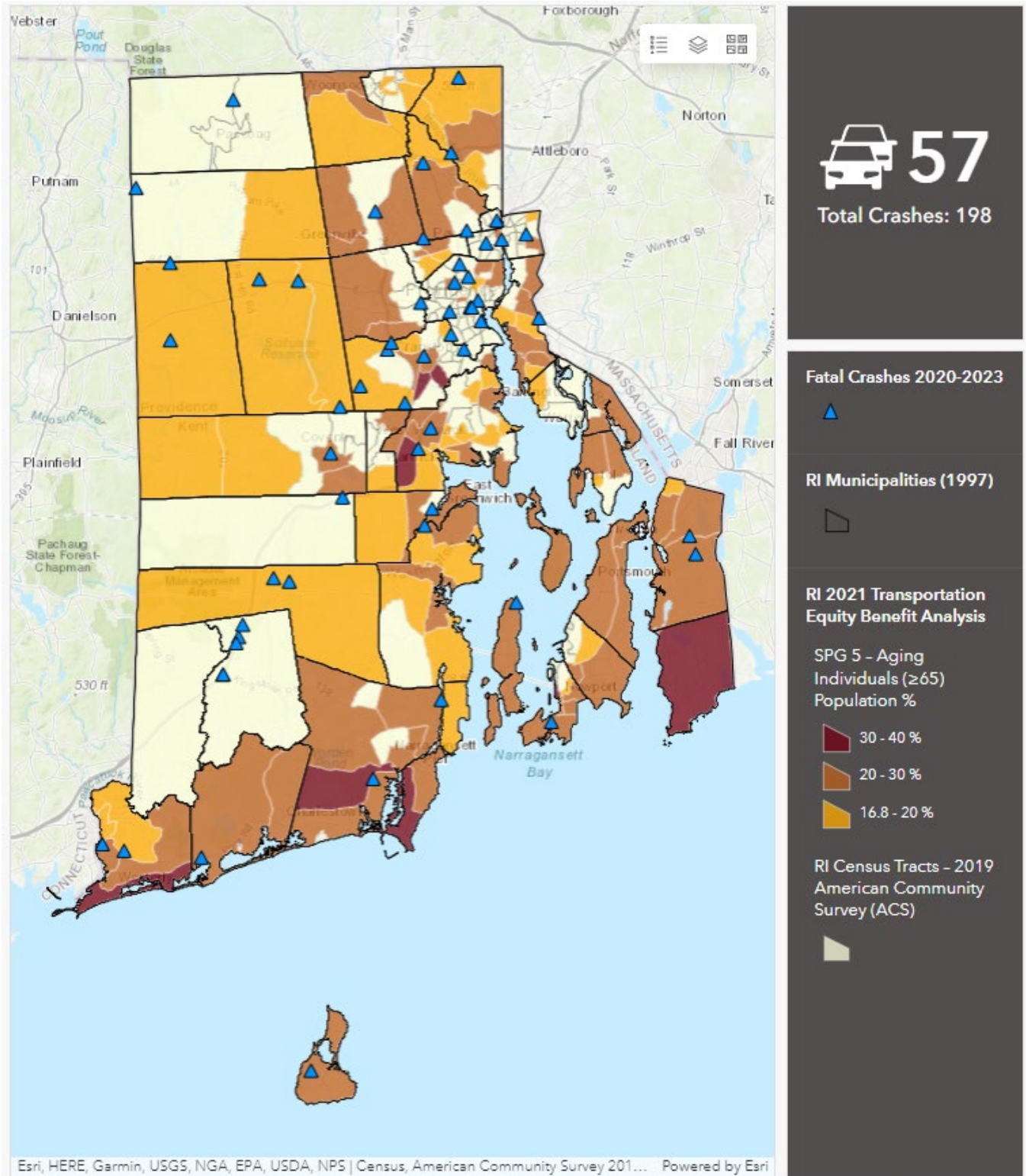


Exhibit OP-5 Unrestrained Fatal Crashes relative to Populations of Individuals with Disabilities

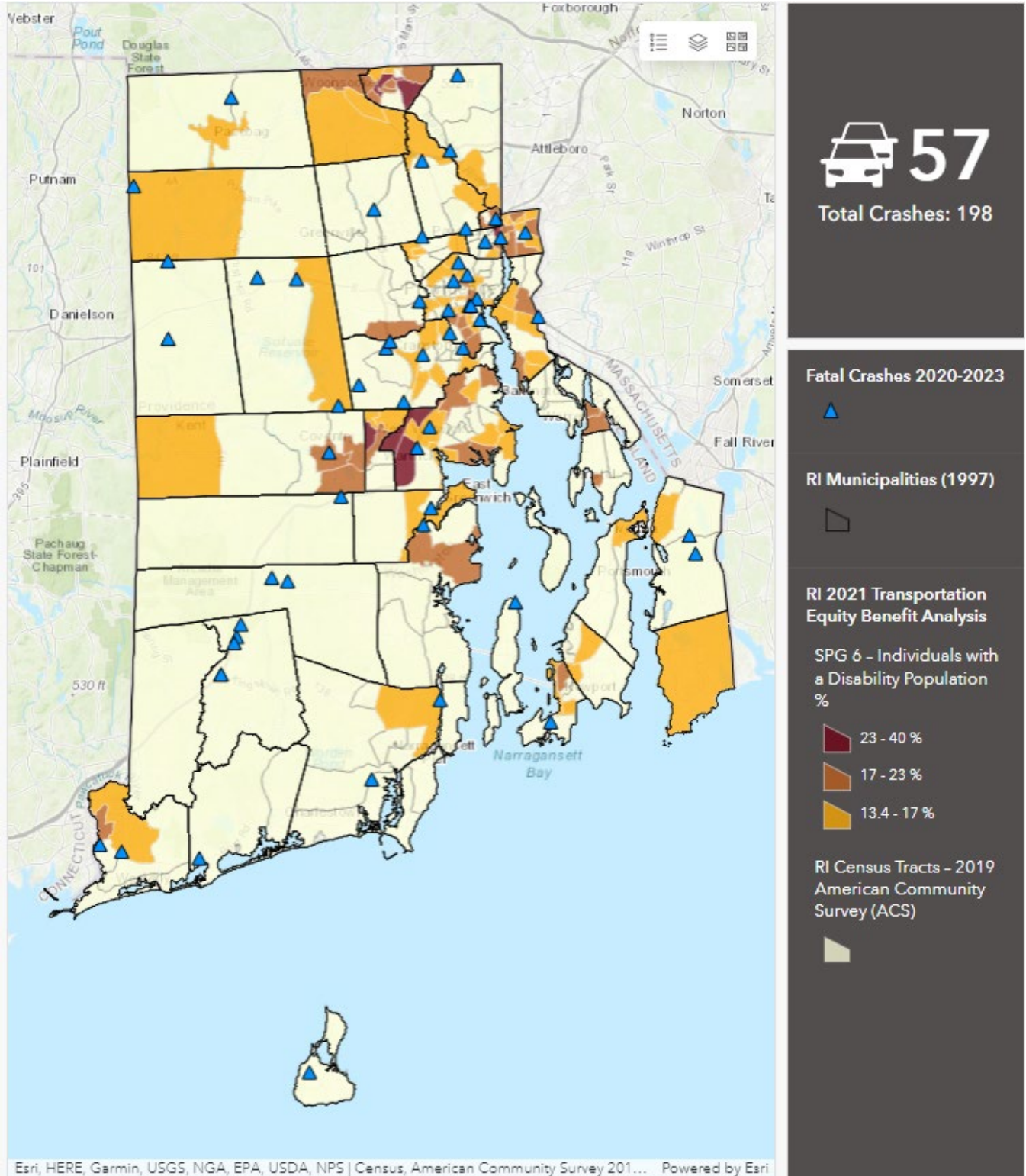


Exhibit OP-6 Unrestrained Fatal Crashes relative to Populations with Limited English Proficiency

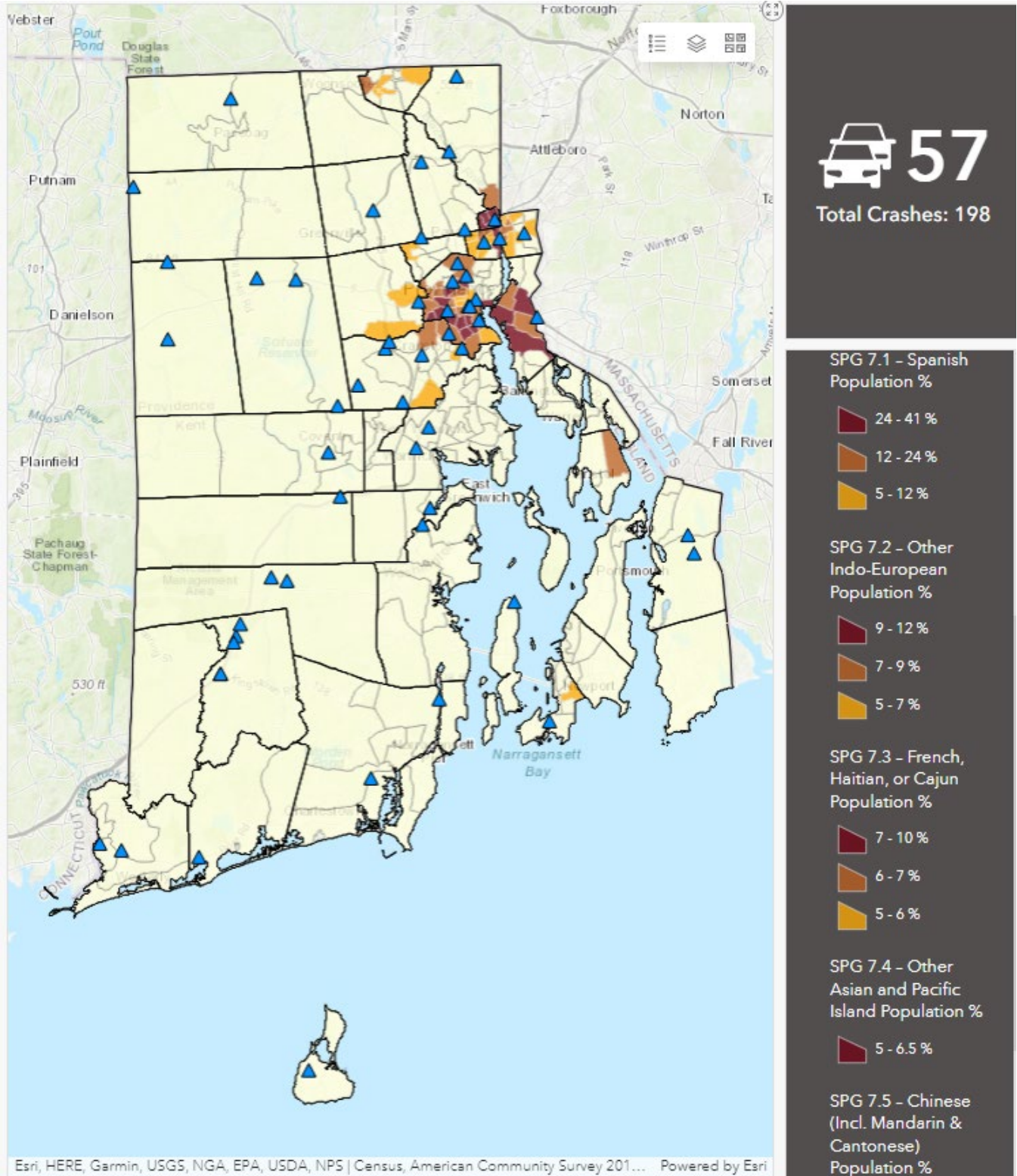


Exhibit OP-7 Unrestrained Fatal Crashes relative to Carless Households

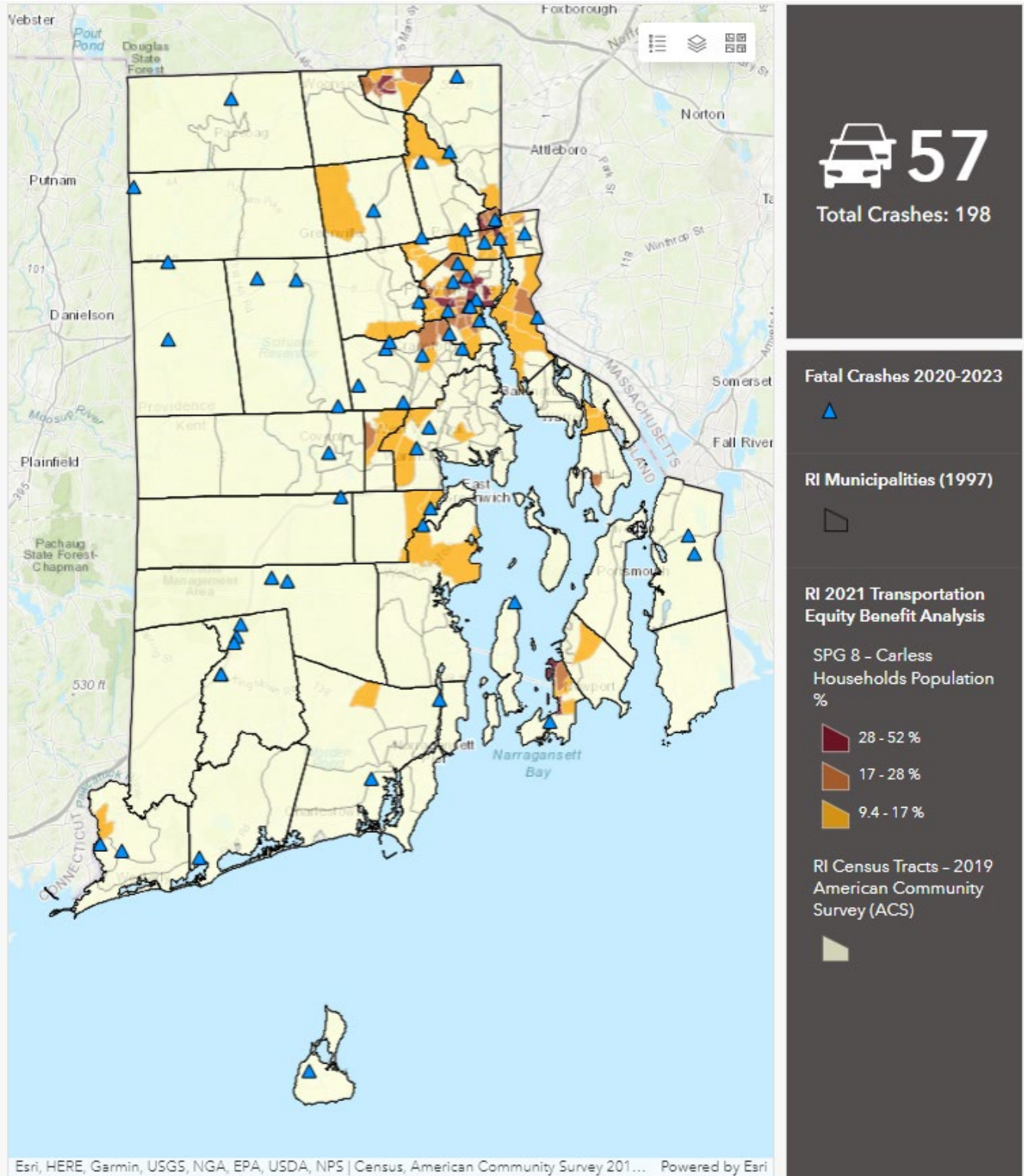
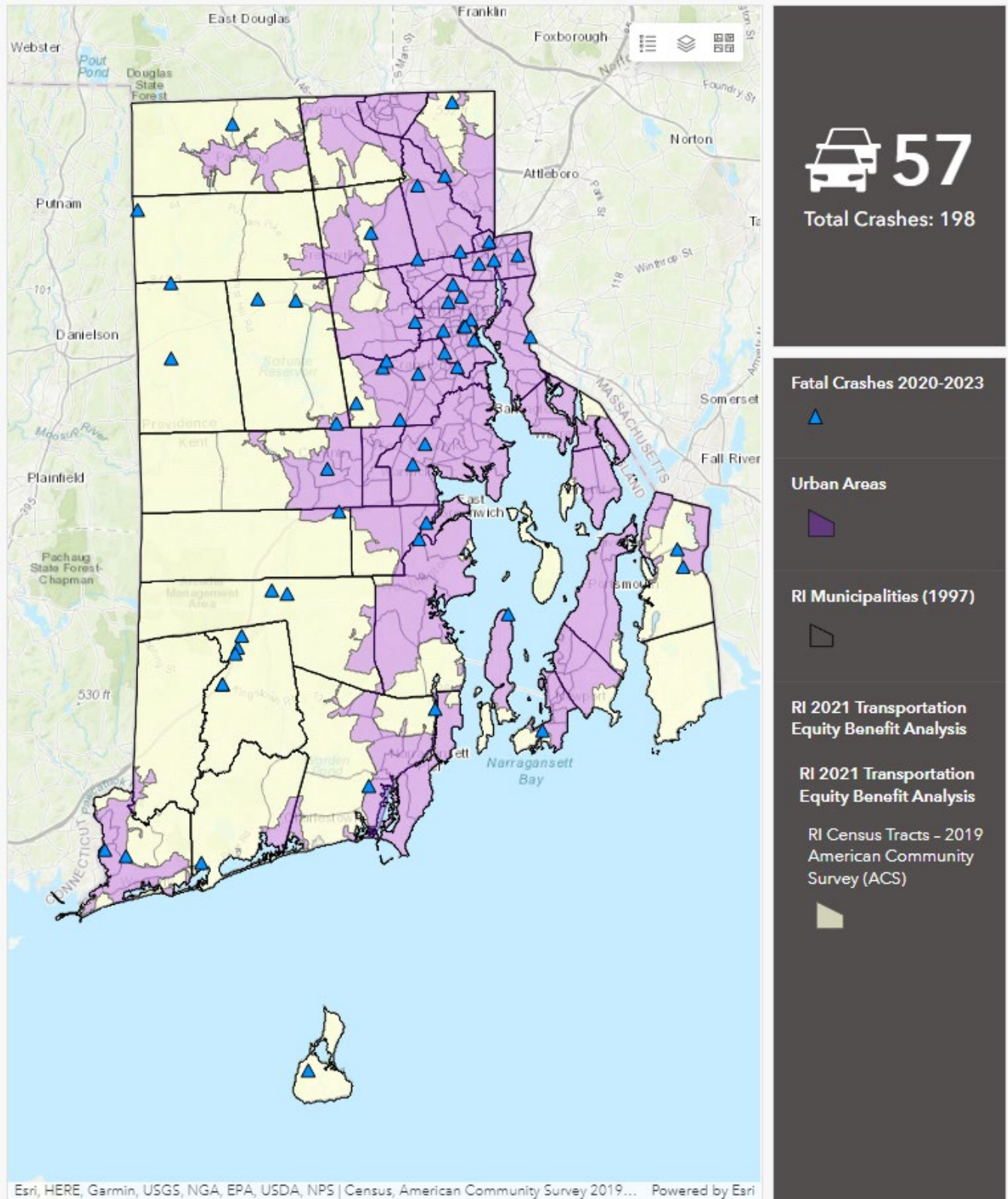


Exhibit OP-8 Unrestrained Fatal Crashes relative to Urban and Rural land use



Findings

- › 40 of 57 unrestrained fatal crashes (70%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 12 of 57 unrestrained fatal crashes (21%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of unrestrained fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of unrestrained fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of unrestrained fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of unrestrained fatal crashes occurred in areas where carless households make up 28% or more of the population.

Impaired Driving (ID)

1. Environmental Justice Areas and Transportation Disadvantaged Communities
2. Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
3. Poverty/Low-Income Population
4. Aging Individuals
5. Individuals with Disabilities
6. Individuals with Limited English Proficiency
7. Carless Households
8. Urban/Rural

Exhibit ID-1 Impairment-related Fatal Crashes relative to Environmental Justice Areas and Transportation Disadvantaged Communities

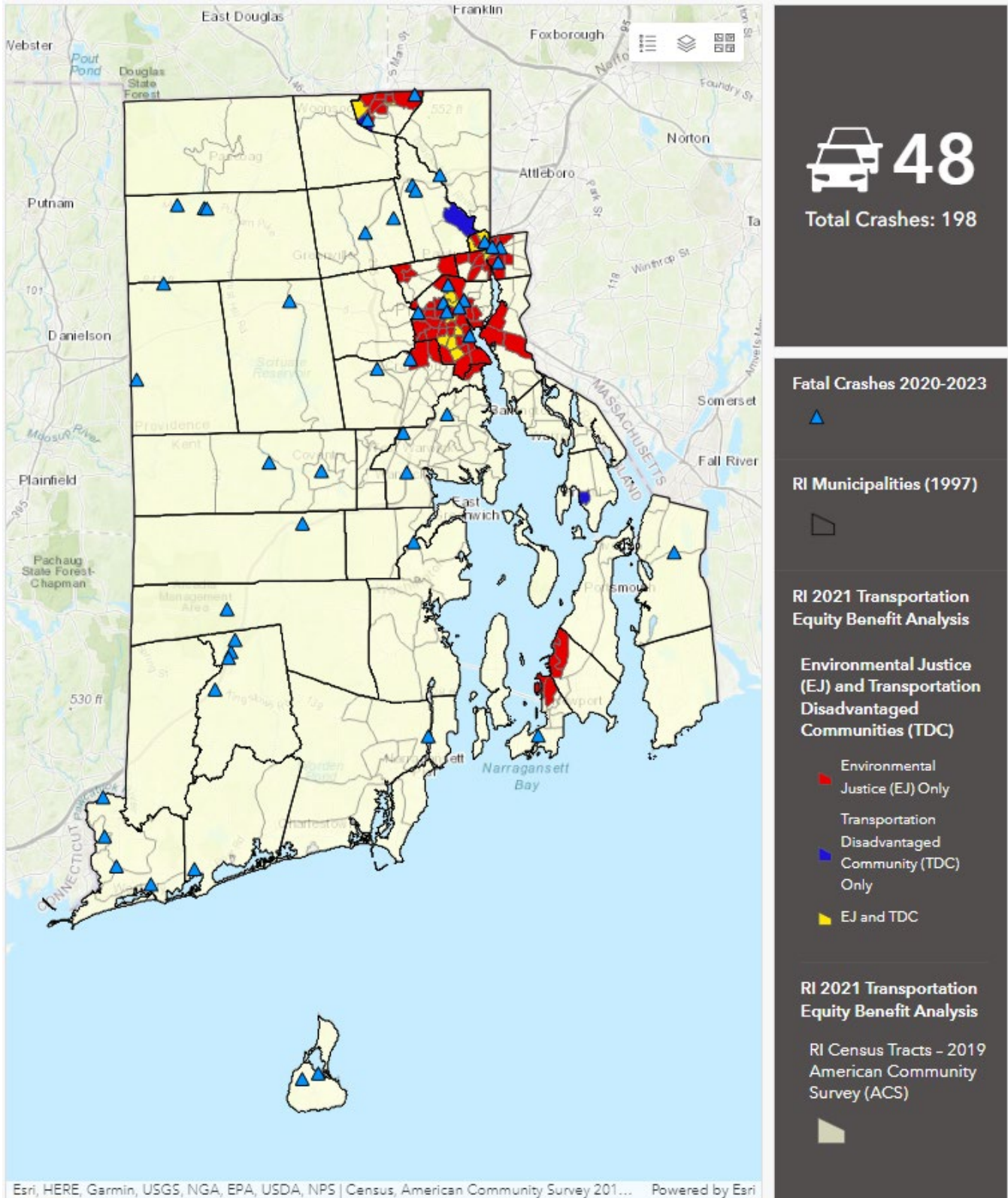


Exhibit ID-2 Impairment-related Fatal Crashes relative to Minority Population Group Census Tracts

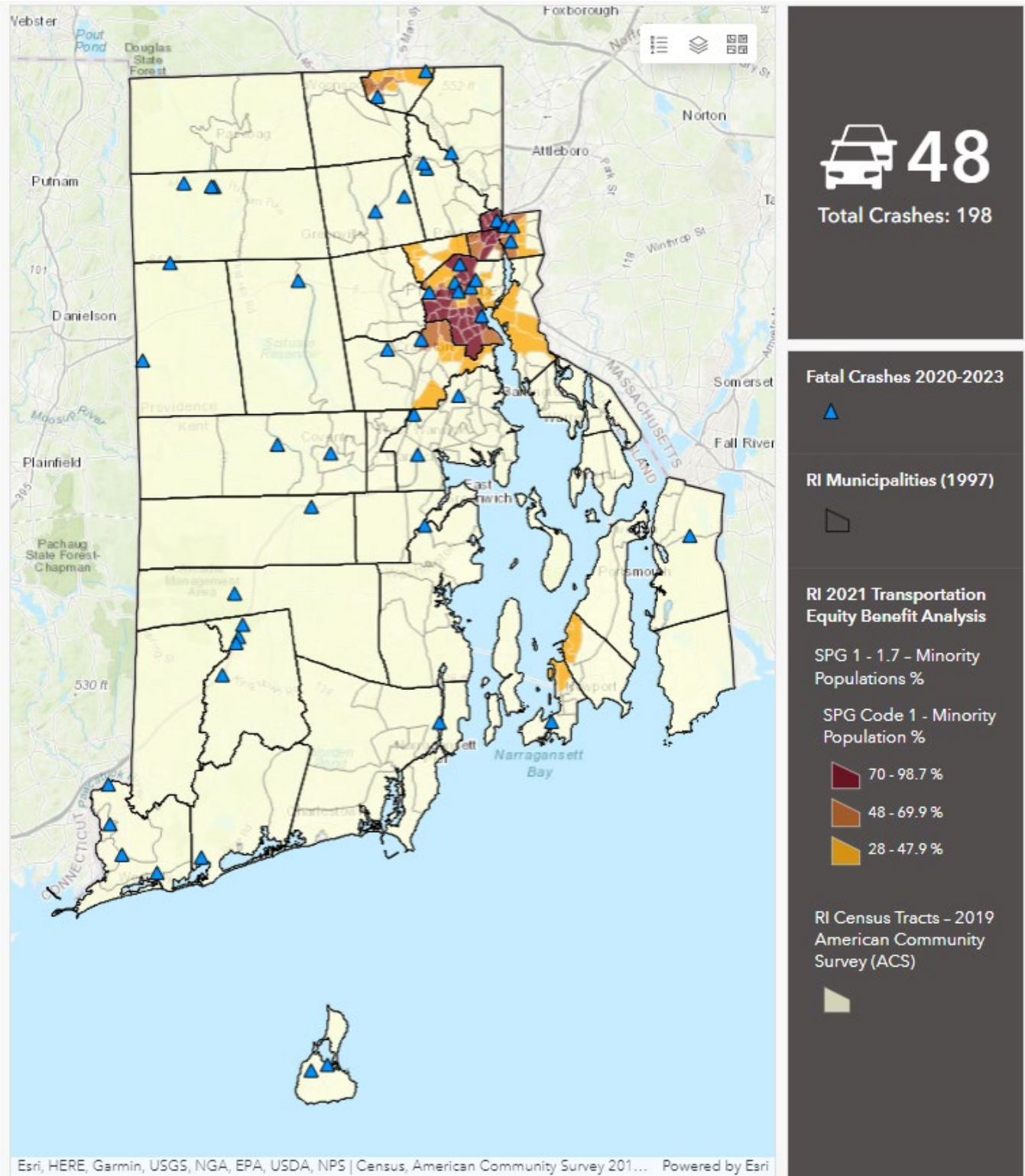


Exhibit ID-3 Impairment-related Fatal Crashes relative to Poverty/Low-Income Census Tracts

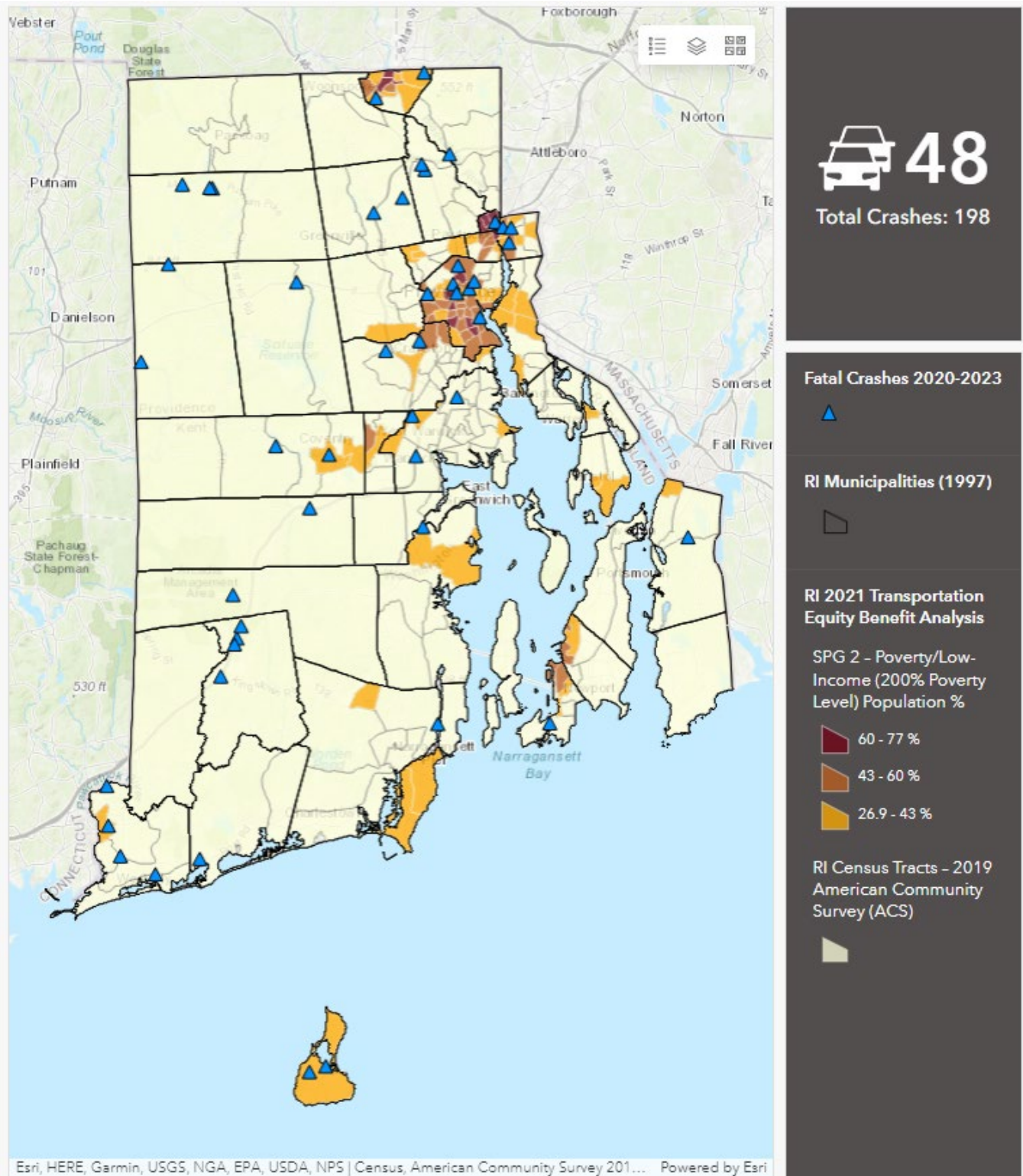


Exhibit ID-4 Impairment-related Fatal Crashes relative to Aging Populations

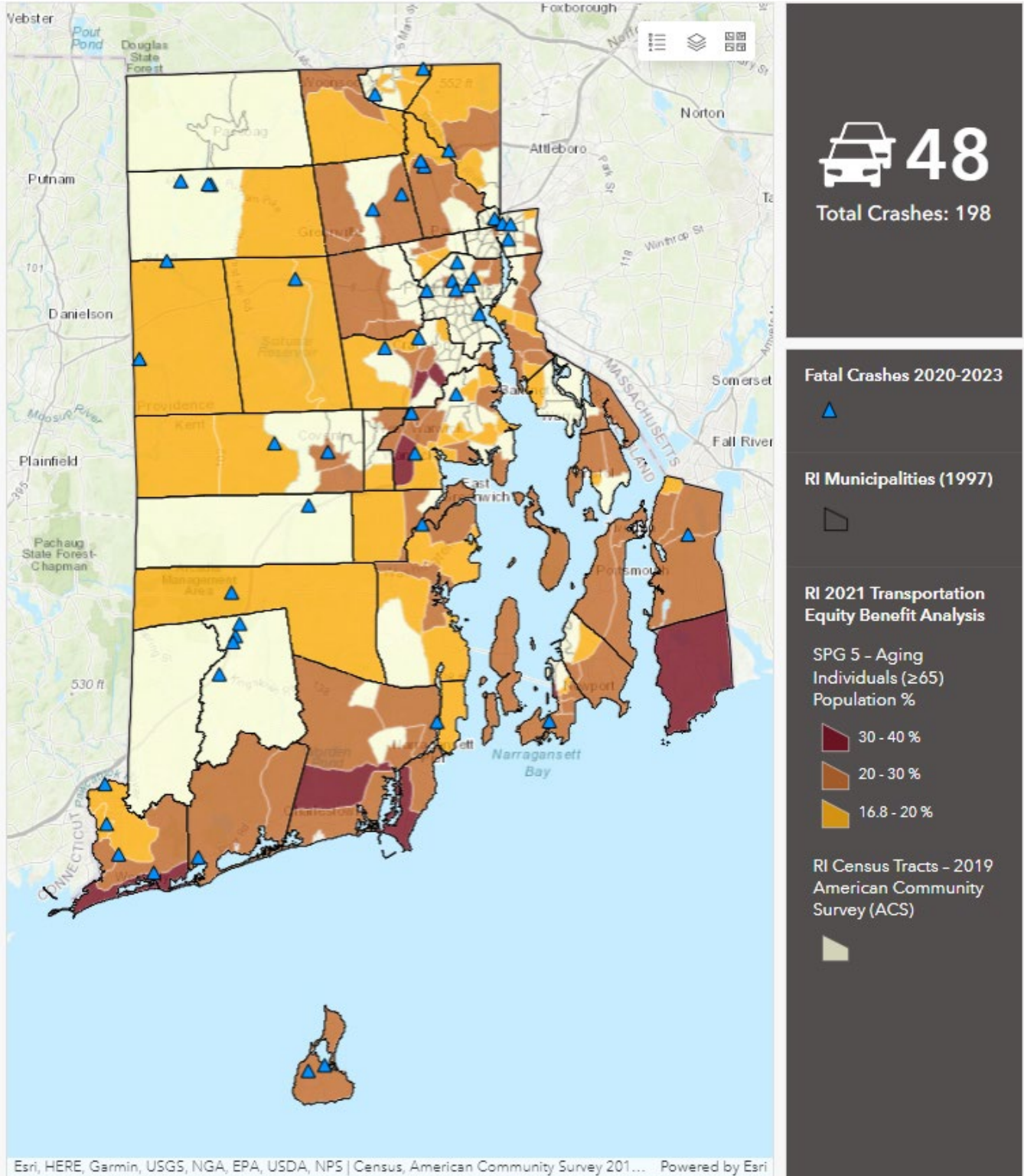


Exhibit ID-5 Impairment-related Fatal Crashes relative to Populations of Individuals with Disabilities

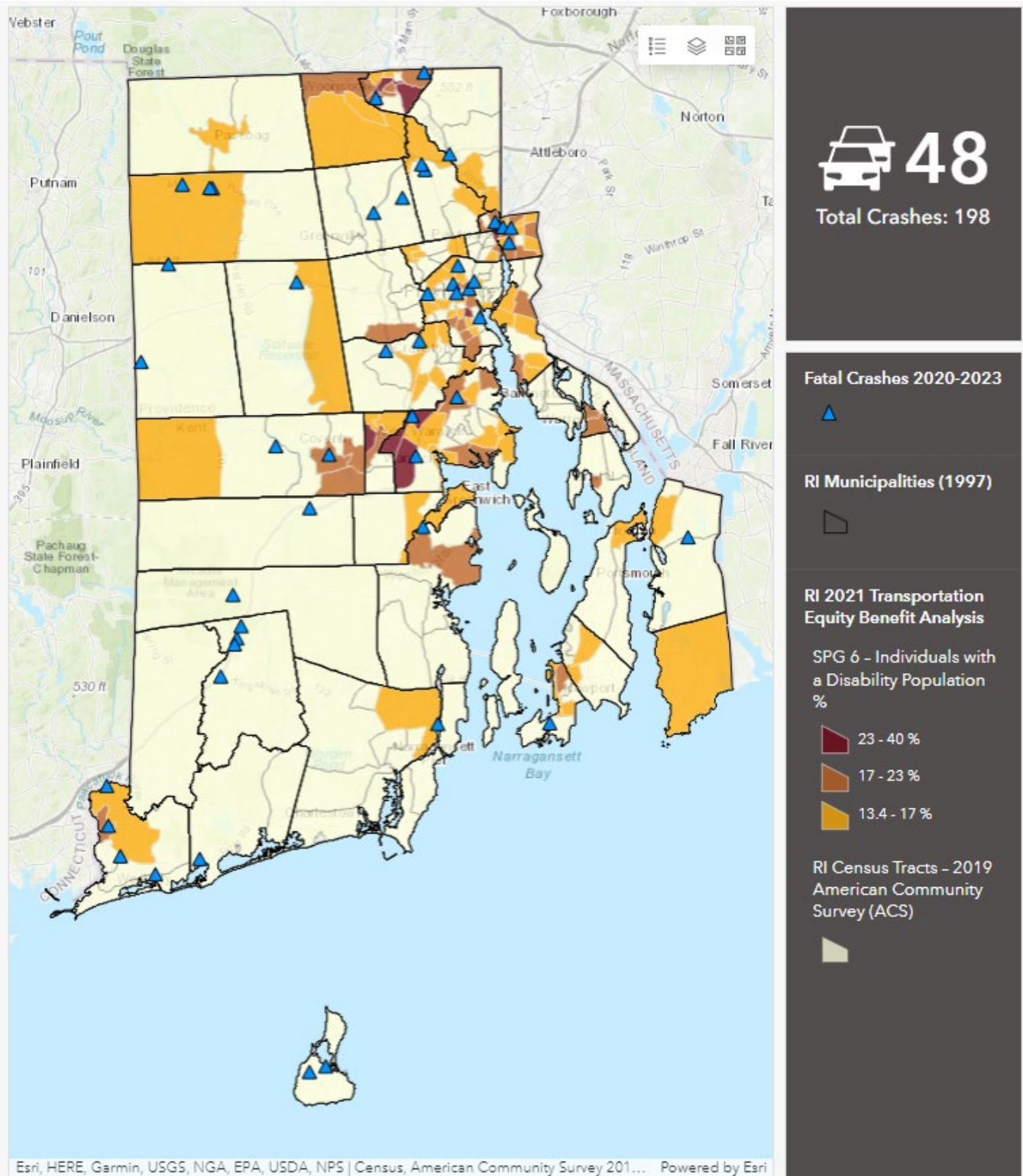


Exhibit ID-6 Impairment-related Fatal Crashes relative to Populations with Limited English Proficiency

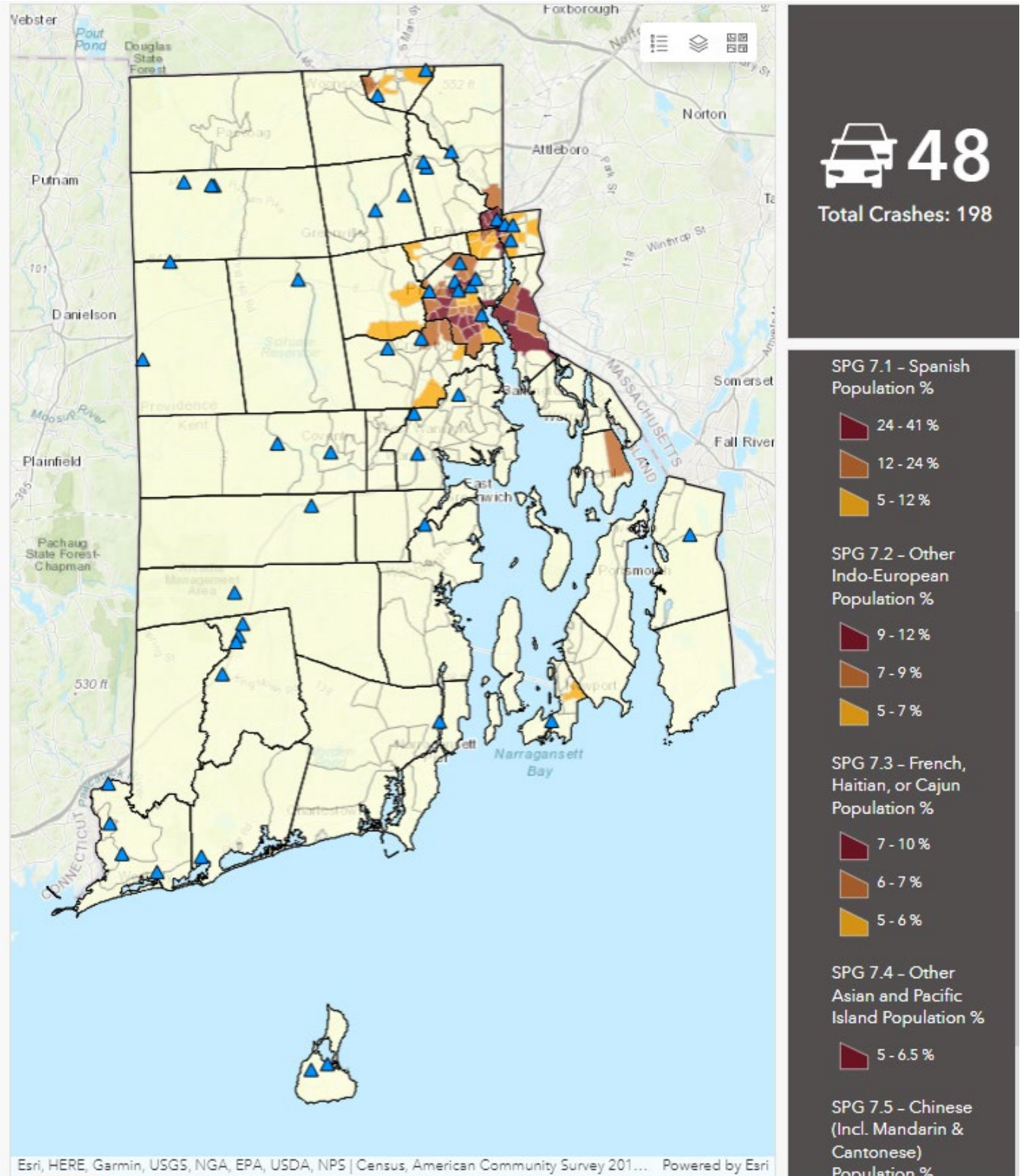


Exhibit ID-7 Impairment-related Fatal Crashes relative to Carless Households

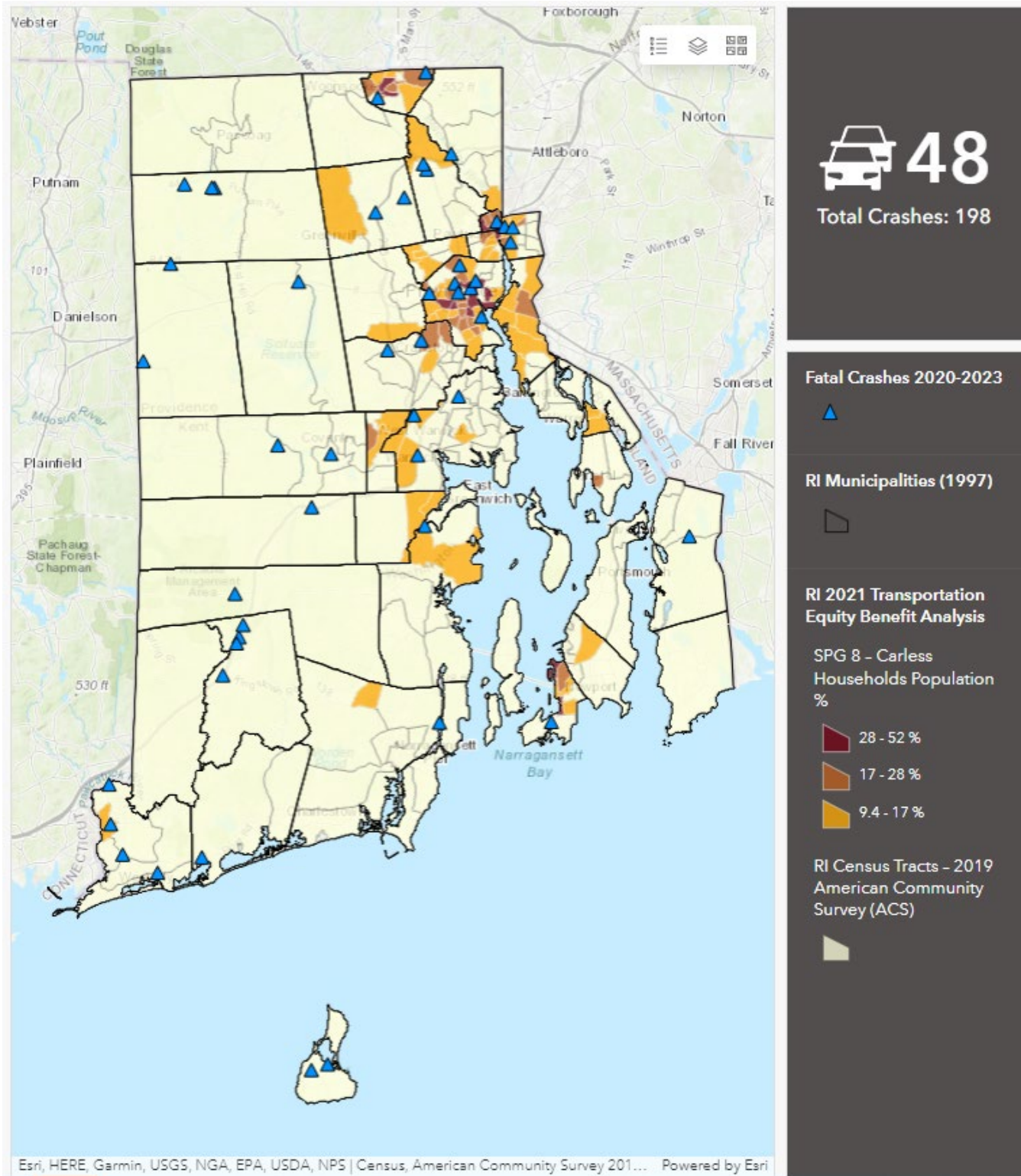
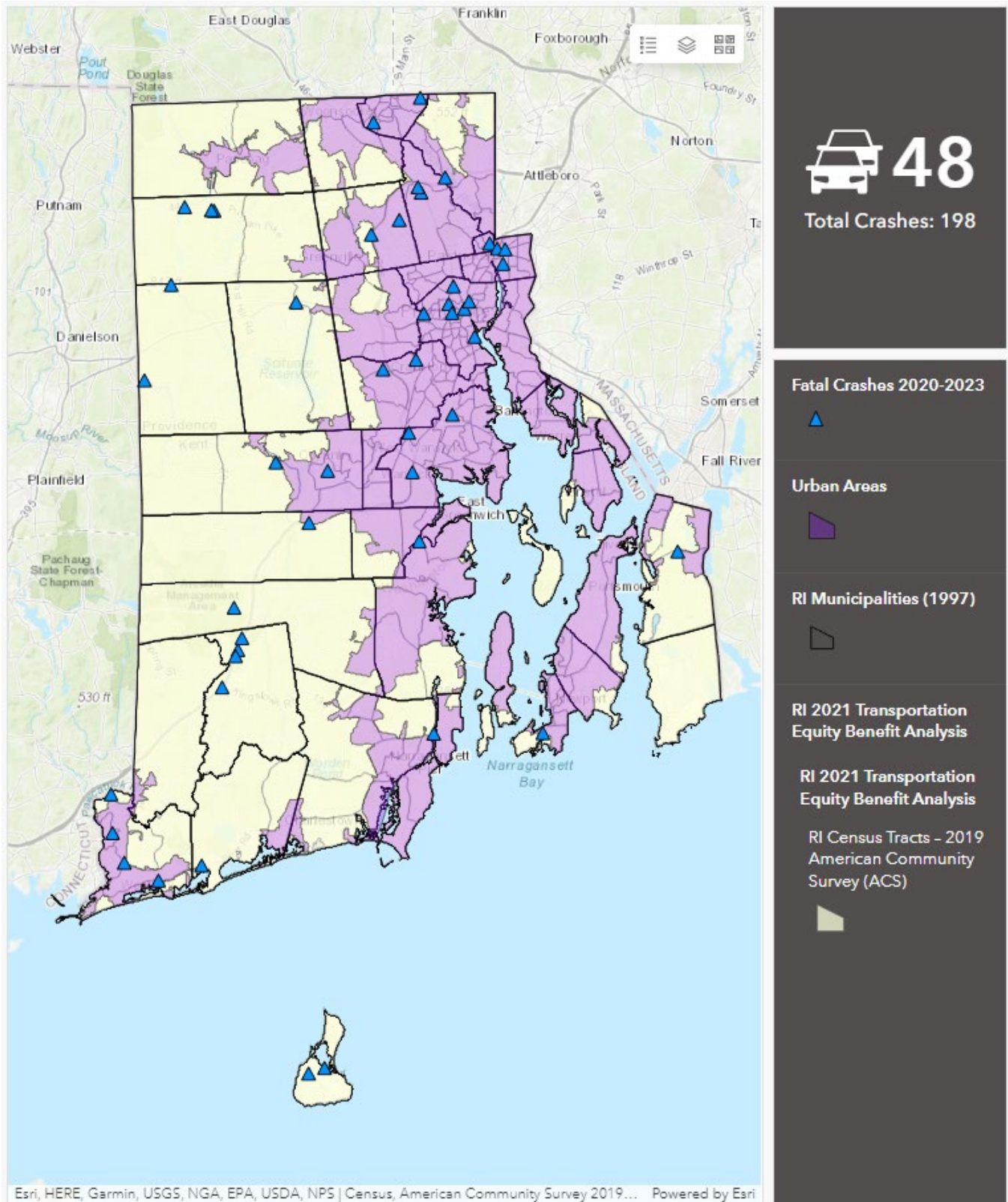


Exhibit ID-8 Impairment-related Fatal Crashes relative to Urban and Rural land use



Findings

- › 30 of 48 impairment-related fatal crashes (63%) occurred in urban areas, slightly lower than the proportion of VMT that typically takes place in urban areas (75%).
- › 13 of 48 impairment-related fatal crashes (27%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of impairment-related fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of impairment-related fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of impairment-related fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of impairment-related fatal crashes occurred in areas where carless households make up 28% or more of the population.

Speed (SP)

1. Environmental Justice Areas and Transportation Disadvantaged Communities
2. Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
3. Poverty/Low-Income Population
4. Aging Individuals
5. Individuals with Disabilities
6. Individuals with Limited English Proficiency
7. Carless Households
8. Urban/Rural

Exhibit SP-1 Speed-related Fatal Crashes relative to Environmental Justice Areas and Transportation Disadvantaged Communities

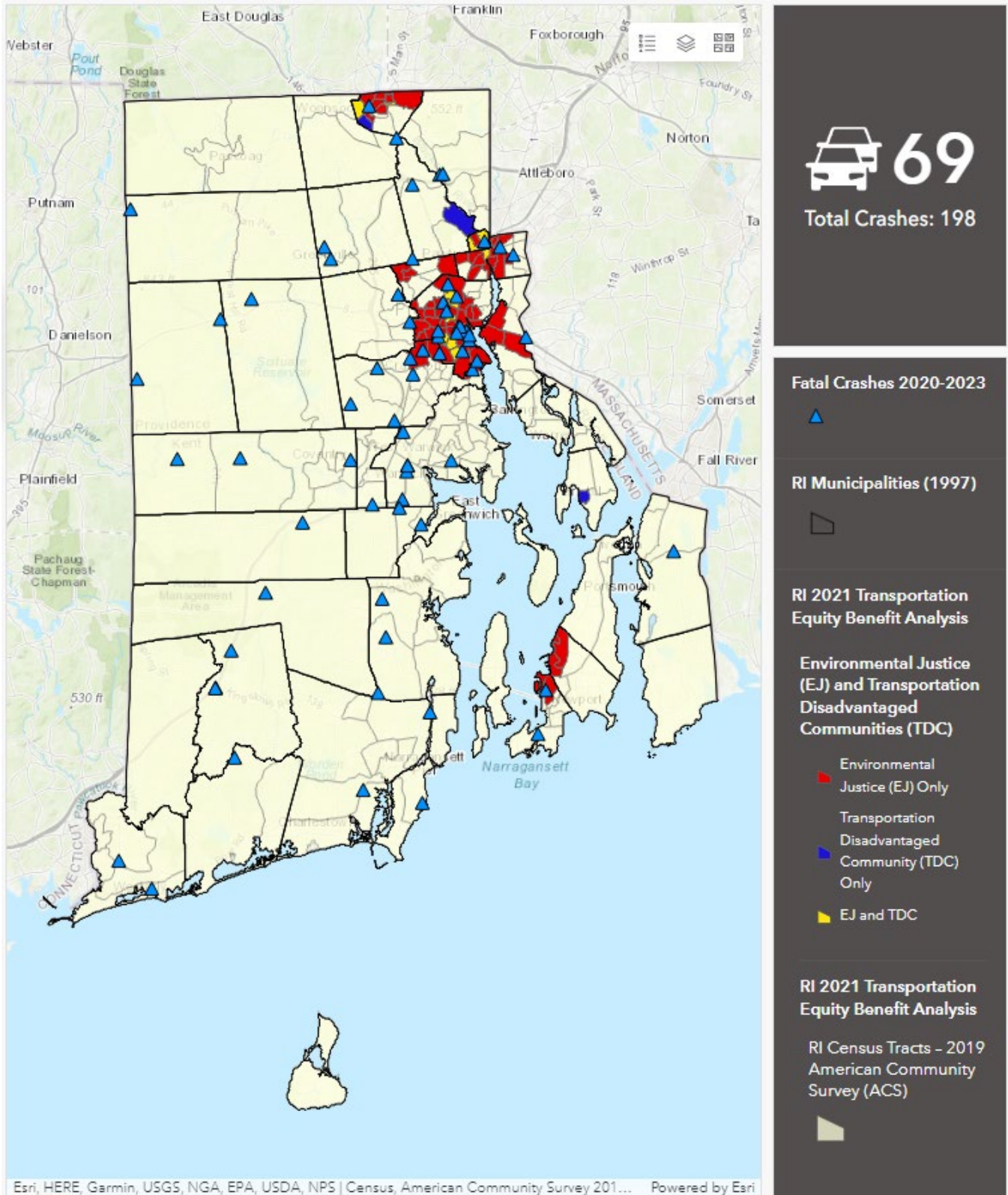


Exhibit SP-2 Speed-related Fatal Crashes relative to Minority Population Group Census Tracts

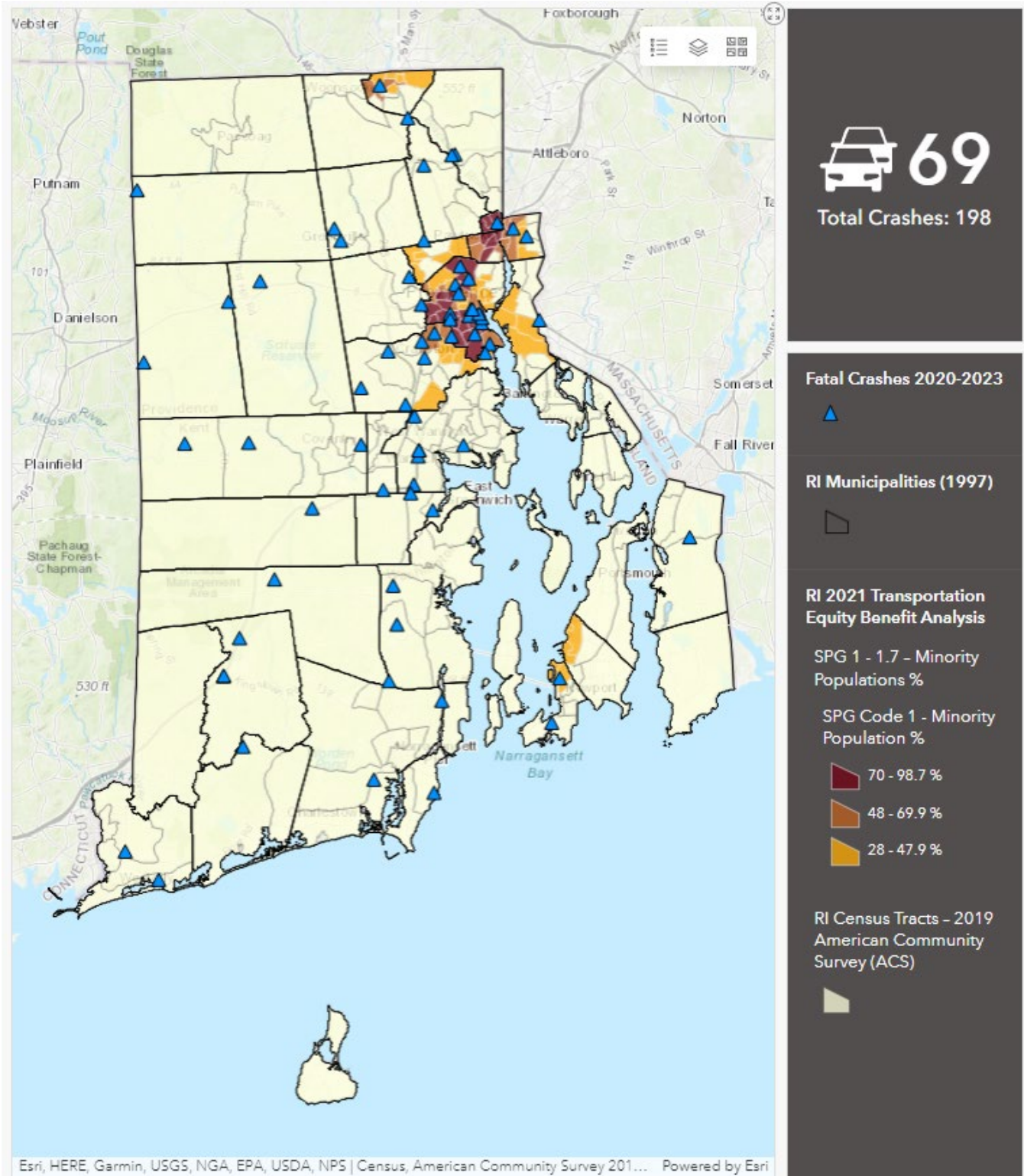


Exhibit SP-3 Speed-related Fatal Crashes relative to Poverty/Low-Income Census Tracts

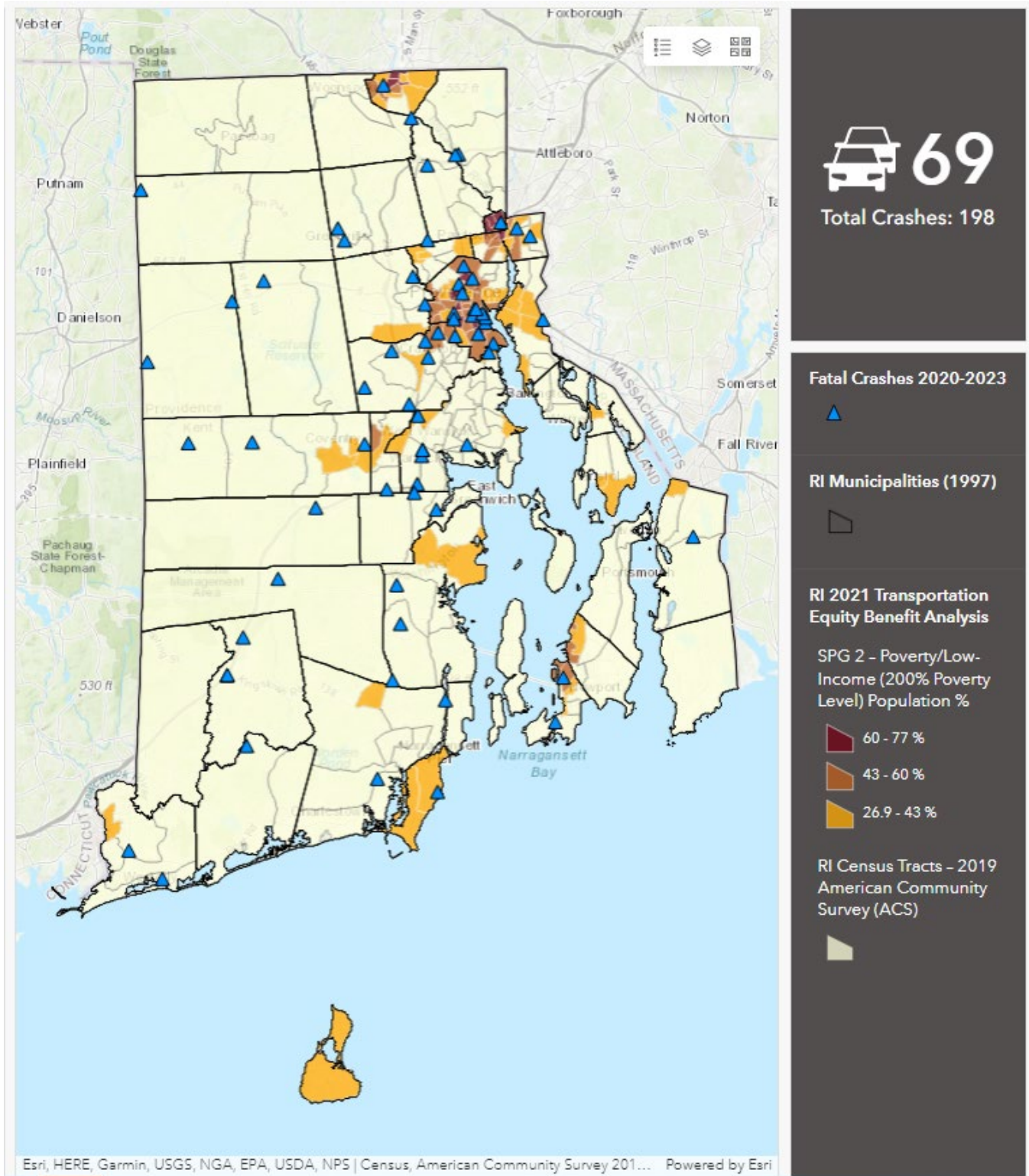


Exhibit SP-4 Speed-related Fatal Crashes relative to Aging Populations

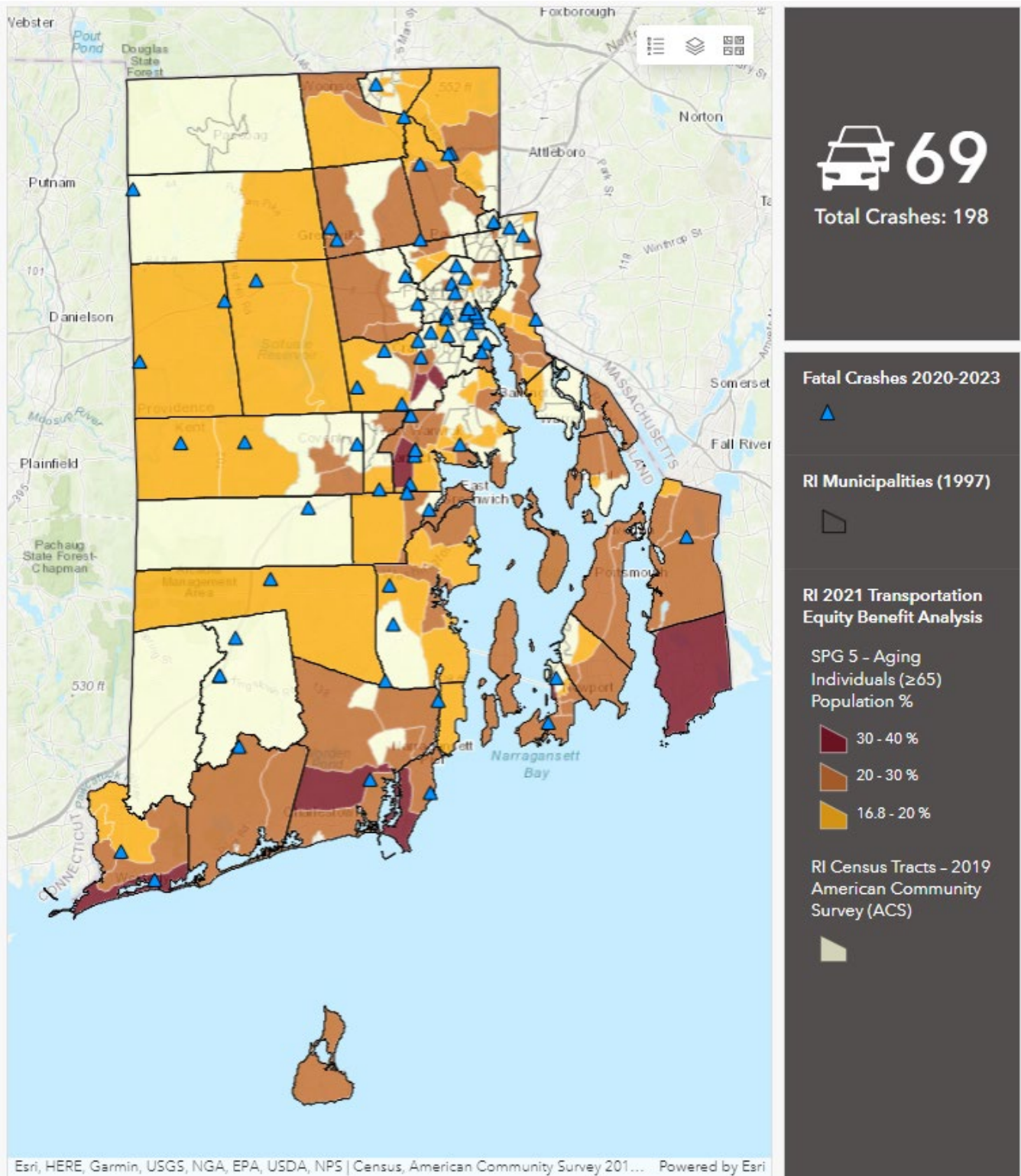


Exhibit SP-5 Speed-related Fatal Crashes relative to Populations of Individuals with Disabilities

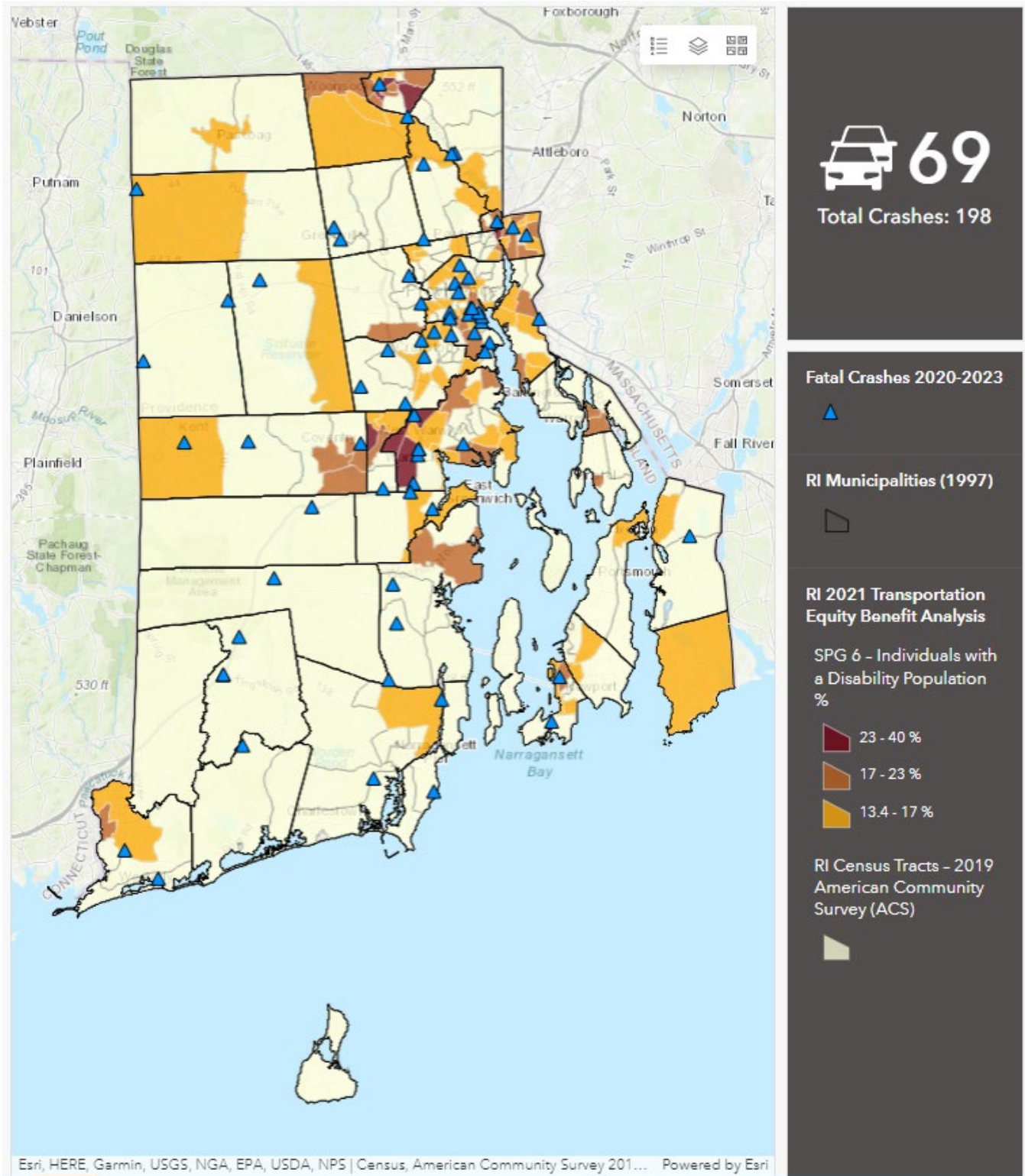


Exhibit SP-6 Speed-related Fatal Crashes relative to Populations with Limited English Proficiency

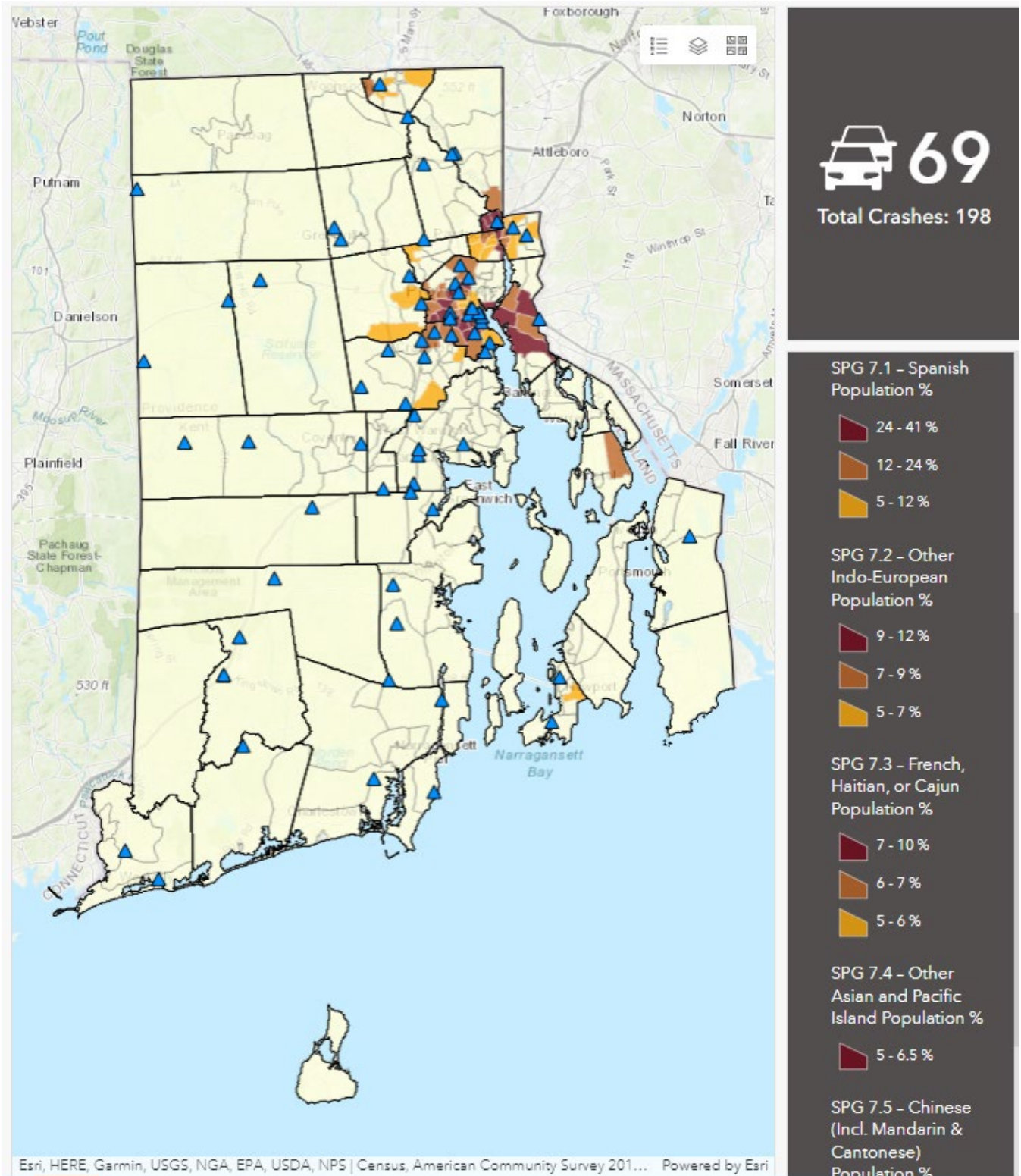


Exhibit SP-7 Speed-related Fatal Crashes relative to Carless Households

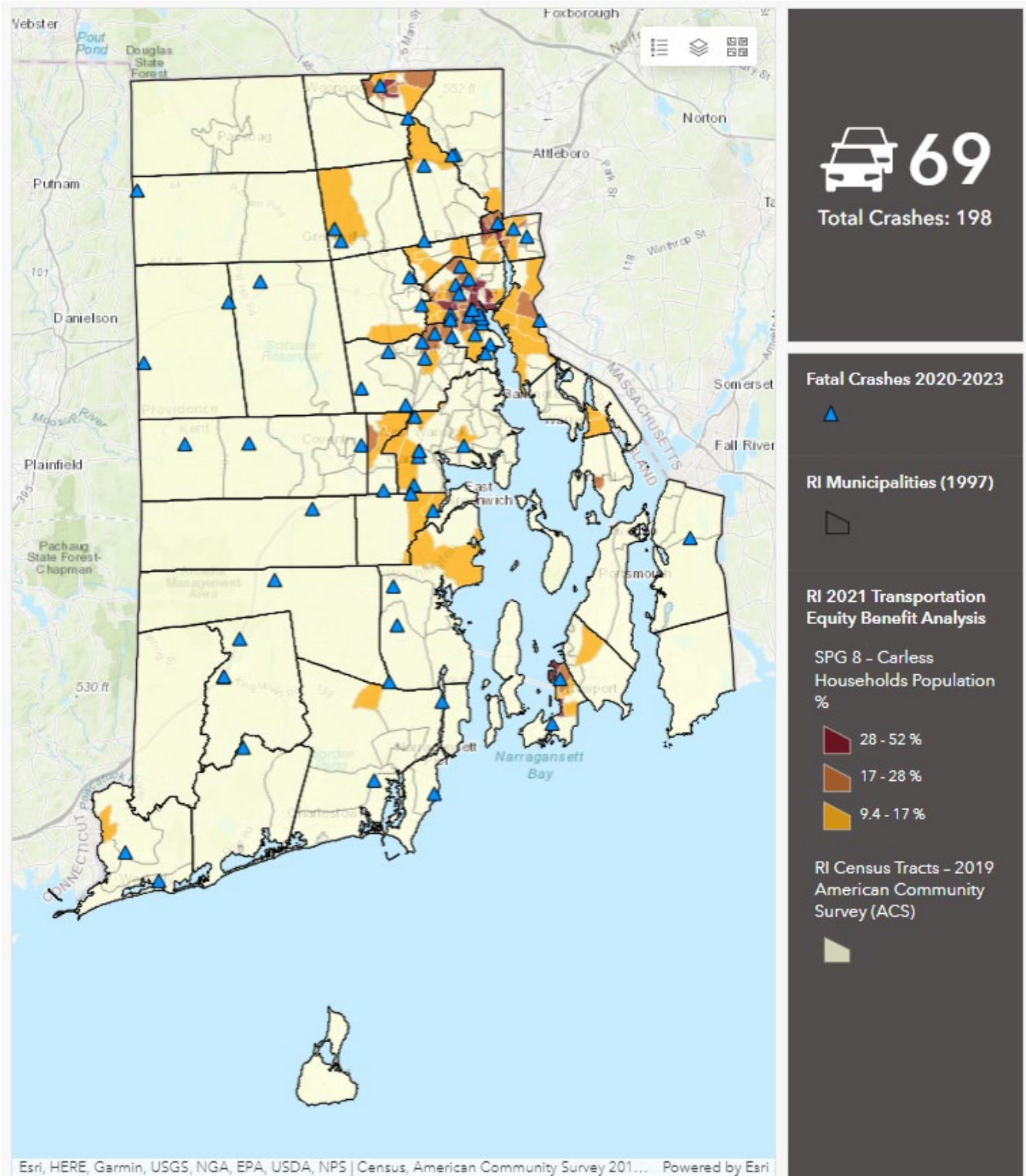
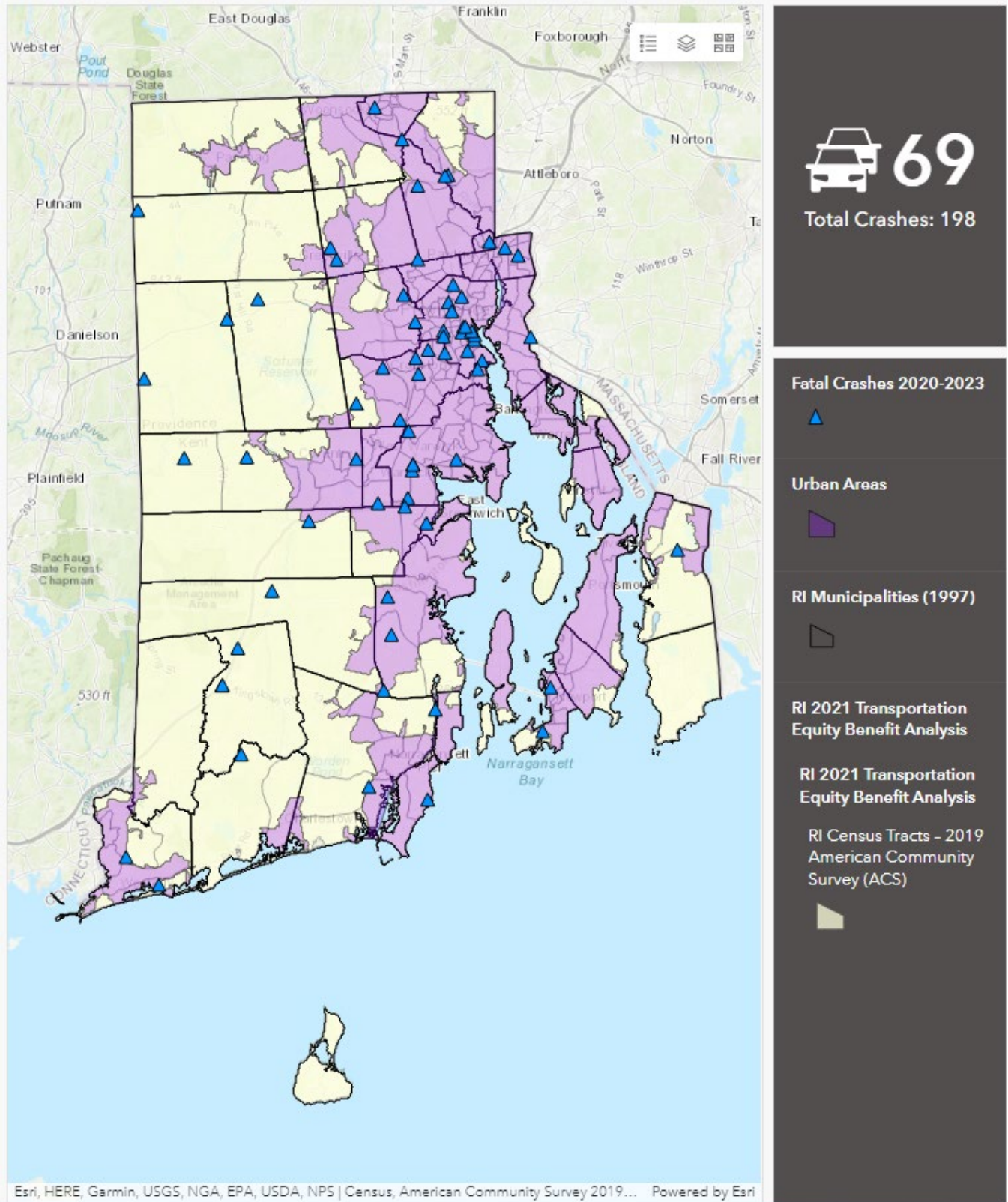


Exhibit SP-8 Speed-related Fatal Crashes relative to Urban and Rural land use



Findings

- › 56 of 69 speed-related fatal crashes (81%) occurred in urban areas, greater than the proportion of VMT that typically takes place in urban areas (75%).
- › 23 of 69 unrestrained fatal crashes (33%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › 5 of 69 speed-related fatal crashes (40%) occurred in areas with aging population making up 30% or more of the population.
- › 6 of 69 speed-related fatal crashes (9%) occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of speed-related fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of speed-related fatal crashes occurred in areas where carless households make up 28% or more of the population.

Motorcycle (MC)

1. Environmental Justice Areas and Transportation Disadvantaged Communities
2. Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
3. Poverty/Low-Income Population
4. Aging Individuals
5. Individuals with Disabilities
6. Individuals with Limited English Proficiency
7. Carless Households
8. Urban/Rural

Exhibit MC-1 Motorcycle Fatal Crashes relative to Environmental Justice Areas and Transportation Disadvantaged Communities

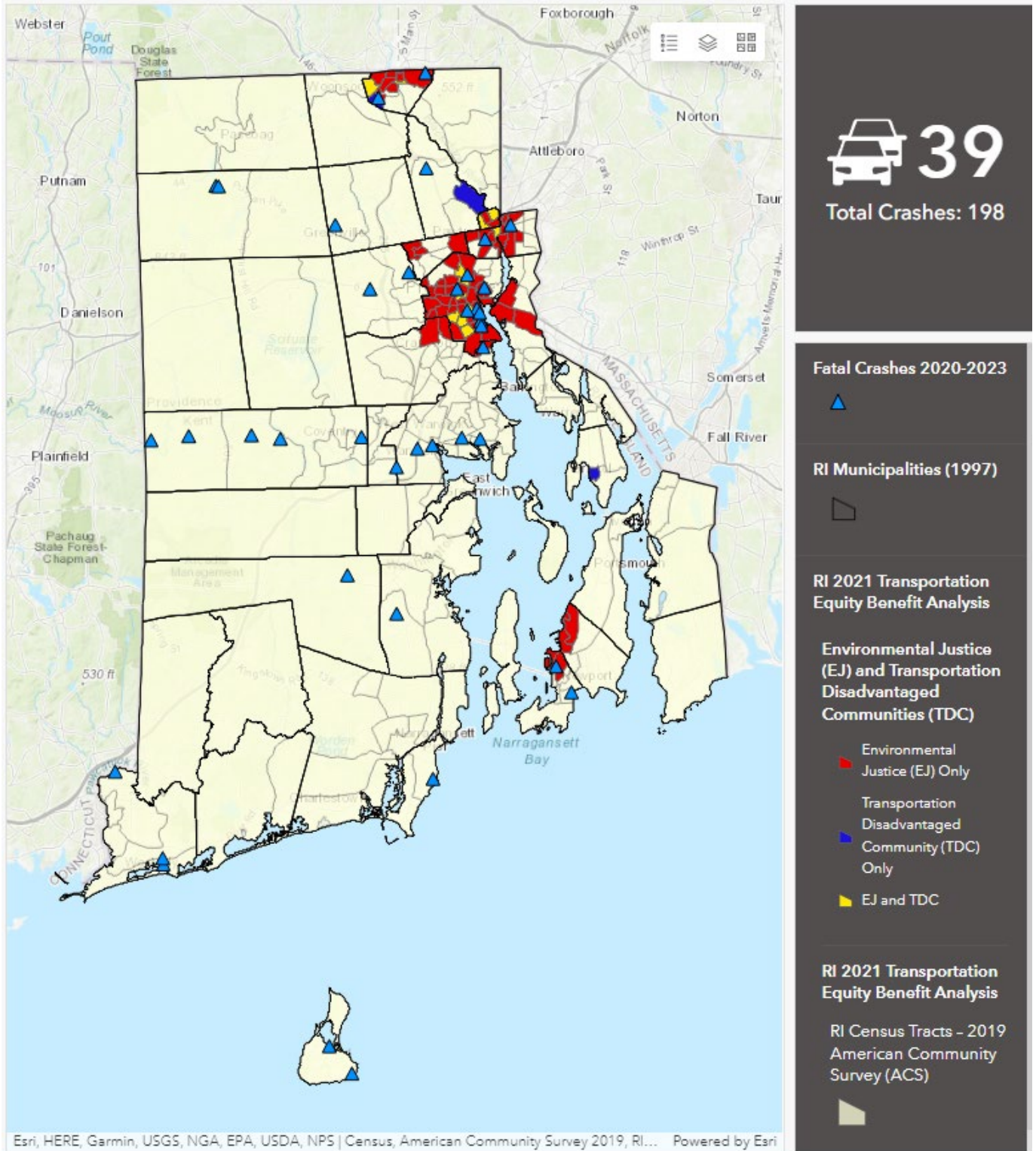


Exhibit MC-2 Motorcycle Fatal Crashes relative to Minority Population Group Census Tracts

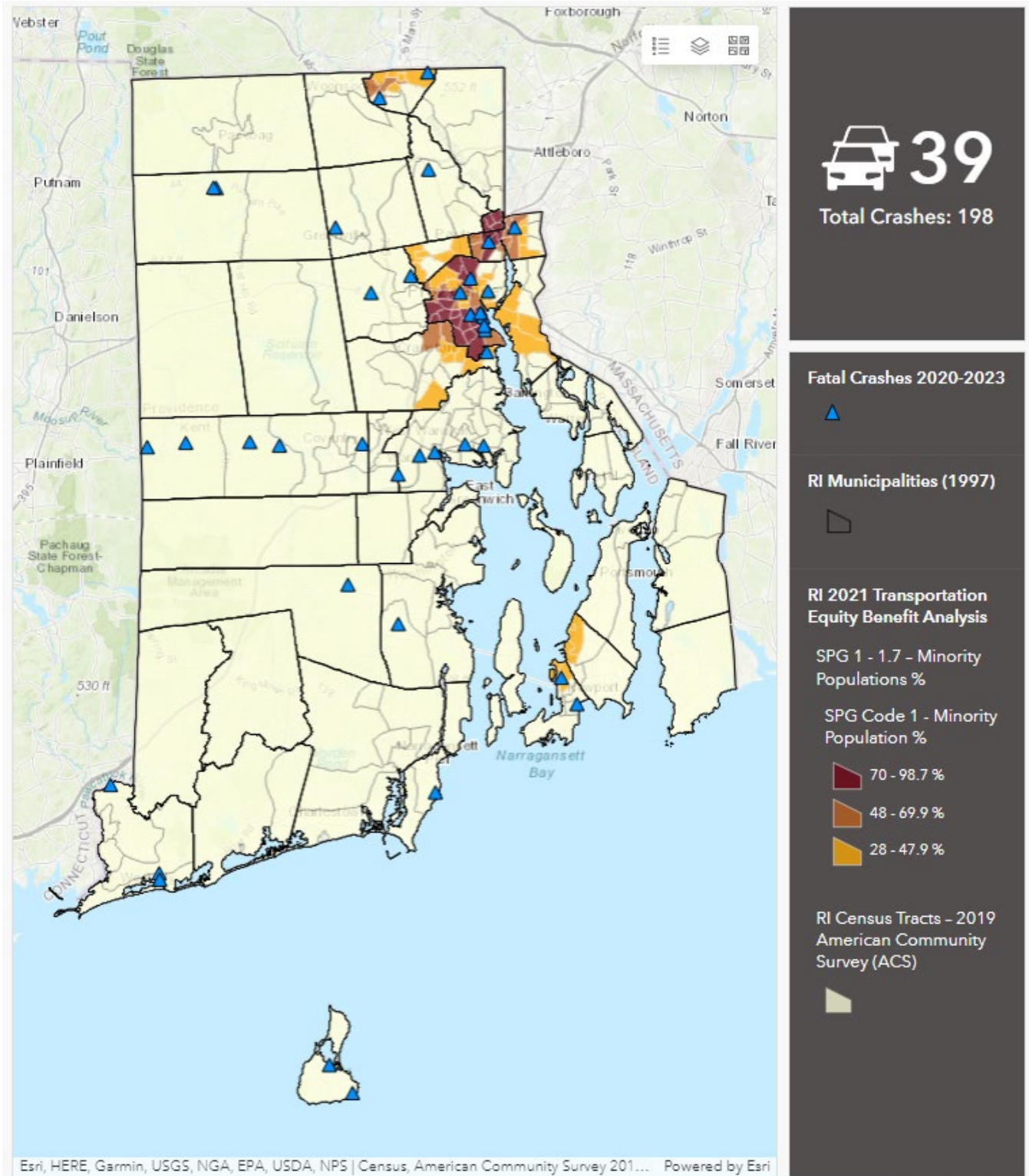


Exhibit MC-3 Motorcycle Fatal Crashes relative to Poverty/Low-Income Census Tracts

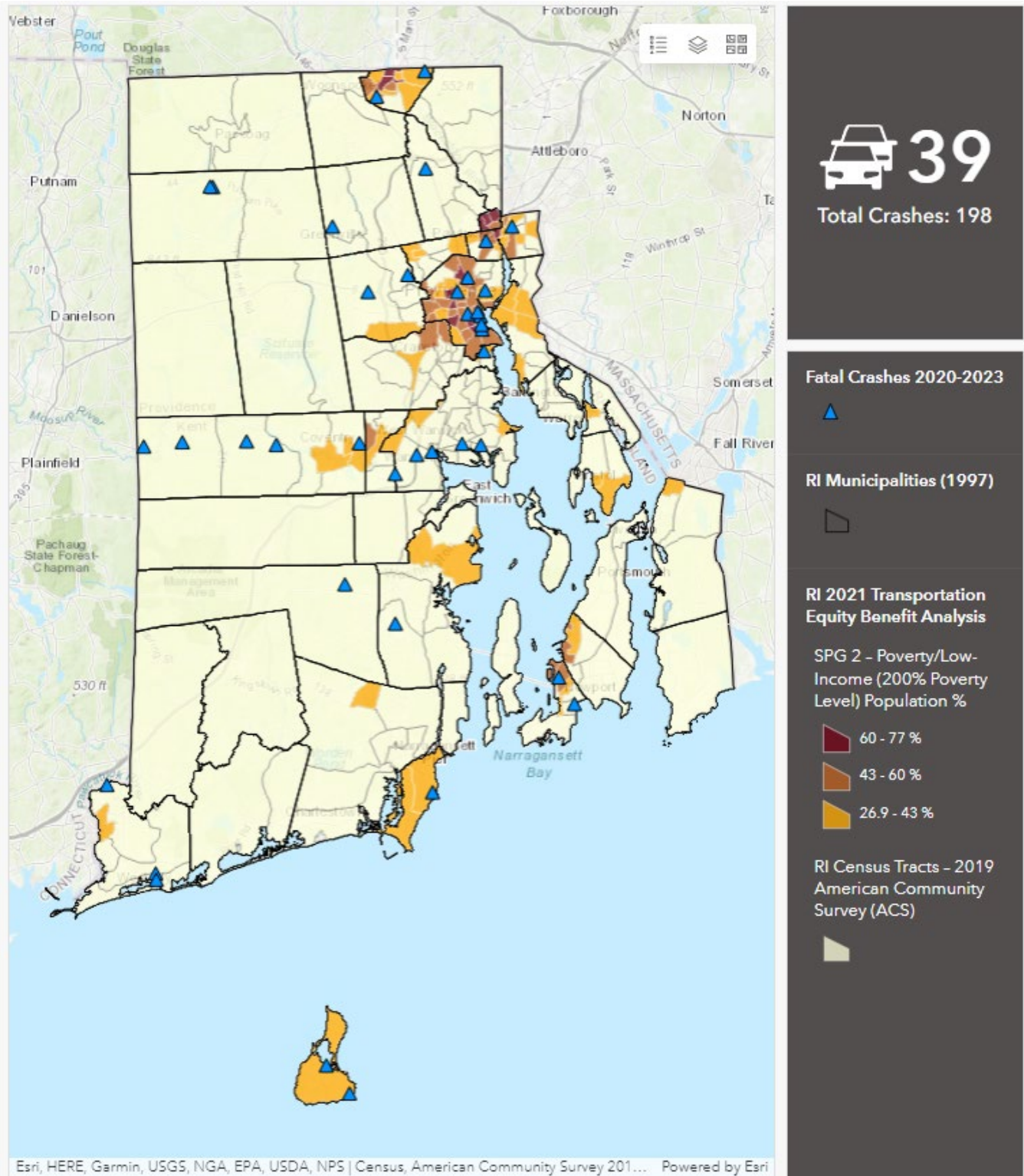


Exhibit MC-4 Motorcycle Fatal Crashes relative to Aging Populations

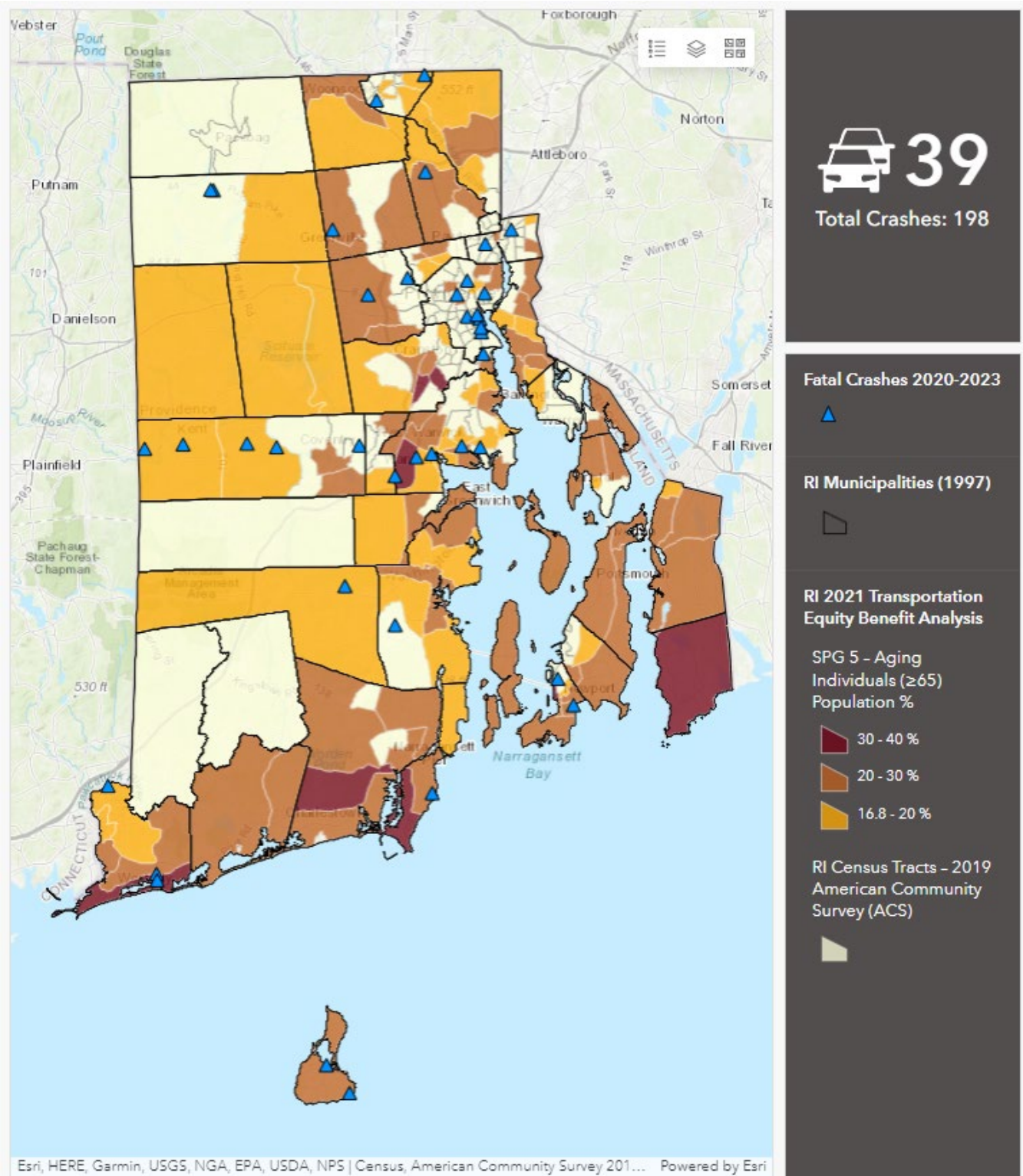


Exhibit MC-5 Motorcycle Fatal Crashes relative to Populations of Individuals with Disabilities

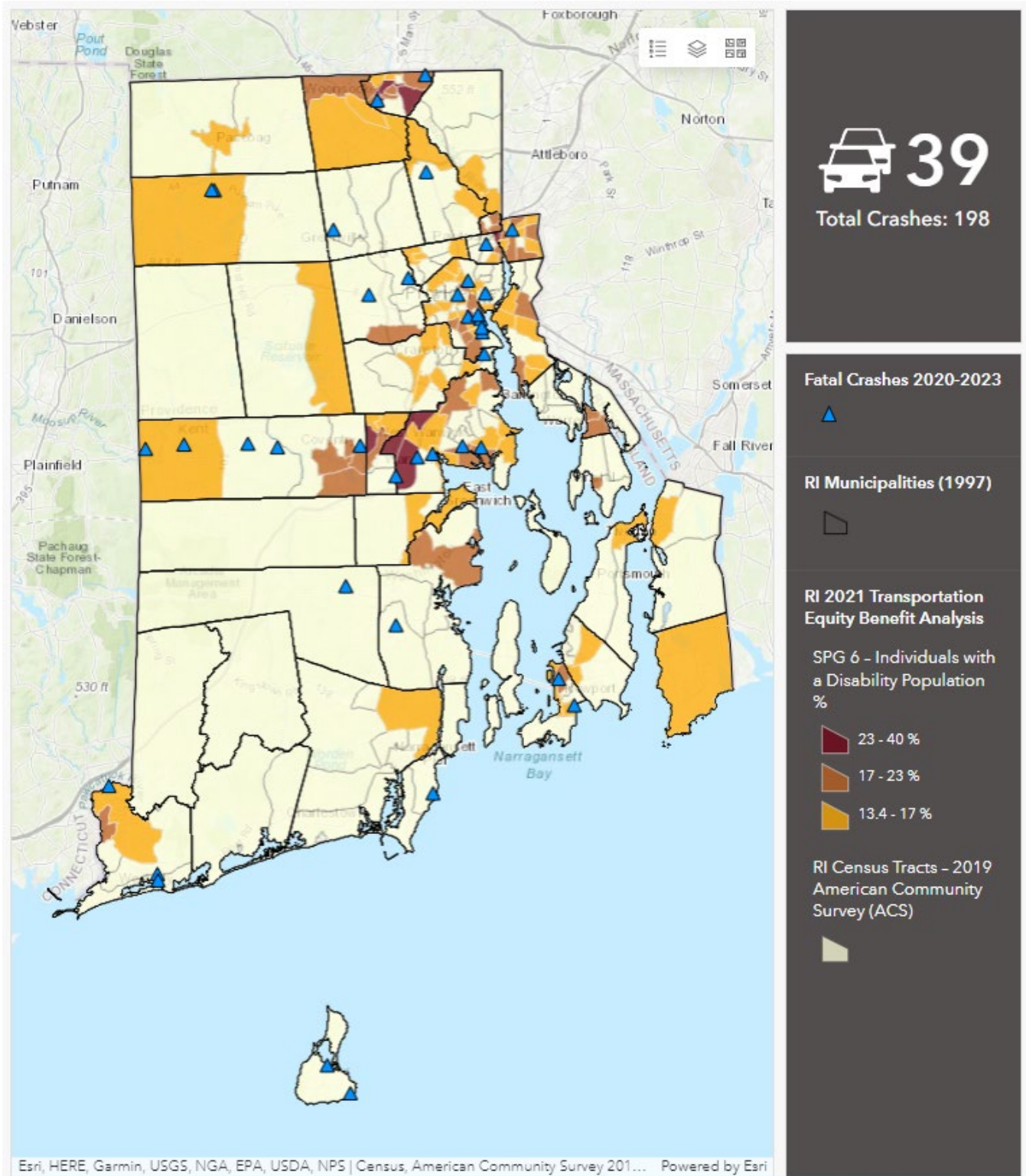


Exhibit MC-6 Motorcycle Fatal Crashes relative to Populations with Limited English Proficiency

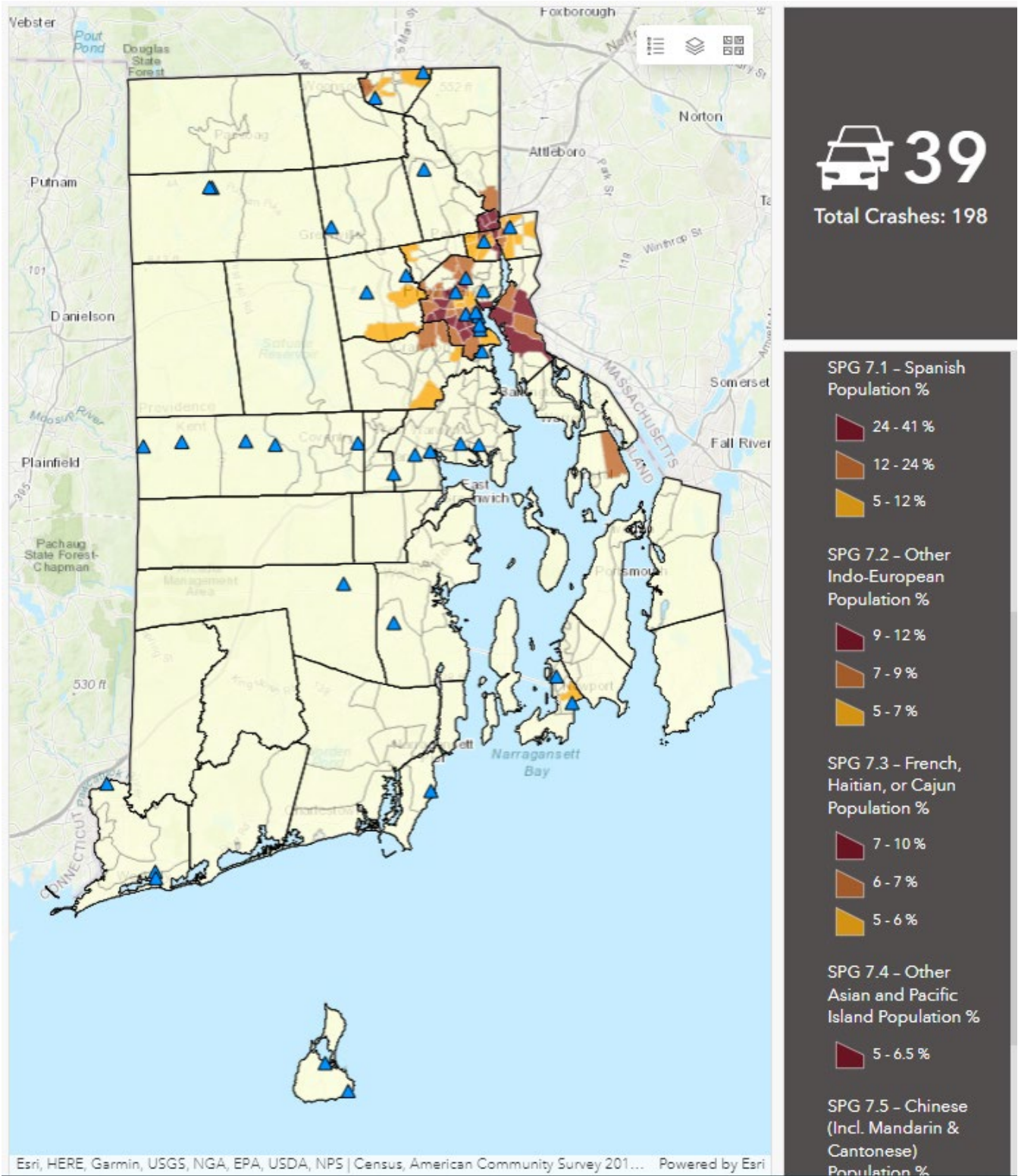


Exhibit MC-7 Motorcycle Fatal Crashes relative to Carless Households

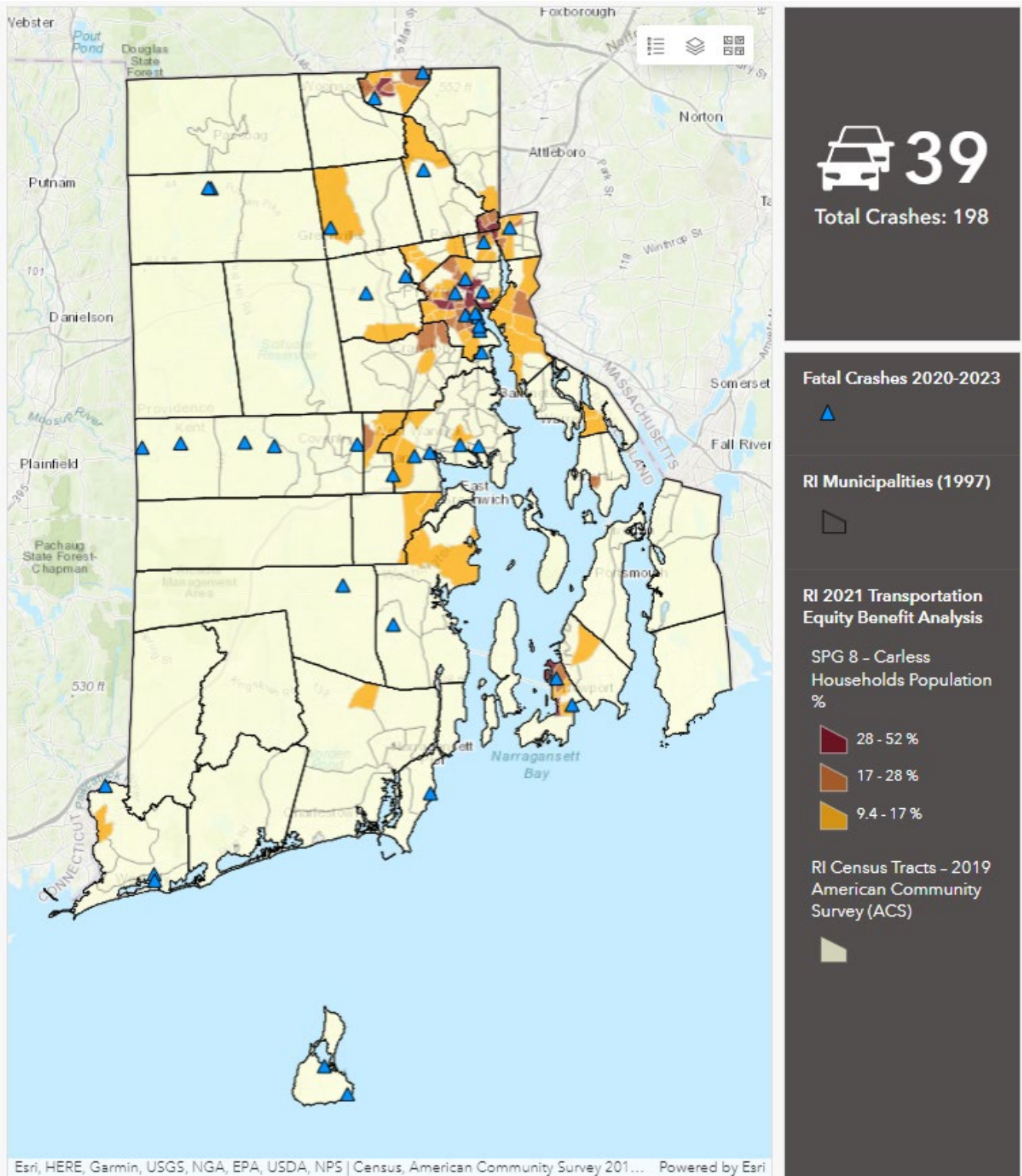
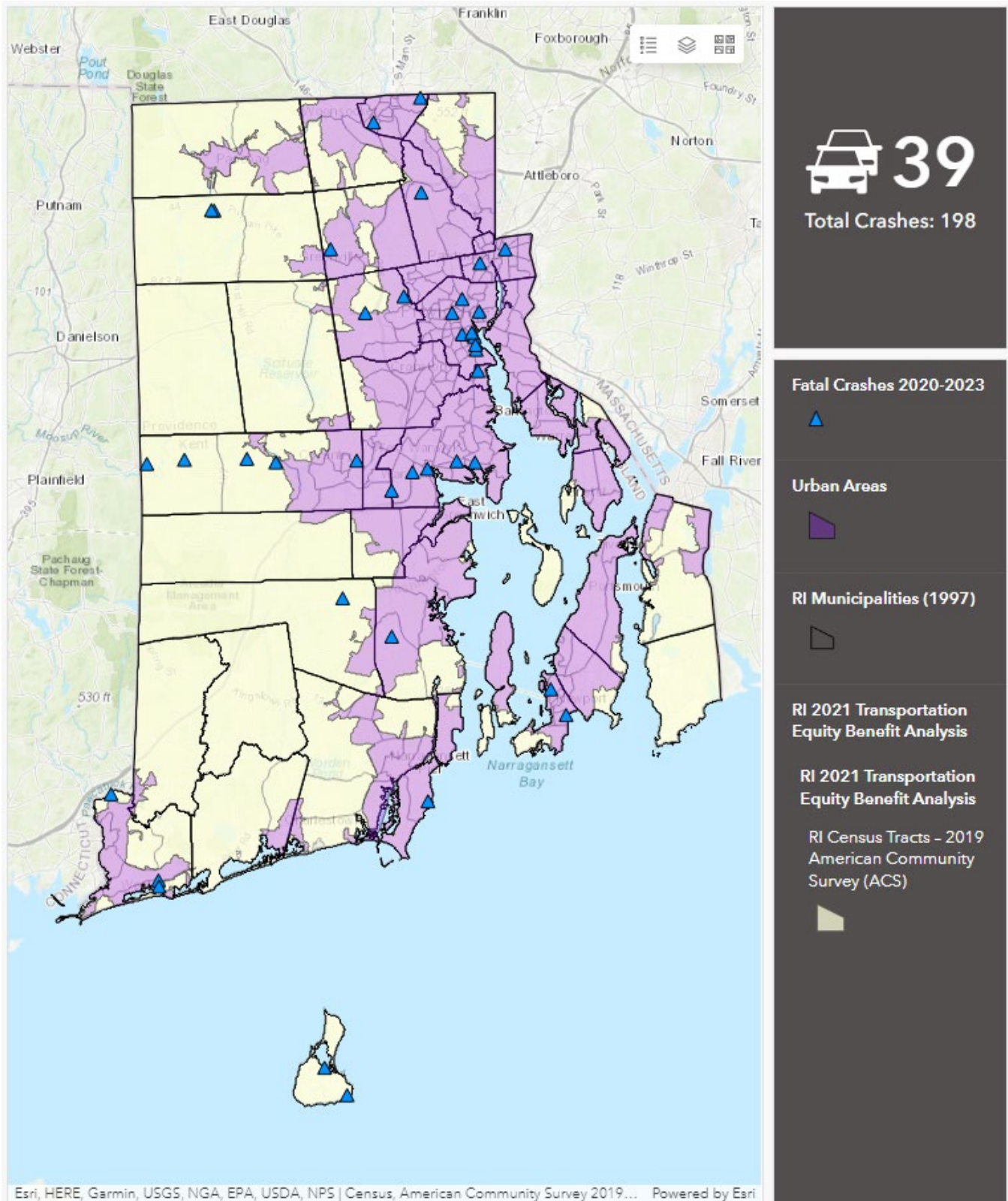


Exhibit MC-8 Motorcycle Fatal Crashes relative to Urban and Rural land use



Findings

- › 30 of 39 unrestrained fatal crashes (77%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 14 of 39 unrestrained fatal crashes (36%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of motorcyclist fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of motorcyclist fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of motorcyclist fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of motorcyclist fatal crashes occurred in areas where carless households make up 28% or more of the population.

Younger Driver (YD)

1. Environmental Justice Areas and Transportation Disadvantaged Communities
2. Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
3. Poverty/Low-Income Population
4. Aging Individuals
5. Individuals with Disabilities
6. Individuals with Limited English Proficiency
7. Carless Households
8. Urban/Rural

Exhibit YD-1 Younger Driver-related Fatal Crashes relative to Environmental Justice Areas and Transportation Disadvantaged Communities

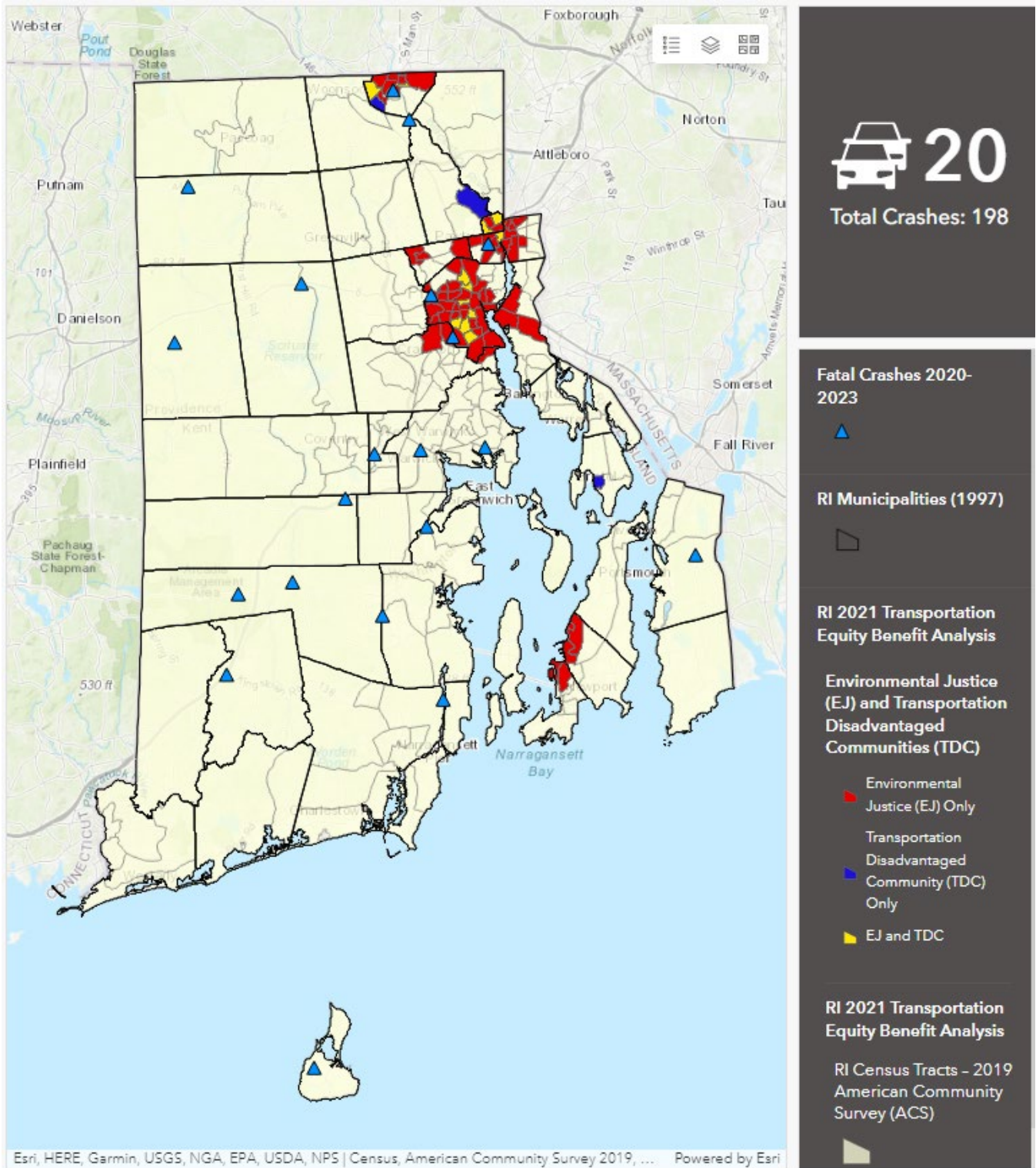


Exhibit YD-2 Younger Driver-related Fatal Crashes relative to Minority Population Group Census Tracts

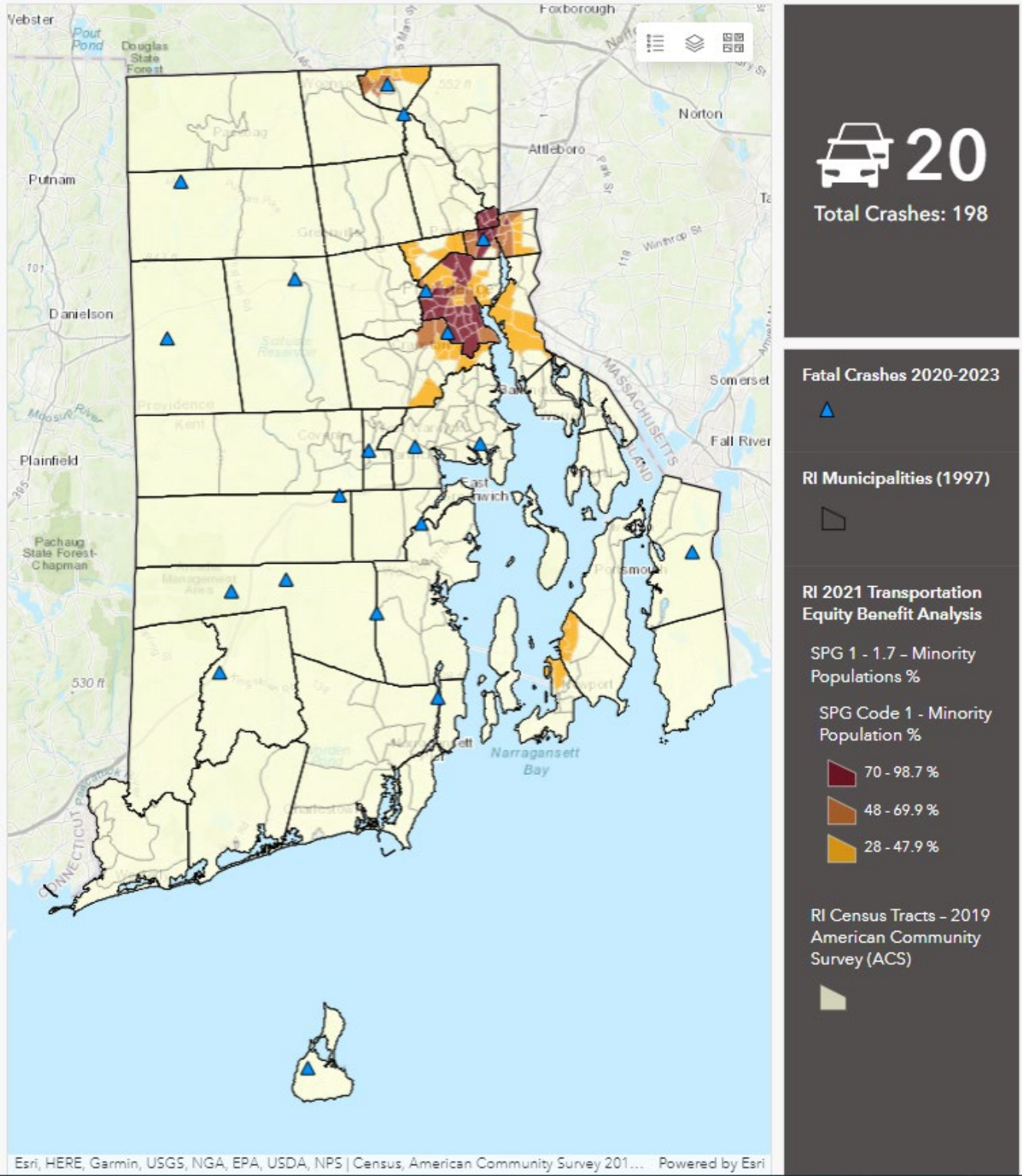


Exhibit YD-3 Younger Driver-related Fatal Crashes relative to Poverty/Low-Income Census Tracts

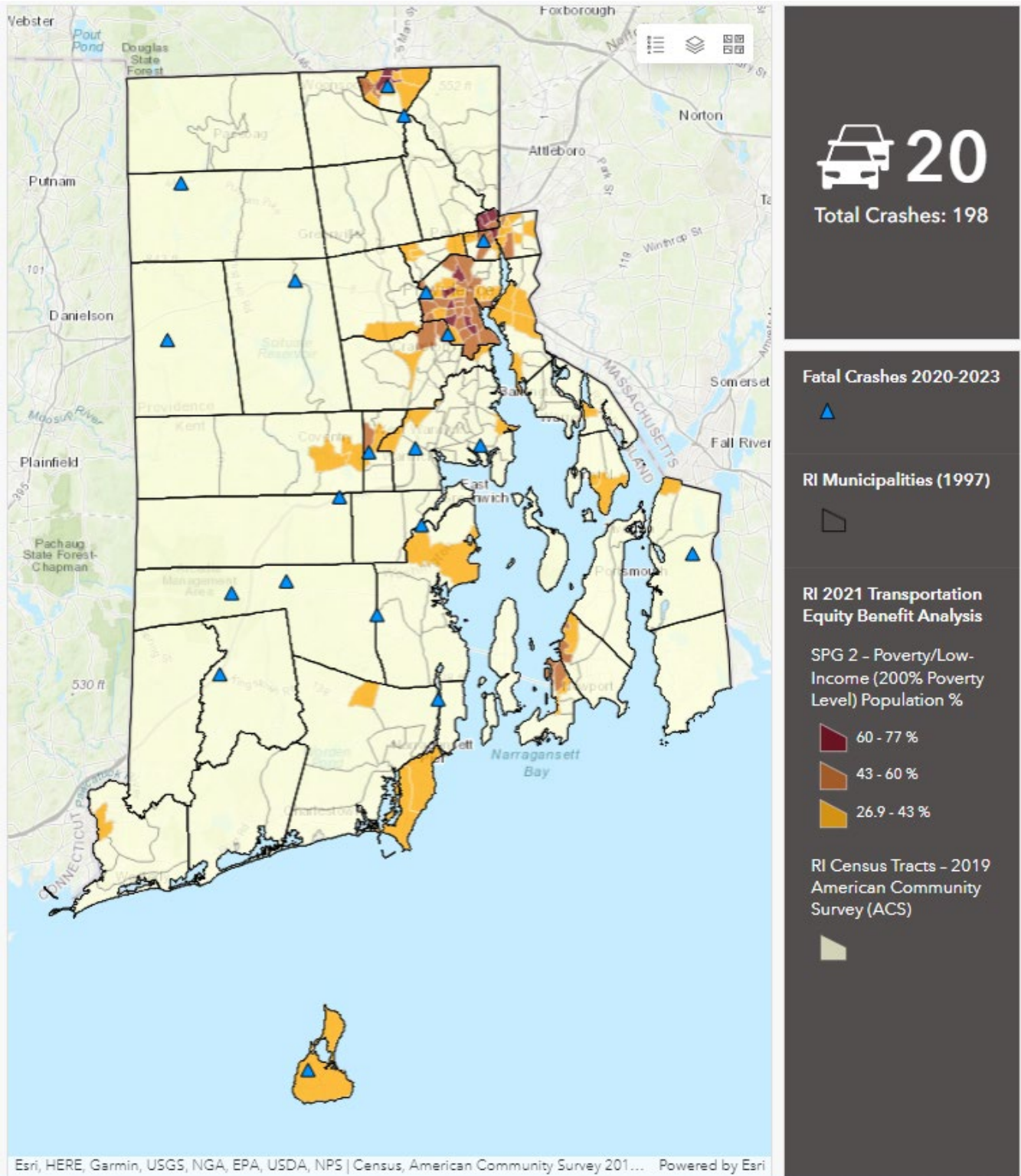


Exhibit YD-4 Younger Driver-related Fatal Crashes relative to Aging Populations

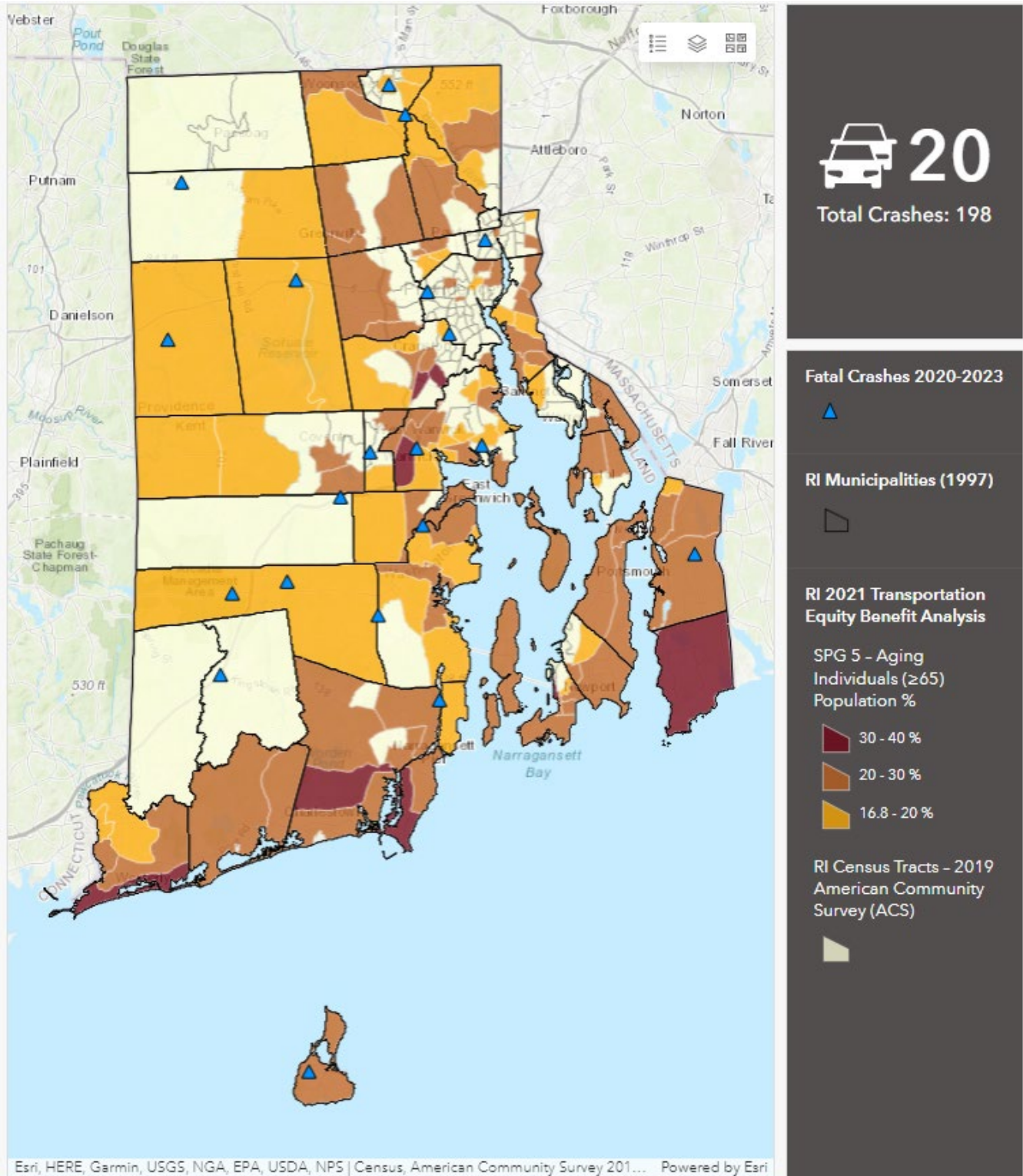


Exhibit YD-5 Younger Driver-related Fatal Crashes relative to Populations of Individuals with Disabilities

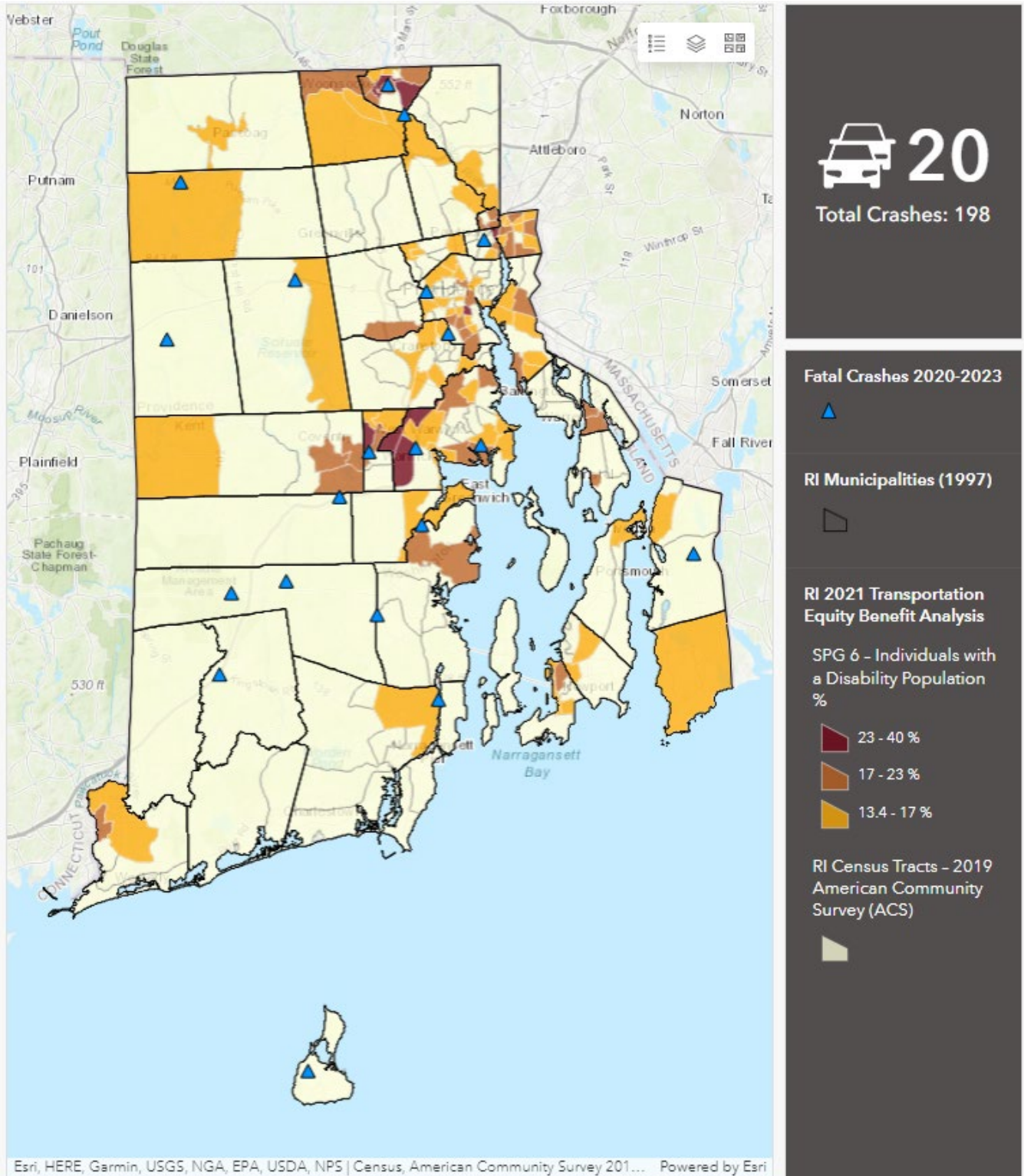


Exhibit YD-6 Younger Driver-related Fatal Crashes relative to Populations with Limited English Proficiency

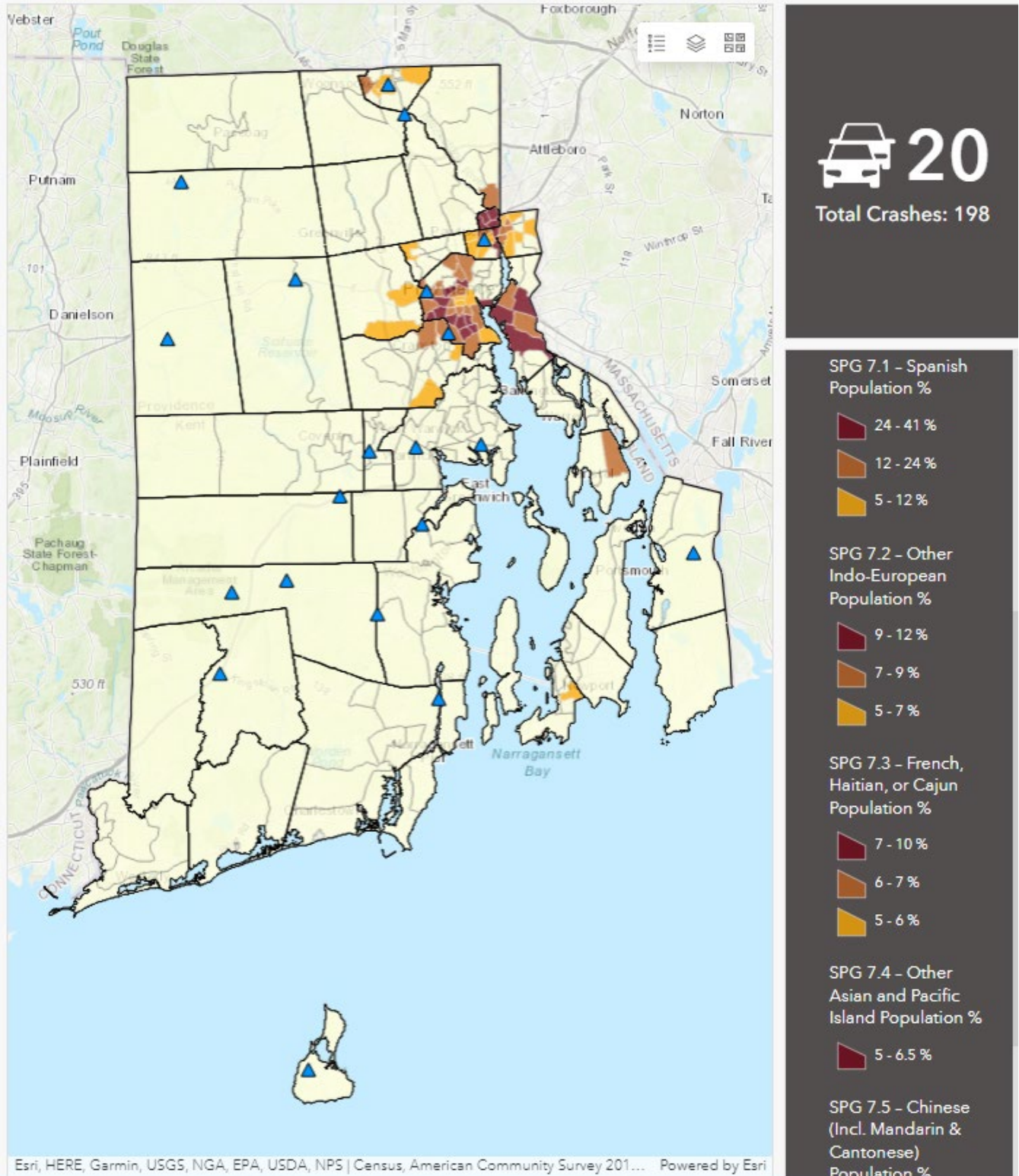


Exhibit YD-7 Younger Driver-related Fatal Crashes relative to Carless Households

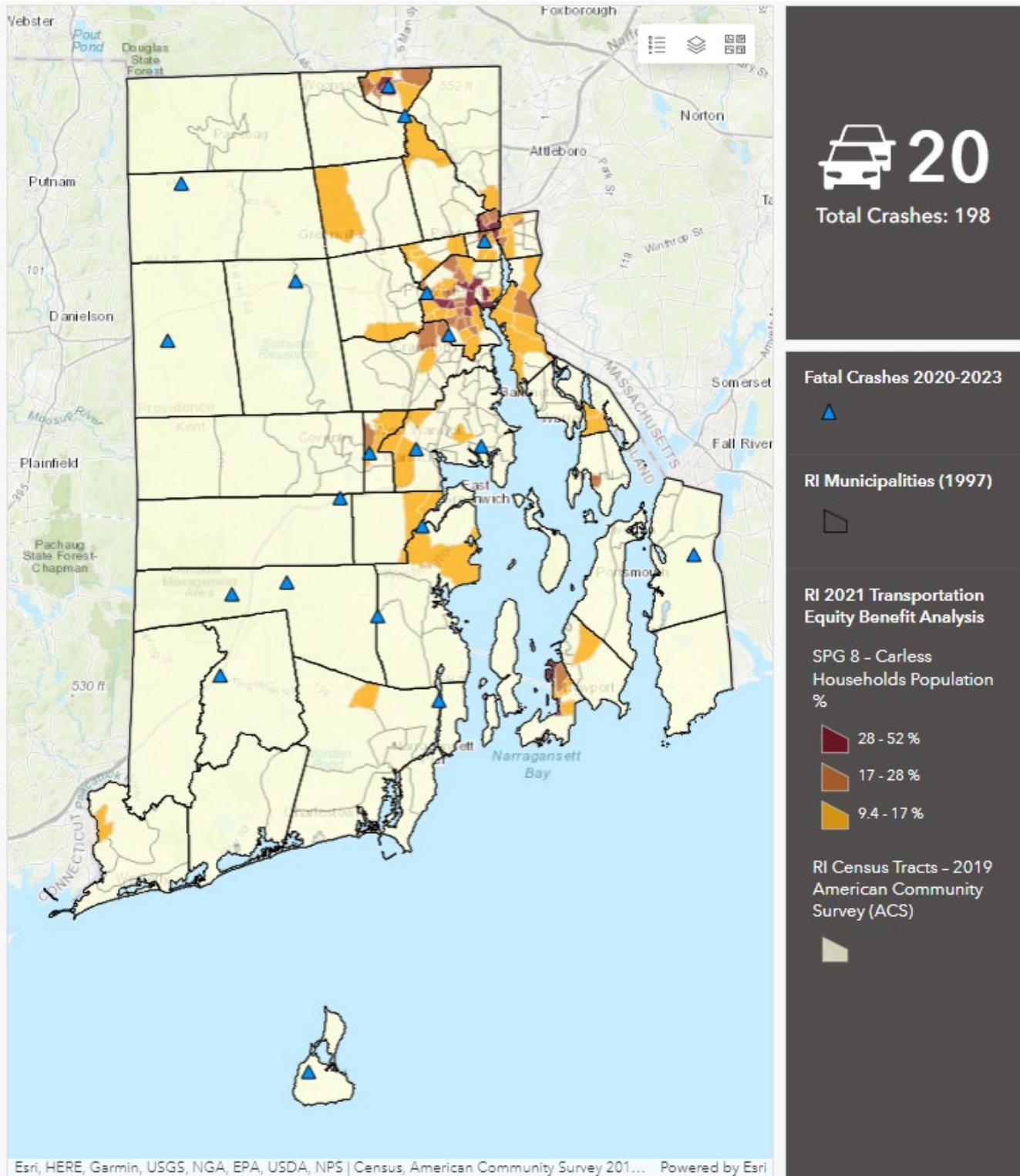
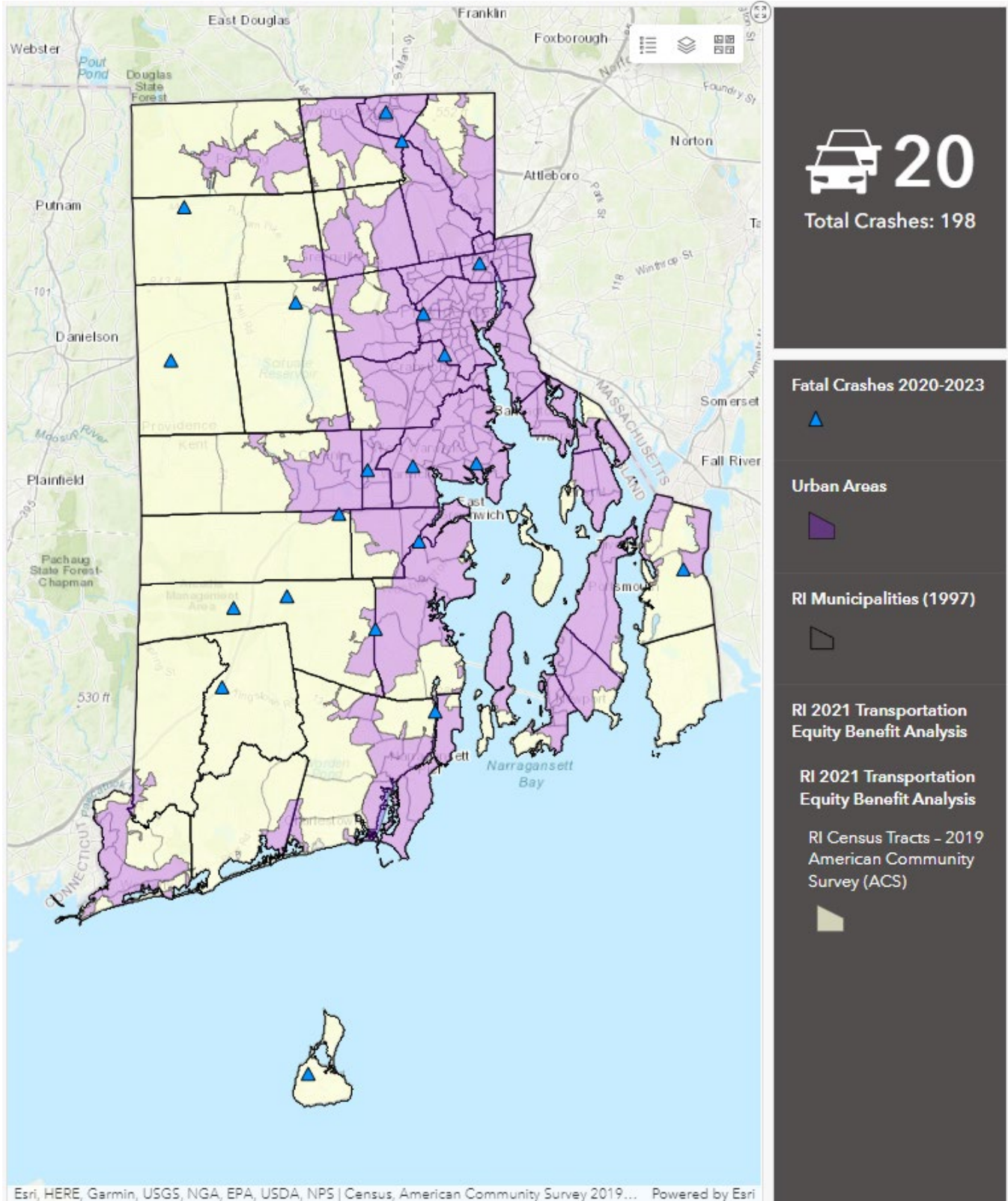


Exhibit YD-8 Younger Driver-related Fatal Crashes relative to Urban and Rural land use



Findings

- › 14 of 20 younger driver fatal crashes (70%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 4 of 20 younger driver fatal crashes (20%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of younger driver fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of younger driver fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of younger driver fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of younger driver fatal crashes occurred in areas where carless households make up 28% or more of the population.

Older Driver (OD)

1. Environmental Justice Areas and Transportation Disadvantaged Communities
2. Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
3. Poverty/Low-Income Population
4. Aging Individuals
5. Individuals with Disabilities
6. Individuals with Limited English Proficiency
7. Carless Households
8. Urban/Rural

Exhibit OD-1 Older Driver-related Fatal Crashes relative to Environmental Justice Areas

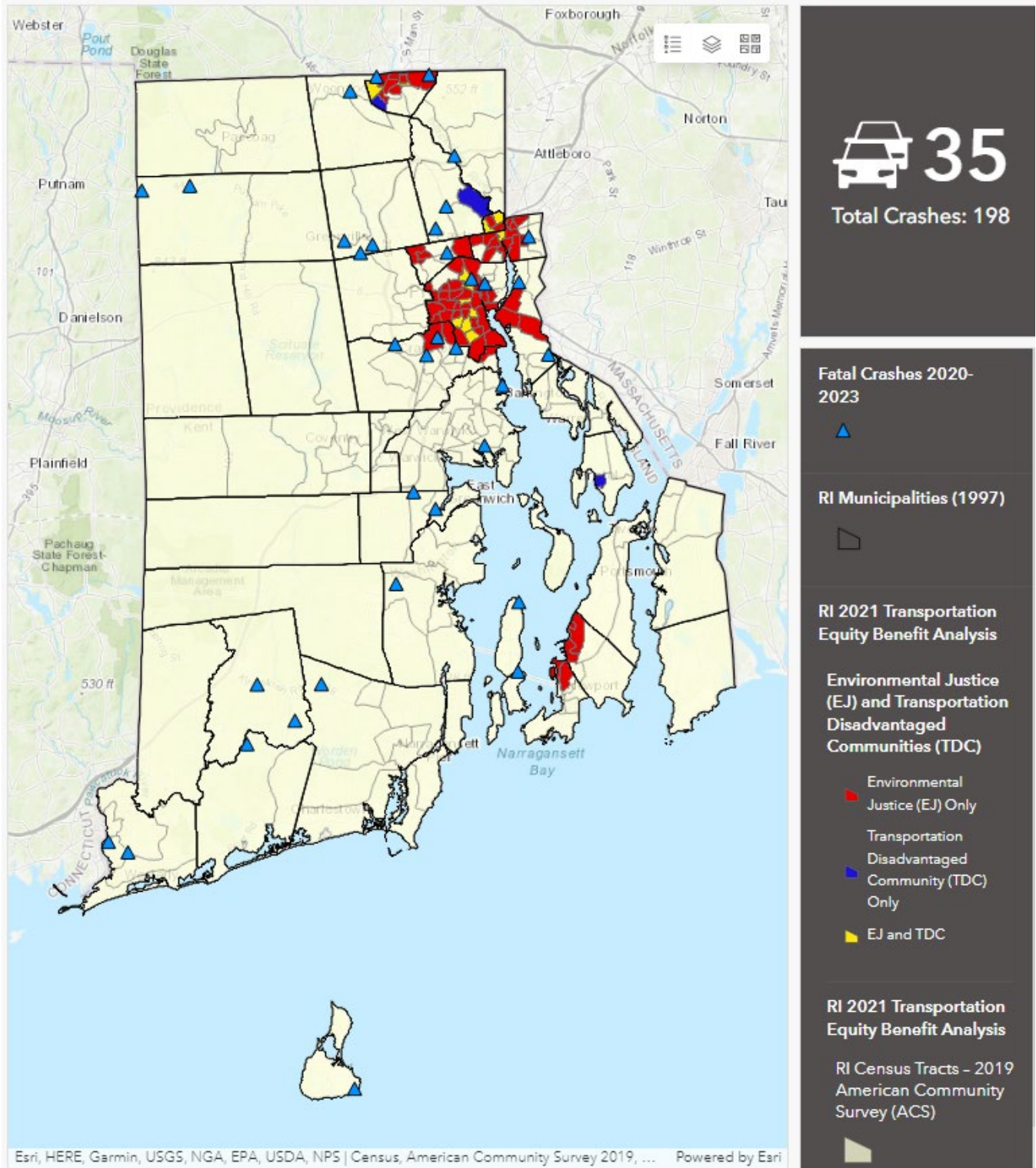


Exhibit OD-2 Older Driver-related Fatal Crashes relative to Minority Population Group Census Tracts

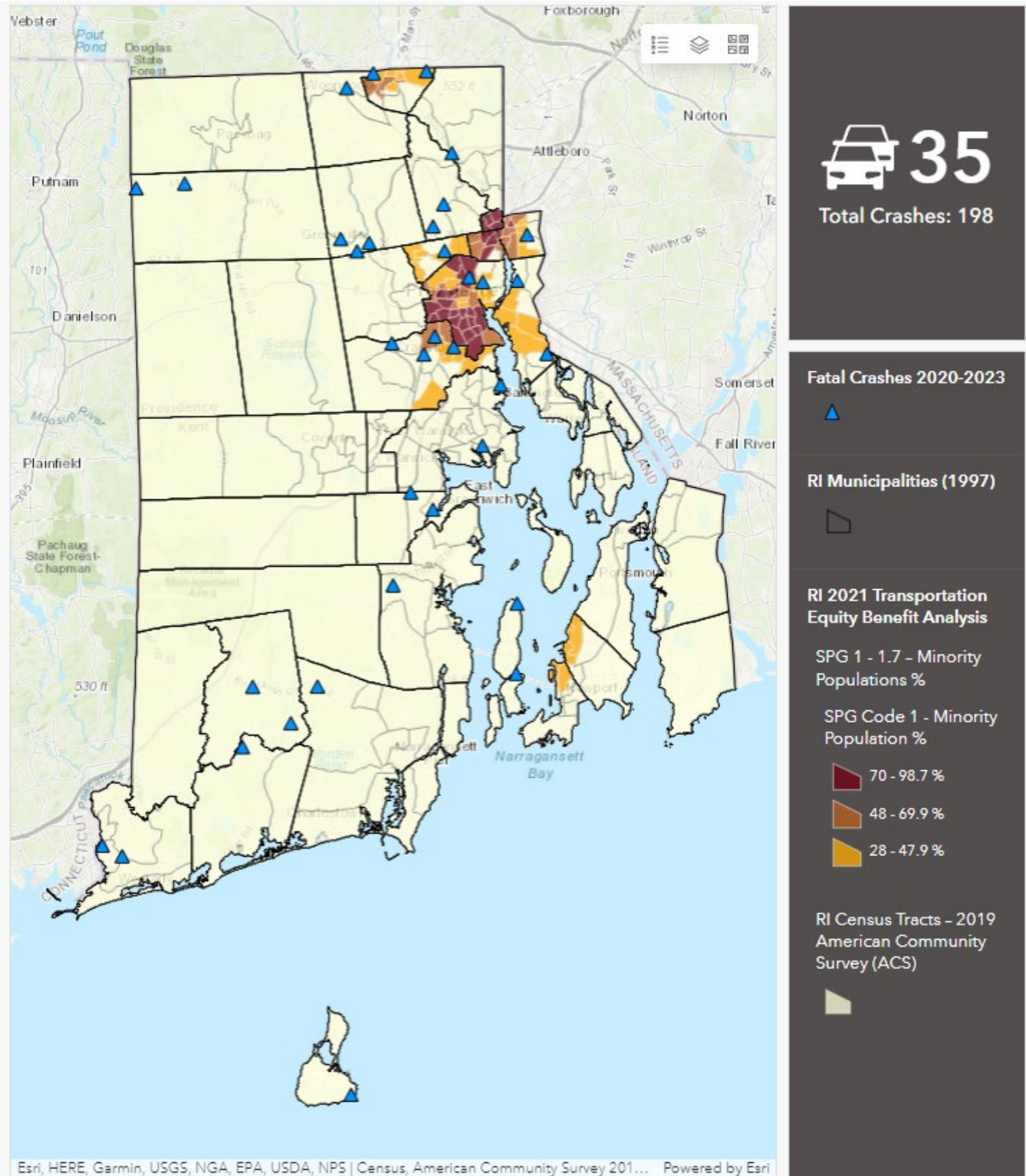


Exhibit OD-3 Older Driver-related Fatal Crashes relative to Poverty/Low-Income Census Tracts

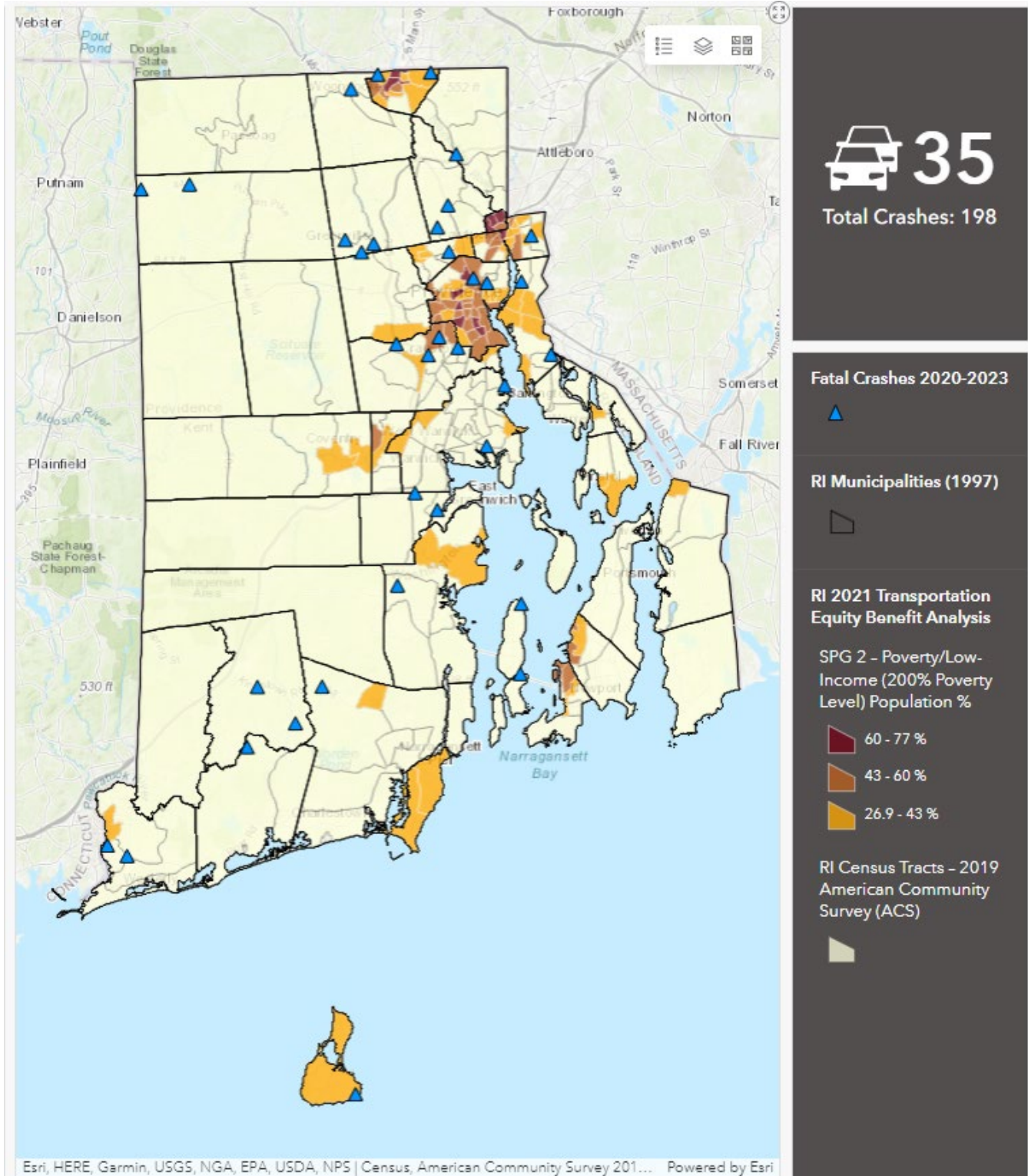


Exhibit OD-4 Older Driver-related Fatal Crashes relative to Aging Populations

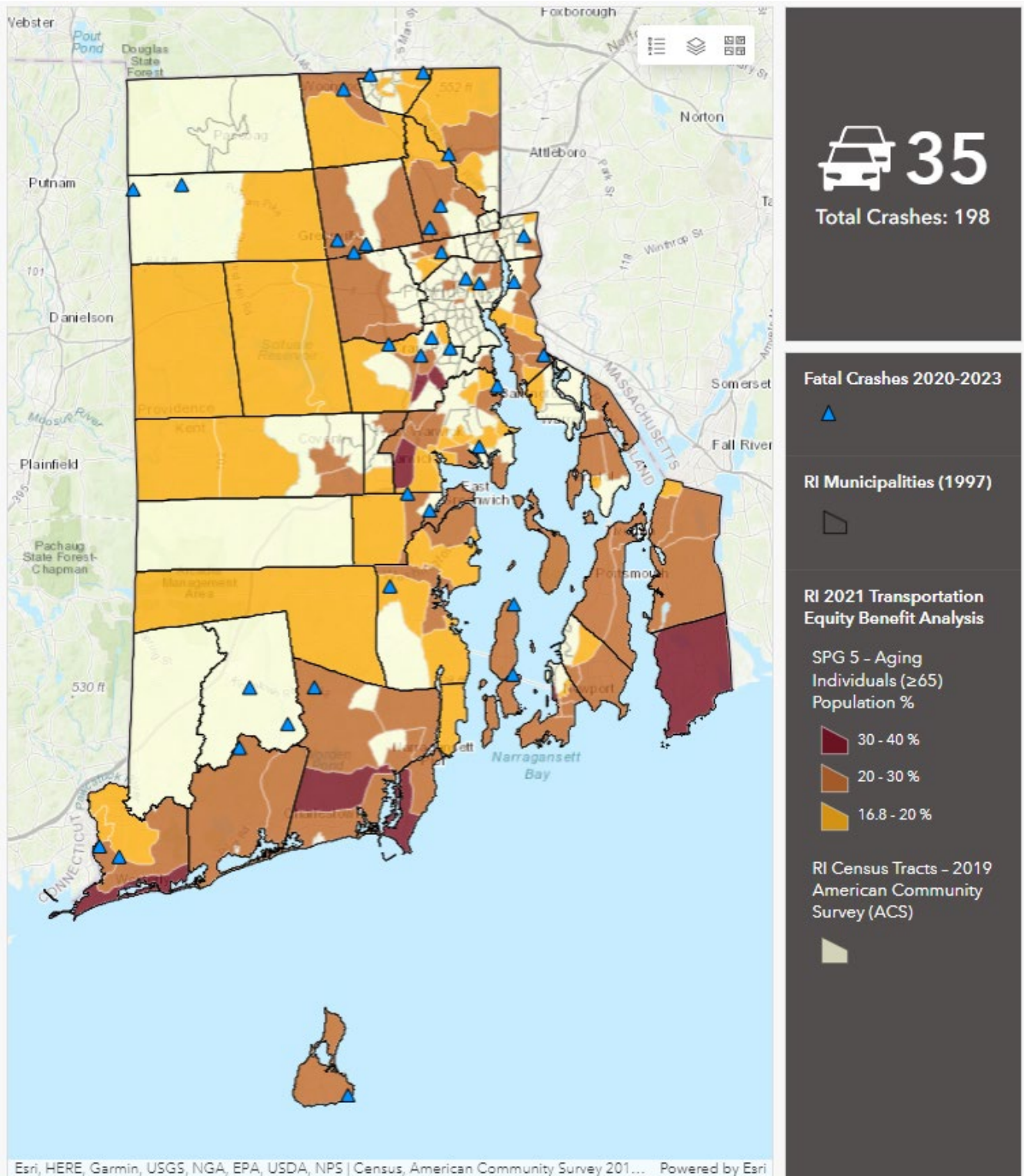


Exhibit OD-5 Older Driver-related Fatal Crashes relative to Populations of Individuals with Disabilities

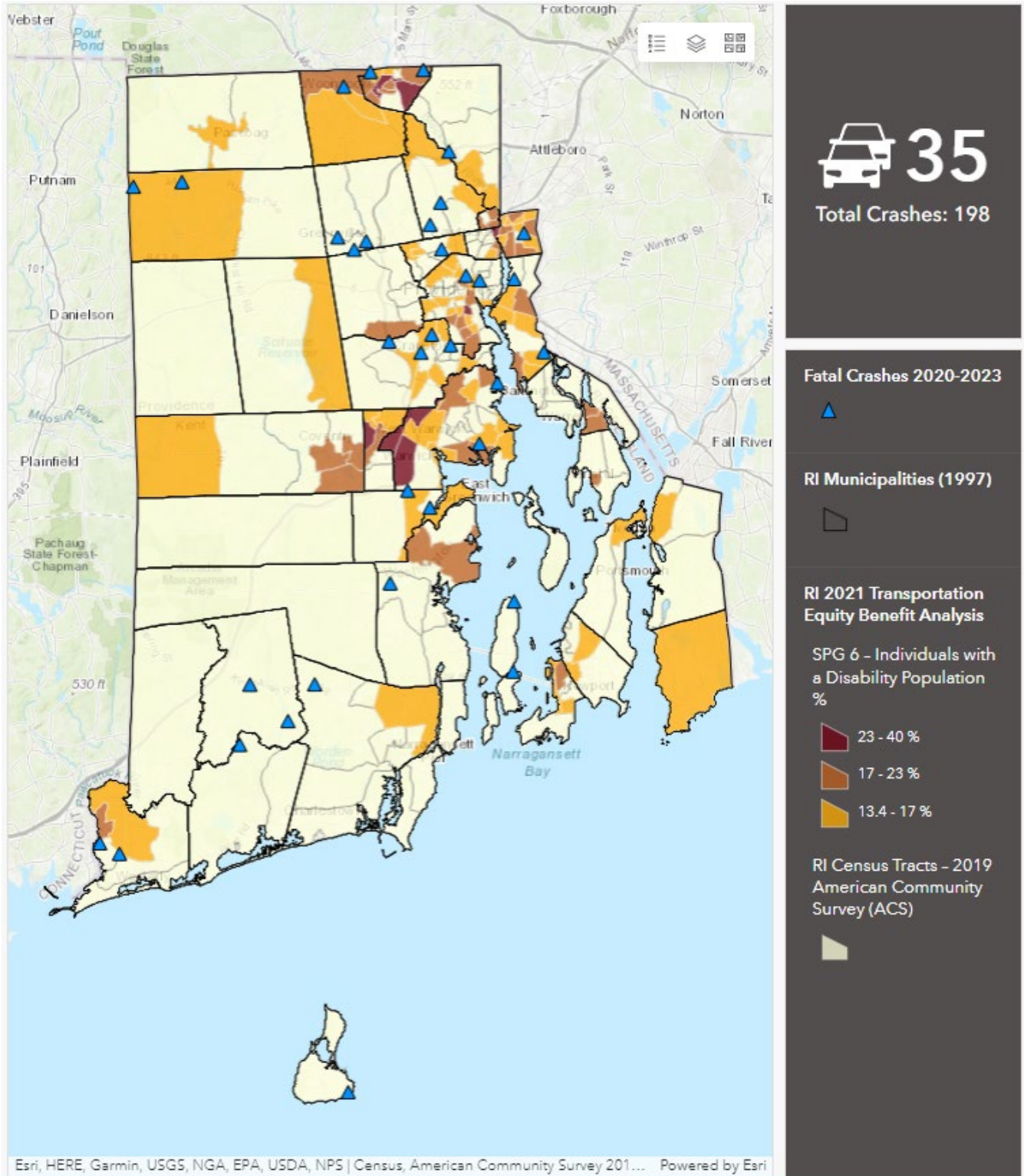


Exhibit OD-6 Older Driver-related Fatal Crashes relative to Populations with Limited English Proficiency

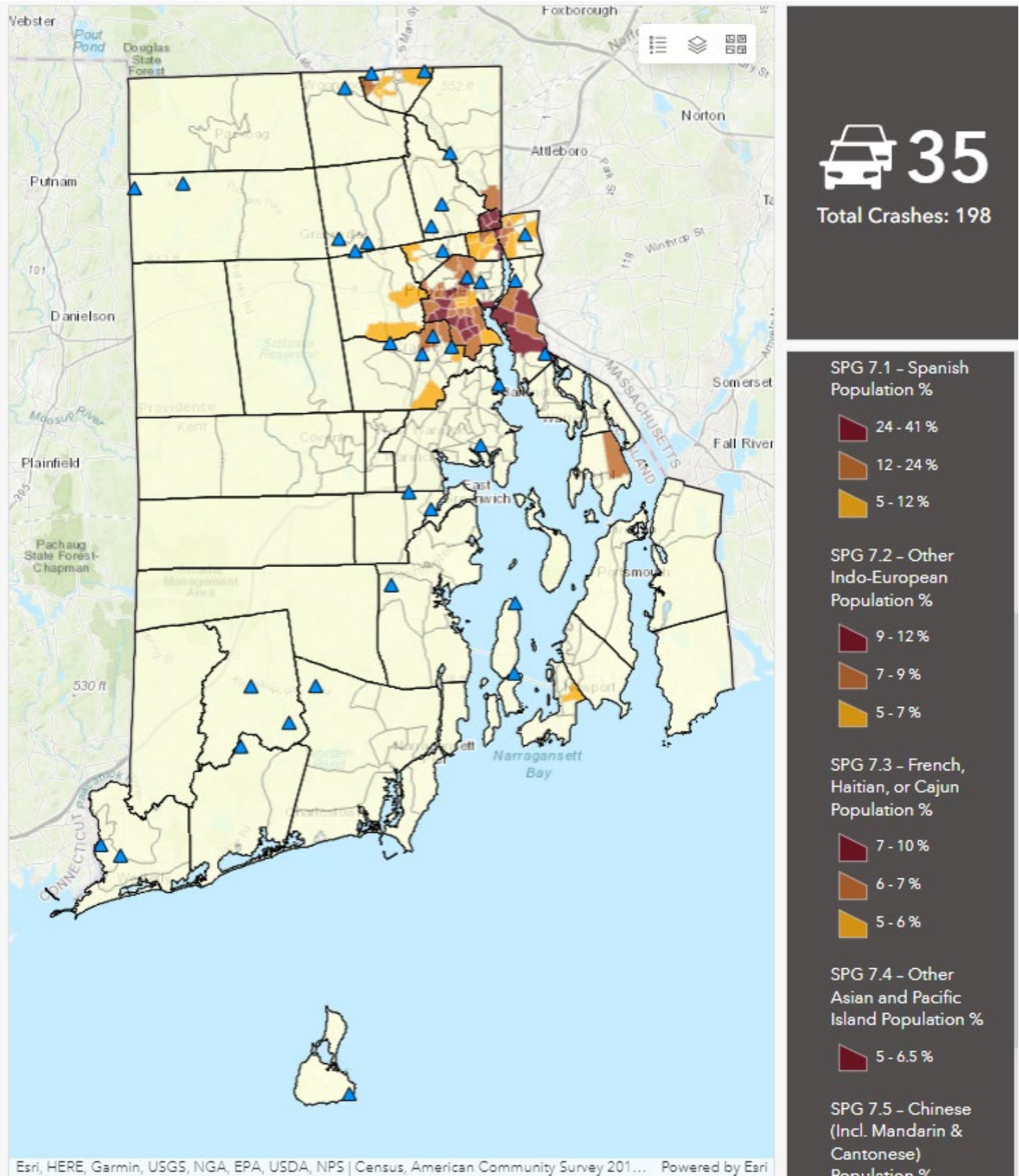


Exhibit OD-7 Older Driver-related Fatal Crashes relative to Carless Households

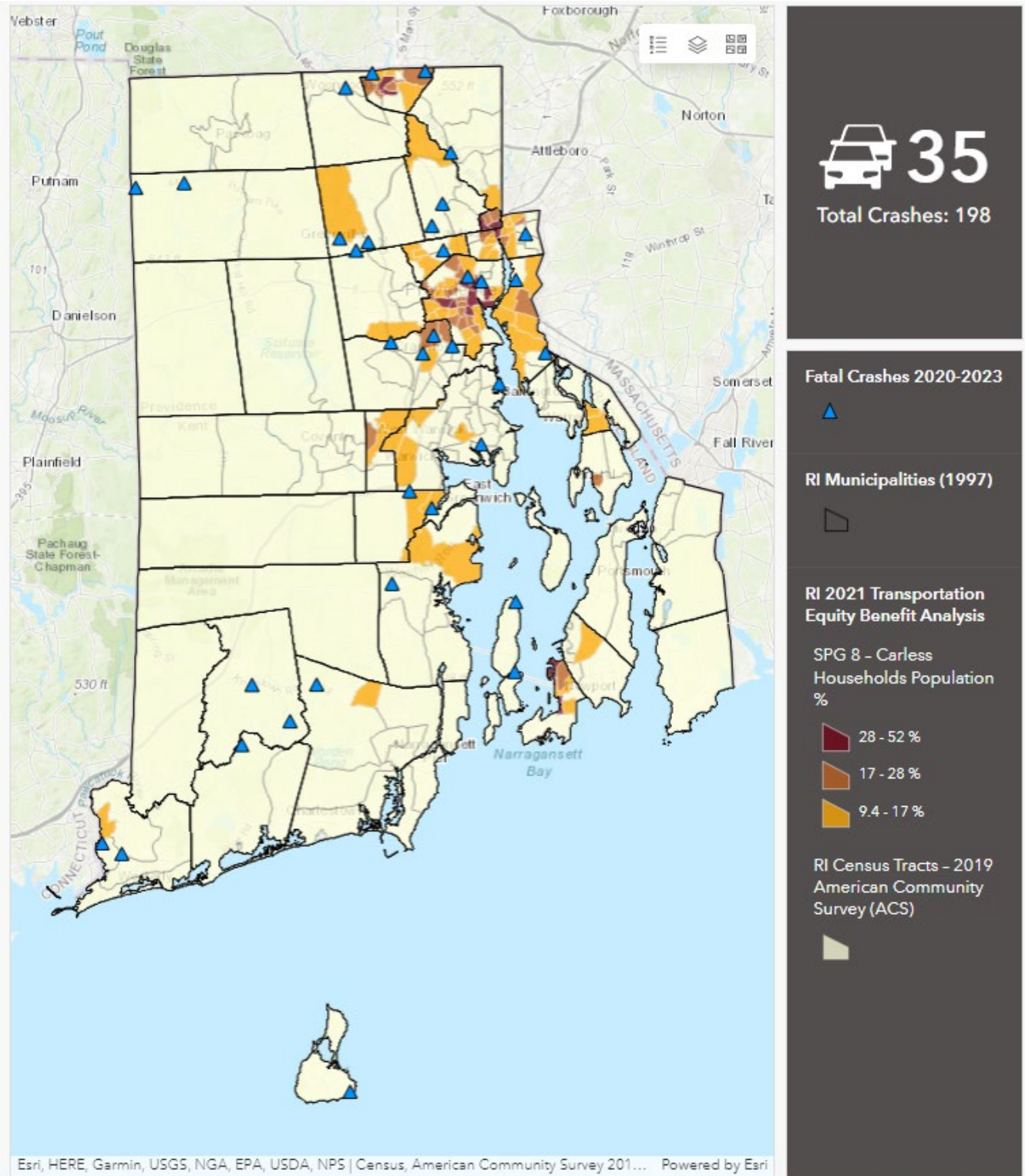
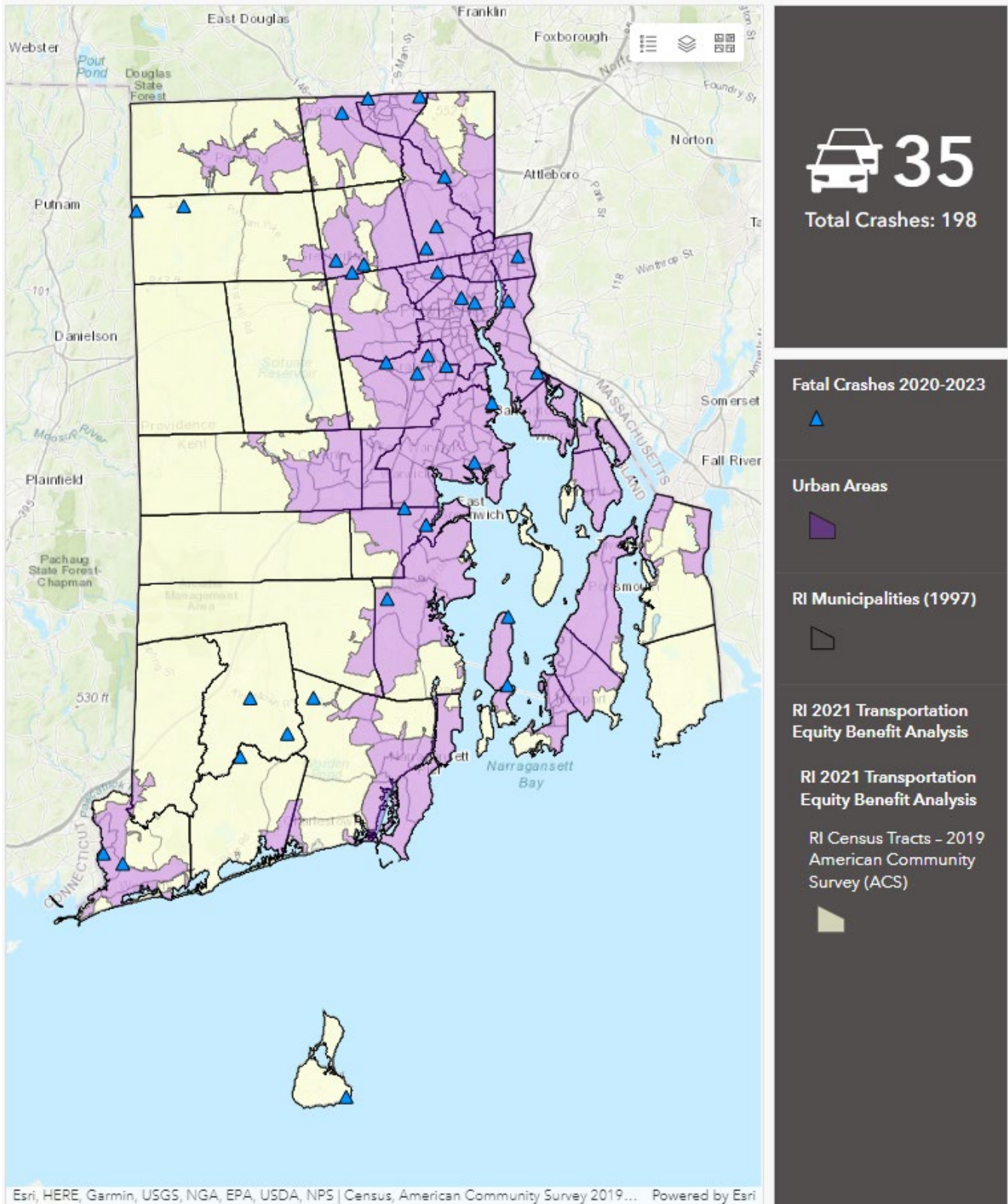


Exhibit OD-8 Older Driver-related Fatal Crashes relative to Urban and Rural land use



Findings

- › 28 of 35 older driver fatal crashes (80%) occurred in urban areas, comparable to the proportion of VMT that typically takes place in urban areas (75%).
- › 6 of 35 unrestrained fatal crashes (17%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of older driver fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › A negligible number of older driver fatal crashes occurred in areas where individuals with disabilities make up 25% or more of the population.
- › A negligible number of older driver fatal crashes occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › A negligible number of older driver fatal crashes occurred in areas where carless households make up 28% or more of the population.

Pedestrian & Bicyclist (PB)

1. Environmental Justice Areas and Transportation Disadvantaged Communities
2. Minority Populations (Black/African American, American Indian & Alaskan Native, Asian, Native Hawaiian & Pacific Islander, Two or More Race, Hispanic, Other)
3. Poverty/Low-Income Population
4. Aging Individuals
5. Individuals with Disabilities
6. Individuals with Limited English Proficiency
7. Carless Households
8. Urban/Rural

Note: Bicyclist fatalities are not mapped due to low sample size. A total of four bicyclist fatalities occurred in Rhode Island from 2020 to March 31, 2023.

- › All four fatalities occurred in an urban area with two in Environmental Justice and/or identified Transportation Disadvantaged Communities.
- › One occurred in a census tract where individuals with limited English Proficiency make up 33% or more of the population.
- › None occurred in census tracts where a notable proportion of the population was characterized as aging individuals, individuals with disabilities, or carless households.

Exhibit PB-1 Pedestrian and Bicyclist Fatal Crashes relative to Environmental Justice Areas and Transportation Disadvantaged Communities

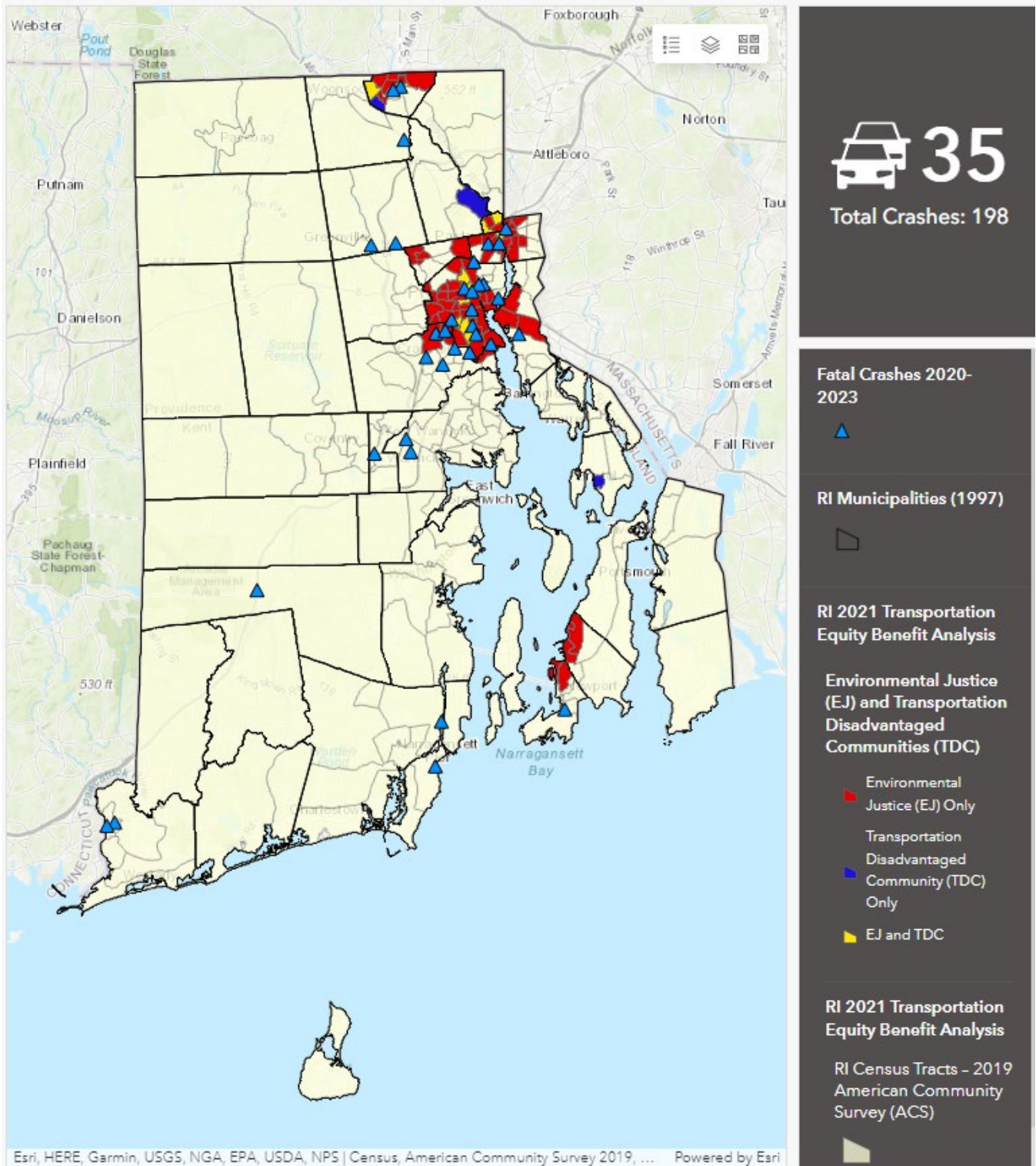


Exhibit PB-2 Pedestrian and Bicyclist Fatal Crashes relative to Minority Population Group Census Tracts

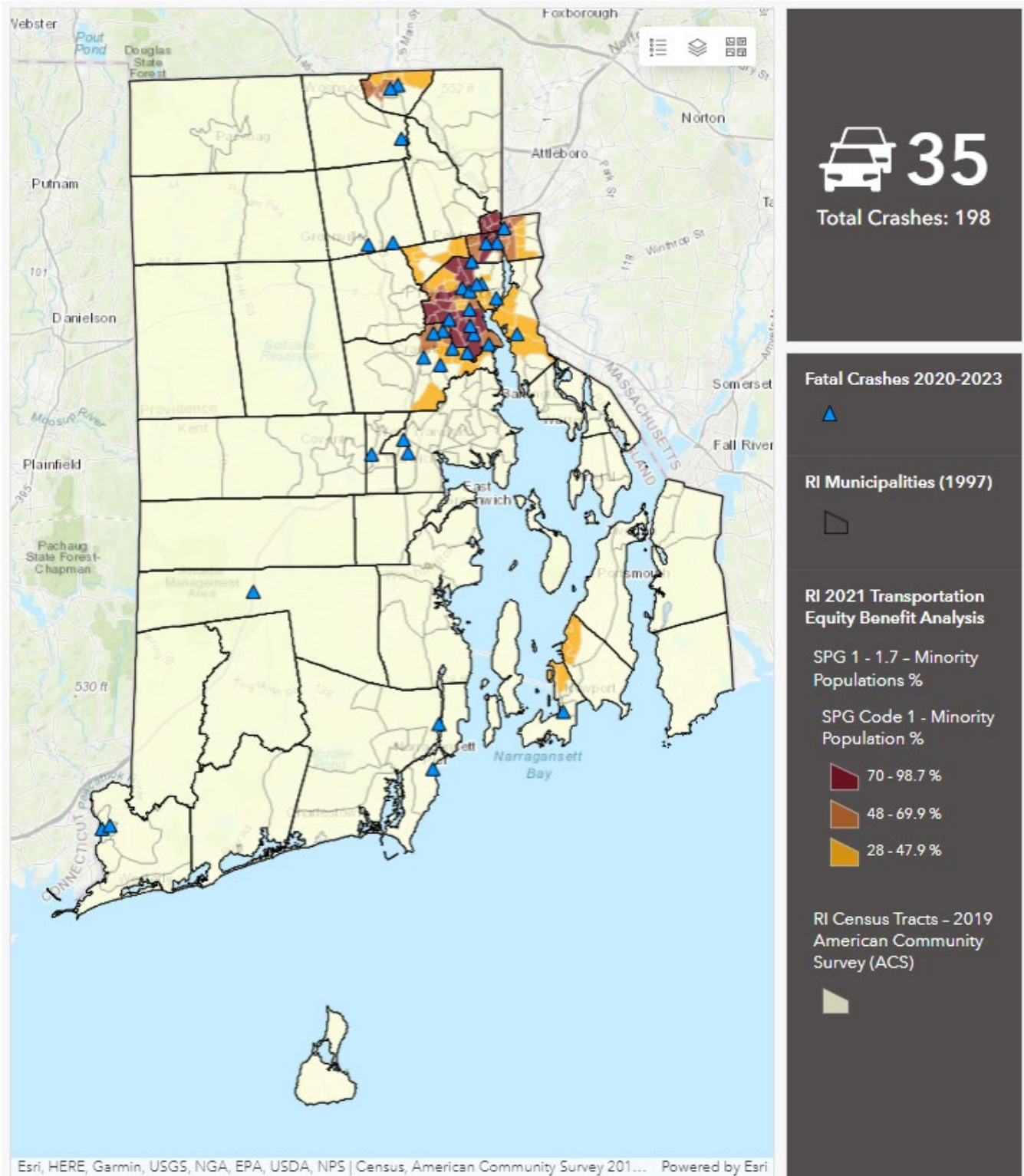


Exhibit PB-3 Pedestrian and Bicyclist Fatal Crashes relative to Poverty/Low-Income Census Tracts

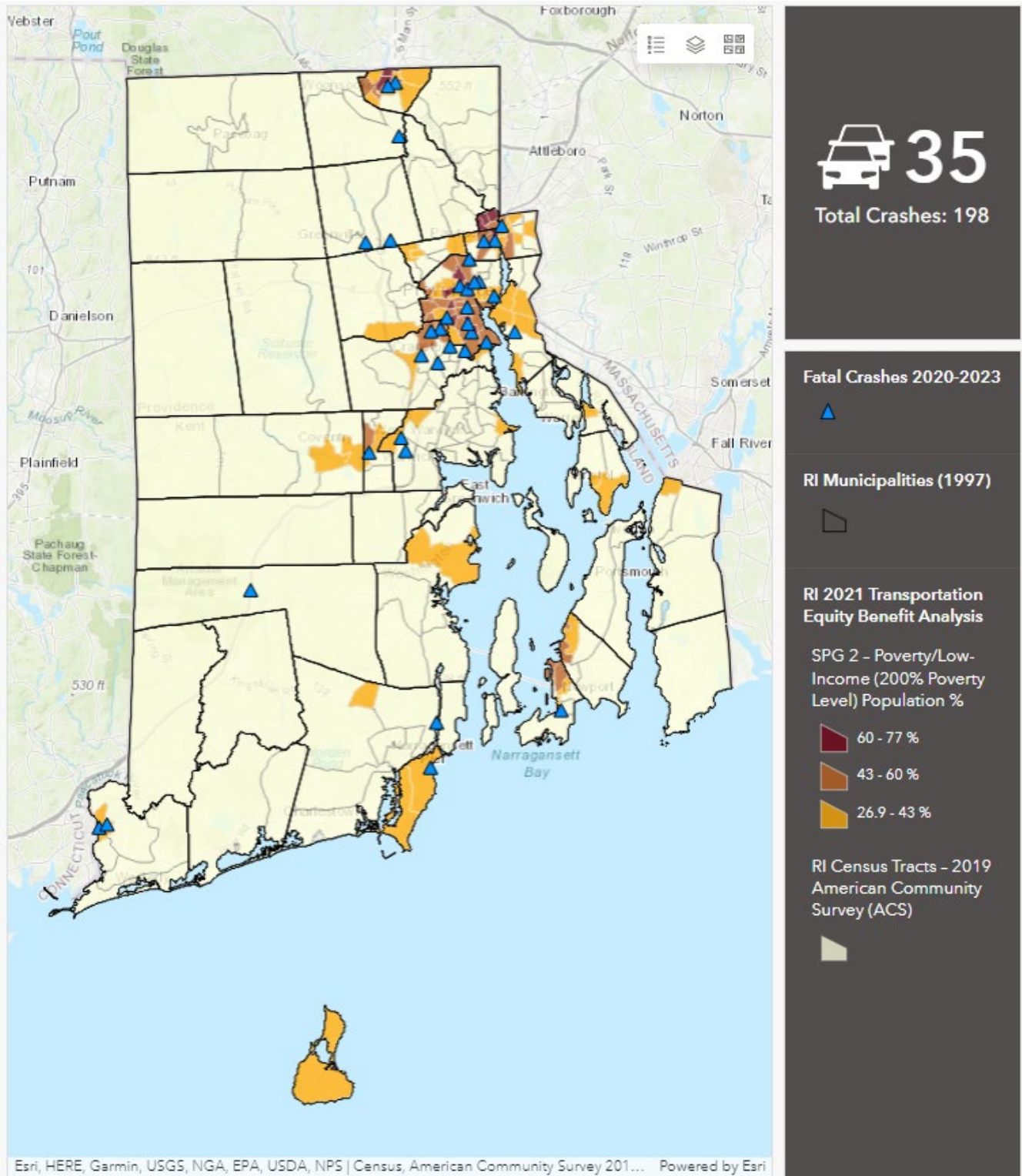


Exhibit PB-4 Pedestrian and Bicyclist Fatal Crashes relative to Aging Populations

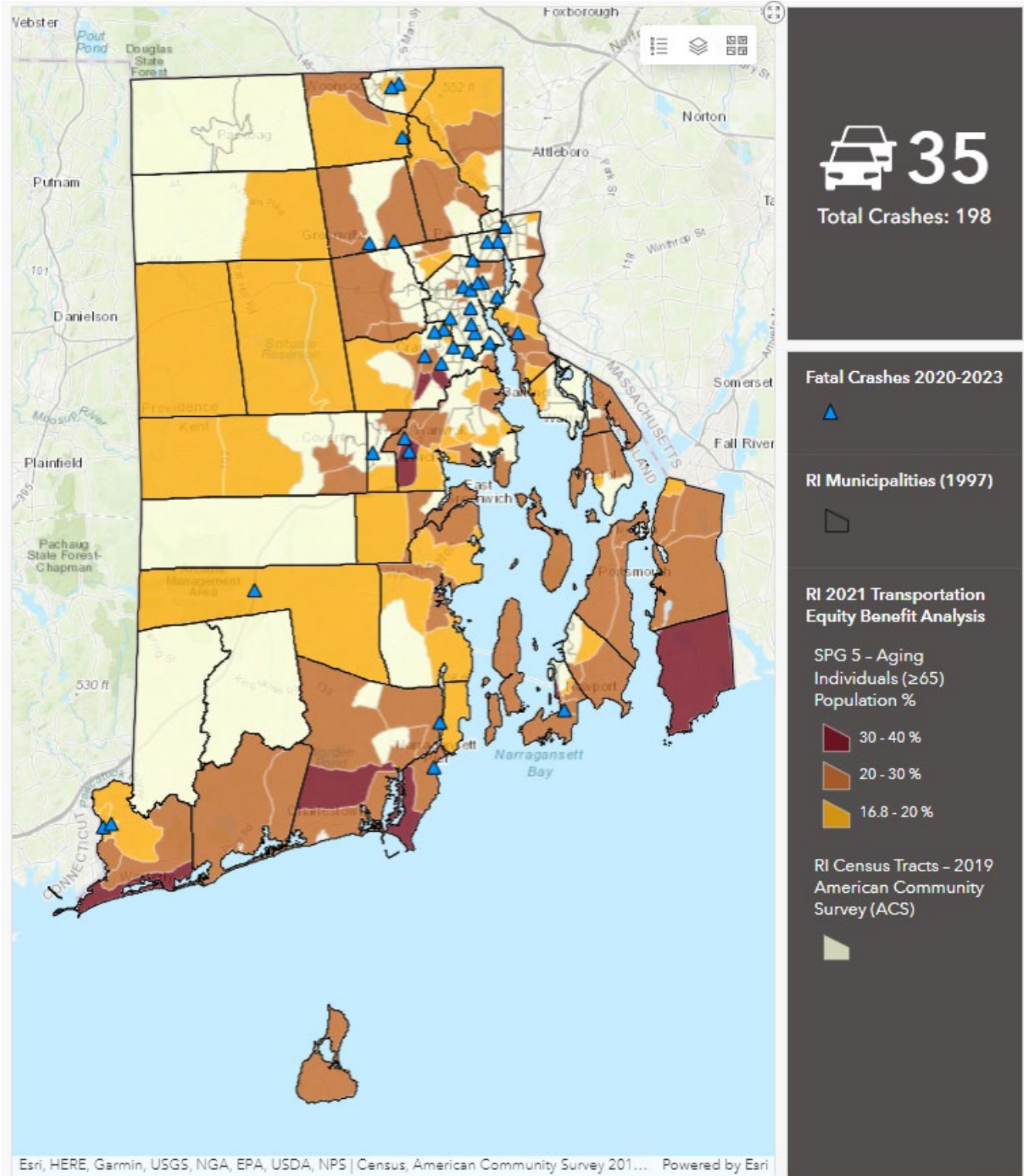


Exhibit PB-5 Pedestrian and Bicyclist Fatal Crashes relative to Populations of Individuals with Disabilities

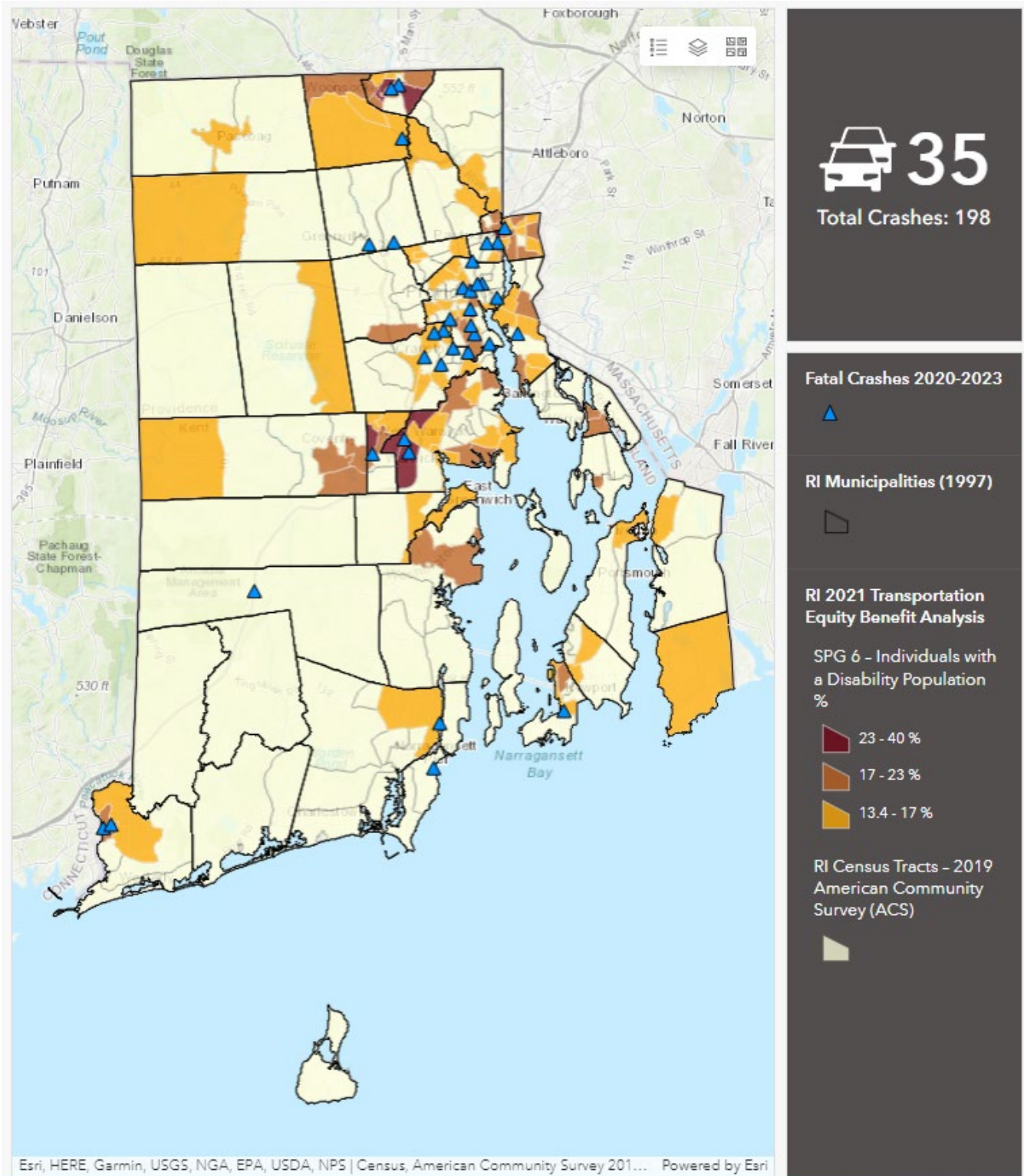


Exhibit PB-6 Pedestrian and Bicyclist Fatal Crashes relative to Populations with Limited English Proficiency

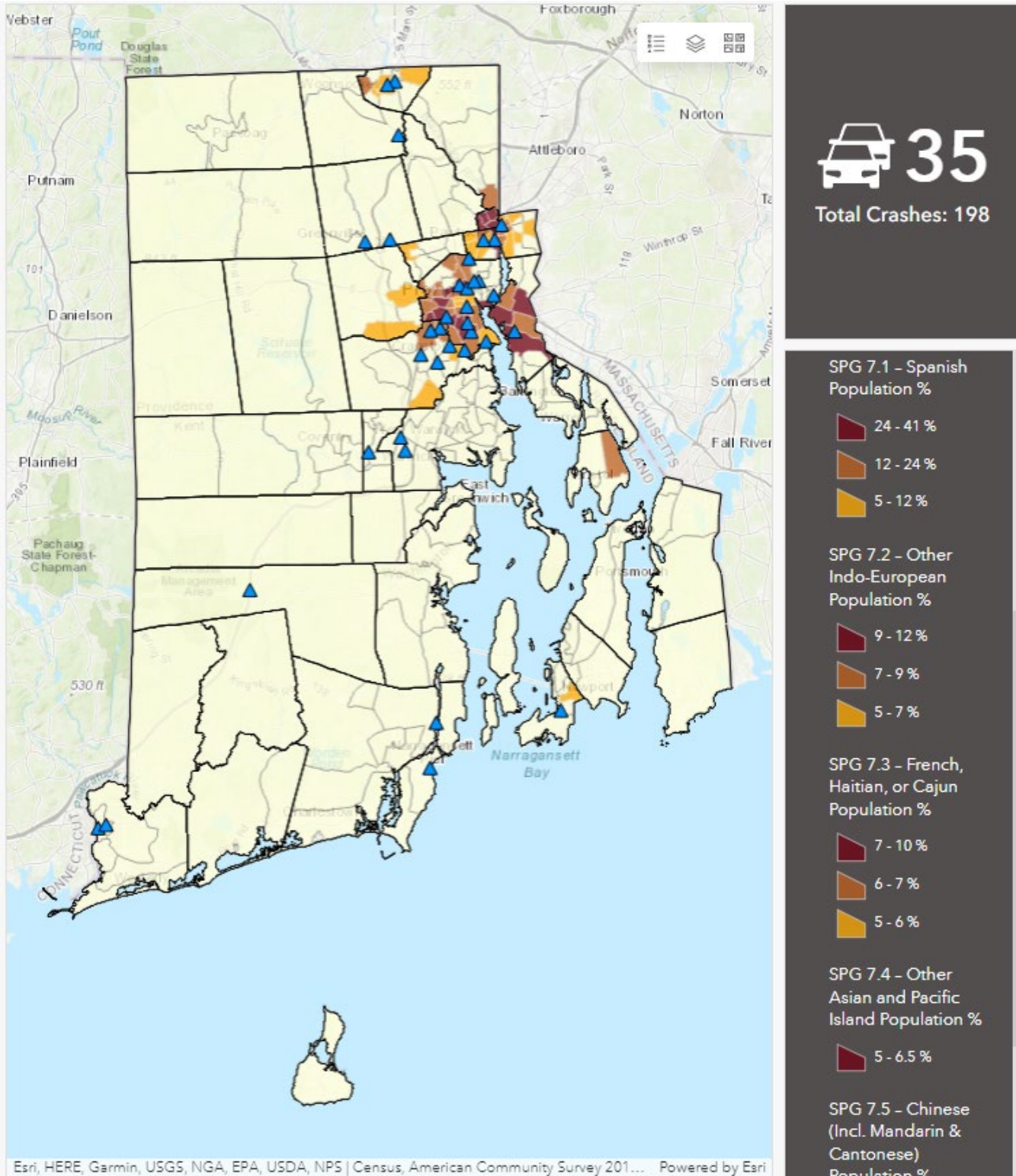


Exhibit PB-7 Pedestrian and Bicyclist Fatal Crashes relative to Carless Households

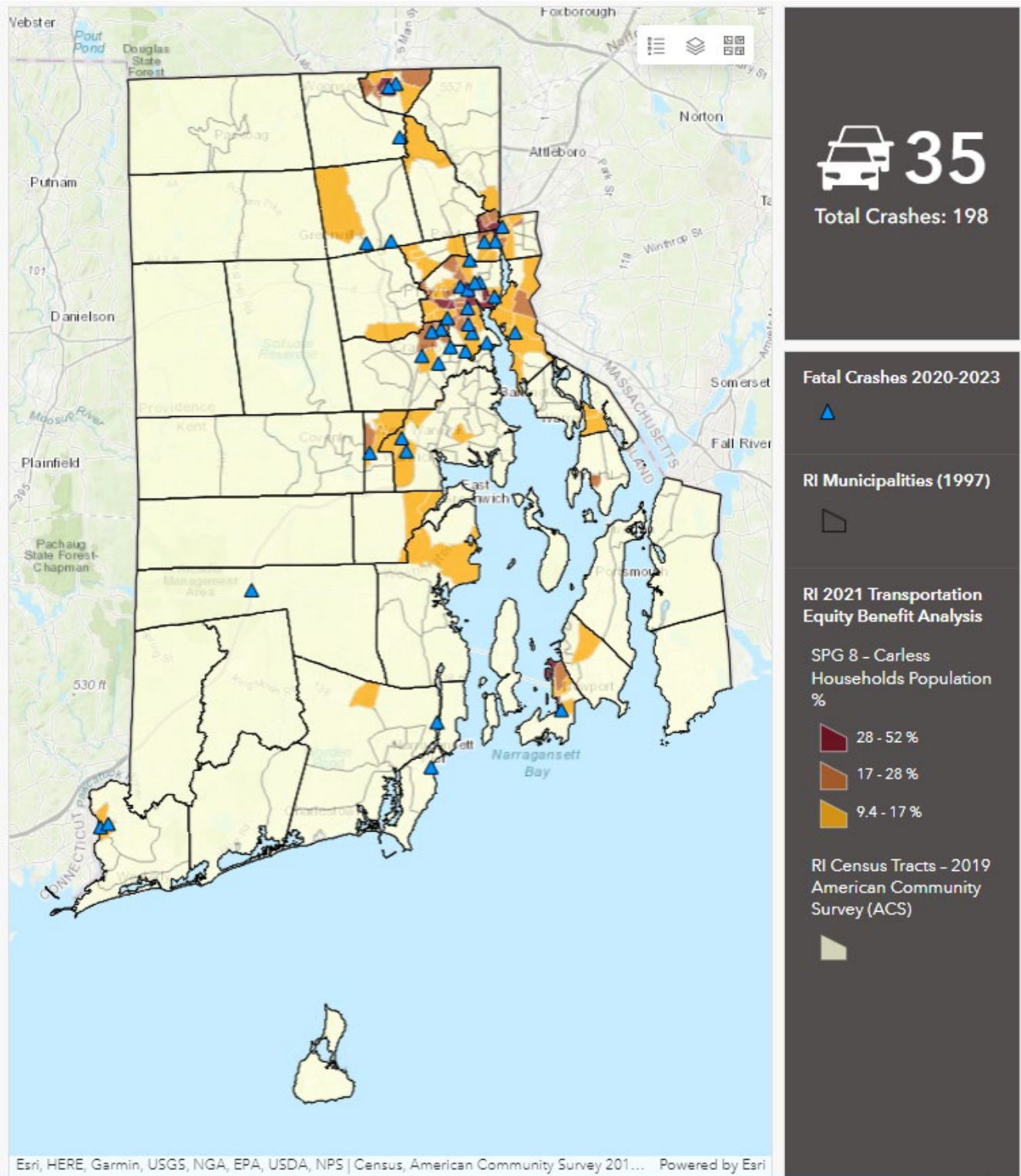
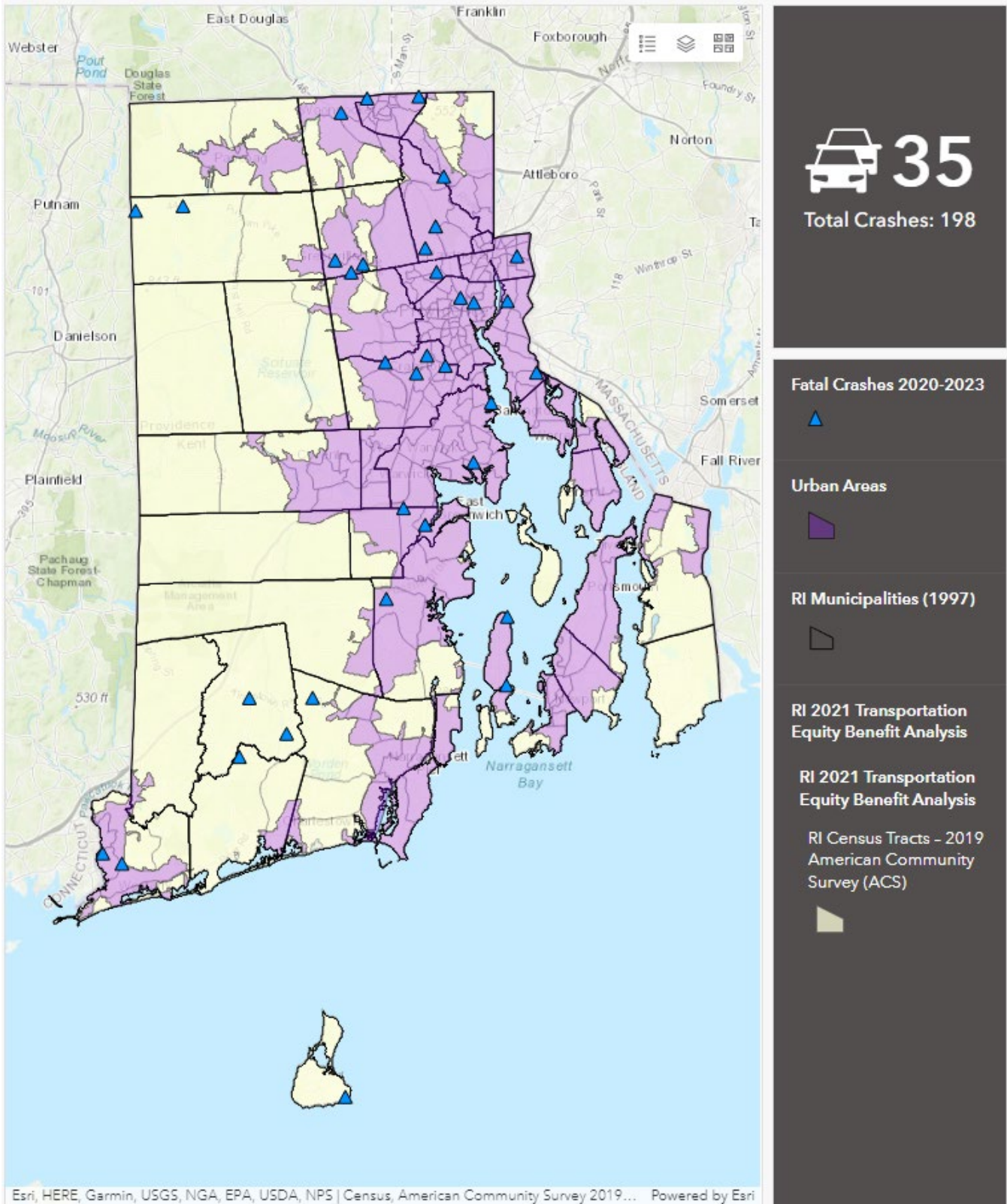


Exhibit PB-8 Pedestrian and Bicyclist Fatal Crashes relative to Urban and Rural land use



Findings

- › 34 of 35 unrestrained fatal crashes (97%) occurred in urban areas, significantly higher than the proportion of VMT that typically takes place in urban areas (75%).
- › 17 of 35 unrestrained fatal crashes (18%) occurred in an Environmental Justice (EJ) Area or Transportation Disadvantaged Community (TDC). EJ and TDC areas are reflective of minority population census tracts and areas with higher poverty rates due to how EJ and TDC areas are identified.
- › A negligible number of pedestrian/cyclist fatal crashes occurred in areas with aging population making up 30% or more of the population.
- › 4 of 35 pedestrian/cyclist fatal crashes (11%) occurred in areas where individuals with disabilities make up 25% or more of the population.
- › 5 of 35 pedestrian/cyclist fatal crashes (14%) occurred in areas where individuals with limited English Proficiency make up 33% or more of the population.
- › 5 of 35 pedestrian/cyclist fatal crashes (14%) occurred in areas where carless households make up 28% or more of the population.

Appendix B

Listening Sessions

Public Participation & Engagement

PREPARED FOR

Office on Highway Safety

Rhode Island Department of
Transportation
Two Capitol Hill
Providence, Rhode Island, 02903

PREPARED BY



1 Cedar Street
Suite 400
Providence, RI

June 2023

Table of Contents

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2	Providence Young Voices Listening Session	5
3	Woonsocket Public Library Listening Session	10

Warwick Virtual Listening Session

What Are Your Traffic Safety Concerns?

The Rhode Island Department of Transportation, Office on Highway Safety is Listening. Tell us your traffic safety concerns to guide the 2024 Rhode Island Highway Safety Plan.

A Rise in Transportation Fatalities and Serious Injuries

Rhode Island faces the unfortunate reality that fatal roadway crashes are once again on the rise. Traffic safety professionals nationwide are experiencing this same trend; however, it is now that we must work harder than ever as we search for new and innovative ways to reduce crashes and the loss of life and injuries that results.

The Rhode Island Office on Highway Safety will host **one** in-person and **two** virtual listening sessions to hear your concerns and gather input to help shape and development the **2024 Annual Highway Safety Plan (HSP)**.

Your thoughts, concerns and recommendations are important, so please join us for one of these sessions and help cultivate safer roads for all road users.

The input gathered will create the vision, goals, and strategies shaping our Annual Highway Safety Plan (HSP). We are interested in hearing your input on transportation safety issues important to you.

We welcome your ideas on several issues, including (but not limited to):

- › How should we respond to the rising rate of crash fatalities?
- › How should we respond to the rising rate of unbelted fatalities?
- › What are the barriers to people traveling safely on Rhode Island roads? How do we address those?
- › How can we design and implement innovative and culturally responsive highway safety traffic enforcement programs?

Register for a Discussion Session

Virtual Listening Session (zoom): Tuesday, May 16, 2023 9:30-11:00AM

https://forms.office.com/Pages/ResponsePage.aspx?id=mV5cNo_260uJ2avstBsaGyw1ortXBRJlIKpgOoG7Md5URDhBVEVBVU9CMTlaOTAxRU1aRkRCVIRXMS4u

We look forward to hearing your ideas and receiving your input! We value inclusion and access for all meeting participants. If you require accommodations, please contact us at least 48 hours prior to the meeting at gabrielle.abbate@dot.ri.gov.



Memorandum

To: Gaby Abbate
OHS
RIDOT

Date: May 16, 2023

Project #: 73301.01

From: Kristin Caouette, VHB
Zachary Tiang, VHB

Re: Warwick Listening Session Notes

Attendees

- › Gabrielle Abbate, OHS/RIDOT
- › James Barden, OHS/RIDOT
- › Jason Farias, OHS/RIDOT
- › Joseph Amoroso, OHS/RIDOT
- › Kelsey Santos, OHS/RIDOT
- › Sandra Marinucci, OHS/RIDOT
- › Richard Sullivan, RIMPTA
- › Kristin Caouette, VHB
- › Zachary Tiang, VHB
- › Steve Pristawa, Office of Safety/RIDOT
- › Veronicka Vega, City of Woonsocket
- › Bethany Hashway

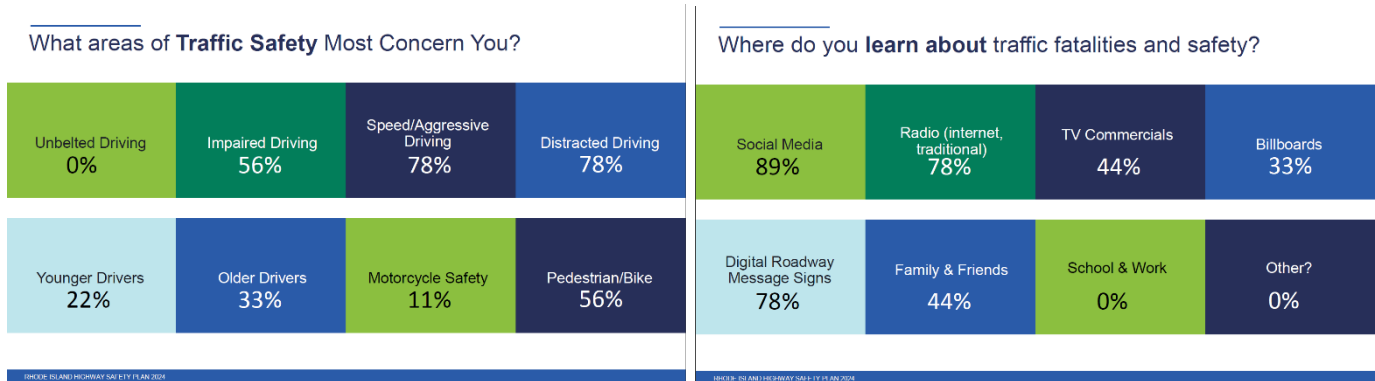
General Safety

- › Showing Distracted Driving fatalities is misleading due to underreporting.
- › Speed feedback signs are helpful in Woonsocket.
- › There is a lack of data showing which countermeasures are most effective for grant applications.
- › In Woonsocket, social media is shared between departments to improve communication and the impact of the media campaign.
 - Using traditional and new methods like local talk shows and the Valley Breeze as well as social media help reach a wider audience.
- › Improve sharing from OHS to partners and vice versa to help broadcast and share each other's campaigns.

Survey Results

- › Based on the 9 completed surveys, everyone acknowledged that traffic safety is an issue of concern.
- › Speed/Aggressive Driving, Distracted Driving, and Impaired Driving are the emphasis areas of greatest concern for survey respondents.

- › Social Media, Radio (internet/traditional), and Digital Roadway Message Signs are the types of media where the majority of people get their safety messaging.



Speed/Aggressive Driving

- › Speed is the most complained about emphasis area for law enforcement.
 - NHTSA is providing funding for automated enforcement, but legislation will have to change first before they can be used outside of school zones.

Impaired Driving

- › Impaired Driving is a rising issue in Woonsocket.
- › OHS needs more partnerships to effectively reach the target communities.
 - Perhaps the departments using the B.A.T. Mobile can share on social media to improve communication and outreach of the B.A.T. Mobile’s purpose.
- › Looking to create a 10-15 officer task force to target weekends and holidays in communities that can’t afford the additional cost to enforce impaired driving.

Takeaways

- › Building partnerships between OHS and communities could be beneficial for all involved. RIDOT has safety resources and data that can benefit municipalities in decision-making and building a case for improvements. Municipalities are a key to successful delivery of OHS messaging on behavioral crash risks, education, enforcement, and outreach that can bring messaging into communities.
- › Automatic speed ticketing cameras may reduce speed issues in Woonsocket and statewide but under existing legislation, can only be installed in school zones. Legislation will have to change first in order to implement this type of enforcement elsewhere.
- › While the B.A.T. Mobile is being utilized, the communication of where it’s going to be and the purpose it serves could be improved.

Providence Young Voices Listening Session

What Are Your Traffic Safety Concerns?

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A Rise in Transportation Fatalities and Serious Injuries

Rhode Island faces the unfortunate reality that fatal roadway crashes are once again on the rise. Traffic safety professionals nationwide are experiencing this same trend; however, it is now that we must work harder than ever as we search for new and innovative ways to reduce crashes and the loss of life and injuries that results.

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Your thoughts, concerns and recommendations are important, so please join us for one of these sessions and help cultivate safer roads for all road users.

The input gathered will create the vision, goals, and strategies shaping our Annual Highway Safety Plan (HSP). We are interested in hearing your input on transportation safety issues important to you.

We welcome your ideas on several issues, including (but not limited to):

- › How should we respond to the rising rate of crash fatalities?
- › How should we respond to the rising rate of unbelted fatalities?
- › What are the barriers to people traveling safely on Rhode Island roads? How do we address those?
- › How can we design and implement innovative and culturally responsive highway safety traffic enforcement programs?

Register for a Discussion Session

In-person: Thursday, May 18, 2023 3:30-5:00 PM

Young Voices
204 Westminster Street, Suite 2A
Providence, RI 02903

https://forms.office.com/Pages/ResponsePage.aspx?id=mV5cNo_260uJ2avstBsaGyw1ortXBRJIIKpgOoG7Md5UMFZMNkpUSVVPN0Q4TVZLRE5TMExLVIQ0Ni4u

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Project #: 73301.01

From: Kristin Caouette, VHB
Zachary Tiang, VHB

Re: Young Voices Listening Session Notes

Attendees

- › Gabrielle Abbate, OHS/RIDOT
- › Richard Sullivan, RIMPTA
- › James Barden, OHS/RIDOT
- › Kristin Caouette, VHB
- › Jason Farias, OHS/RIDOT
- › Zachary Tiang, VHB

in addition to OHS and consultant facilitators, 17 students and leaders from the Young Voices program participated

Data Observations Discussions

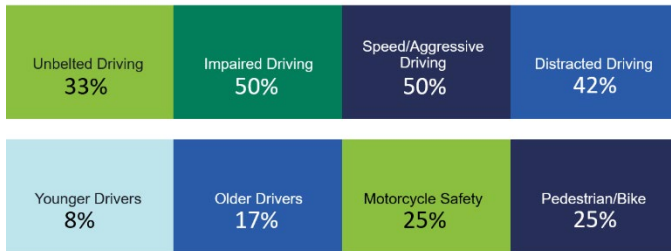
- › The perception that older and younger drivers are not “good” drivers and anticipating a higher percentage of fatalities in those emphasis areas
- › The current dialogue among bike advocacy groups for the need for improved cycling facilities to improve safety is counter to the low number of cycling fatalities.
- › Wide agreement that distracted driving is a danger and surprise that the fatality data does not reflect that. There was follow on discussion about the lack of citation data documenting cases of distracted driving and the challenges for law enforcement.
- › Enforcement (financial penalty) suggested as an effective means for behavioral change.
- › Discussion around the various factors that can increase crash severity: speed, vehicle size and hypothesizing about how the increasing size of vehicles could be increasing crash severity.
 - Also, discussion around the idea that a larger vehicle has different sight lines and suggestions that pedestrians (particularly a smaller pedestrian) may not be in the line of sight for a driver in a larger vehicle.

Survey Results

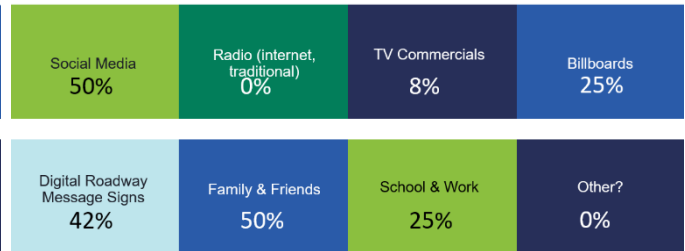
- › Based on the 12 completed surveys, everyone acknowledged that traffic safety is an issue of concern.
- › Speed/Aggressive Driving, Impaired Driving, and Distracted Driving, are the emphasis areas of greatest concern for survey respondents.

- › Social Media, Friends & Family, and Digital Roadway Message Signs are the types of media where the majority of people get their safety messaging.

What areas of **Traffic Safety** Most Concern You?



Where do you **learn about** traffic fatalities and safety?



Seat Belt Use

- › Most attest to using their seat belts at all times.
- › Small number acknowledge not always using a seat belt, specifically as a back seat passenger.
- › Small number acknowledge challenge of using a seat belt in a full back seat (hard to access, not much space), and furthermore, social discomfort of negotiating belting in rideshare with a stranger.

Pedestrians & Cyclists

- › As pedestrians, many expressed frustration with signalized crossings that permit right-turns on red during a pedestrian walk phase, vehicles not honoring the pedestrian right-of-way, and how that endangers pedestrians as the vulnerable user.
- › Feelings that there is inequity in infrastructure investment. Both Newport and Providence are hubs for pedestrian/cyclist travel but Newport has much nicer facilities.
- › Would like to see enforcement or physical barriers preventing vehicles in shared use paths.

Technology

- › Concerns about how vehicle technology allows drivers to become lazy, not use and practice the full range of driving skills, resulting in a future of less skilled drivers.
- › Concerns that technology can have its short comings and failures.

Media and Messaging

- › Encouraging everyone to be an upstander (role model) not a bystander for behavioral change.
- › Messaging to reach youth needs to be catchy.
- › Strong preference toward social media, primarily references to Instagram and TikTok.
- › Struggles to identify who those local influencers are that can deliver messaging to individuals via social media.

- › Local sports, RhodelslandProbz, Young Voices has an alum who is a successful social media influencer (<https://www.youtube.com/c/horchatasoto>) (Jorge Soto).
- › Consider new and different opportunities to provide education (not just driver's ed.).

Takeaways

- › While OHS is putting out media and messaging, there's gap to bridge with getting it to individuals primarily consuming social media.
- › The most powerful messaging is based on lived experiences, testimonials, personal stories.
- › NHTSA has an Instagram, consider opportunities to reshare.

Woonsocket Public Library Listening Session

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- › How should we respond to the rising rate of unbelted fatalities?
- › What are the barriers to people traveling safely on Rhode Island roads? How do we address those?
- › How can we design and implement innovative and culturally responsive highway safety traffic enforcement programs?

Register for a Discussion Session

Woonsocket Harris Public Library: 303 Clinton Street, Woonsocket, RI 02895

Tuesday, May 23, 2023 1:30-3:30PM

https://forms.office.com/Pages/ResponsePage.aspx?id=mV5cNo_260uJ2avstBsaGyw1ortXBRJIIKpgOoG7Md5UMExFNUwzNIpOTFBOTFFJSzRYVEw5WFITVC4u

We look forward to hearing your ideas and receiving your input! We value inclusion and access for all meeting participants. If you require accommodations, please contact us at least 48 hours prior to the meeting at gabrielle.abbate@dot.ri.gov.



To: Gaby Abbate
OHS
RIDOT

Date: May 23, 2023

Memorandum

Project #: 73301.01

From: Kristin Caouette, VHB
Zachary Tiang, VHB

Re: Woonsocket Listening Session Notes

Attendees

- › Amanda LaRose, Navigant CU
 - › Richard Sullivan, RIMPTA
 - › Leslie Page, WHPL
 - › Jody Ragosta, WHSCDA
 - › Andrew Tainsh, OHS/RIDOT
 - › Melissa Flaherty, PPC
 - › Kelsey Santos, RIDOT
 - › Jim Barden, OHS/RIDOT
 - › Veronicka Vega, City of Woonsocket
 - › Sandra Marinucci, RIDOT
 - › Derek Larivee, BVPC
 - › Jason Farias, OHS/RIDOT
 - › Barbara Rizzuti, NHTSA
 - › Garrett Mancieri, City Council
 - › Violet Brown, Harris Library
 - › Dan Demille, NHTSA
 - › Diane Dufresne, BVPC
 - › Monica Blanchette, Burrillville PAC
 - › Gabriel Cano, NHTSA
 - › Lisa Carcifeiro, BVPC
 - › Kristin Caouette, VHB
 - › Thomas Oates, WPD
 - › Pam Shayer, BVPC
 - › Zachary Tiang, VHB
 - › Gaby Abbate, OHS/RIDOT
 - › Steve Pristawa, RIDOT
- › BVPC - Blackstone Valley Prevention: Coalition educates and develops messaging/campaigns to increase awareness on topics affecting the community.

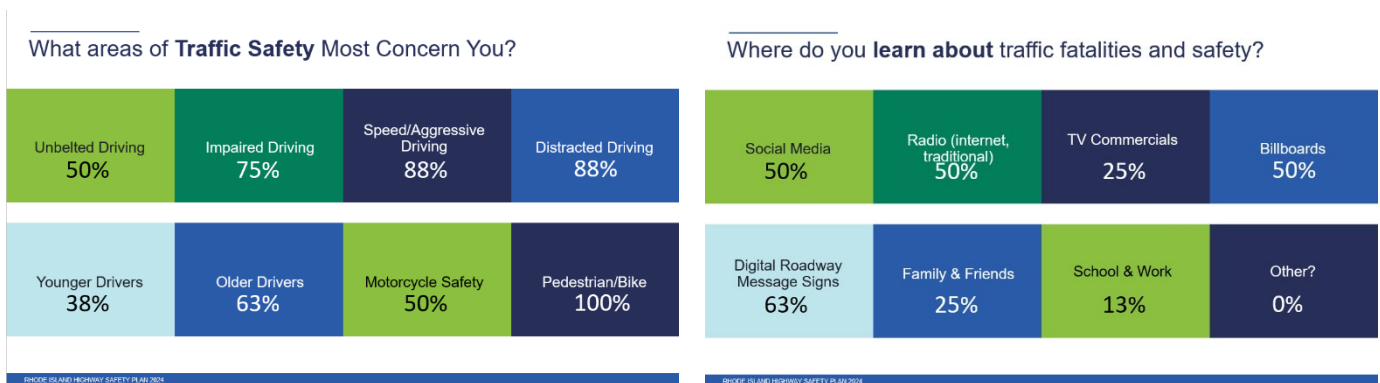
Data Observations Discussions

- › Since the pandemic, people seem to drive faster, have less patience, and more aggression
 - It would be interesting to see if statewide mental health regarding traffic safety has changed.
- › Wide agreement that distracted driving is a danger and surprise that the fatality data does not reflect that. There was follow on discussion about the lack of citation data documenting cases of distracted driving and the challenges for law enforcement.
- › Surprising that Younger Driver was lower than Older Driver.
- › Is it possible that a national decrease in attention span has resulted in decreased patience on the road, increase frustration and aggression?

Survey Results

- › Based on the 8 completed surveys, everyone acknowledged that traffic safety is an issue of concern.

- › Speed/Aggressive Driving, Distracted Driving, and Pedestrian/Bicyclist safety are the emphasis areas of greatest concern for survey respondents.
- › Digital Roadway Message Signs, Social Media, Radio, and Billboards are the types of media where the majority of people get their safety messaging.
- › Suggestion that talk radio could reach many (possible alternative for those not getting information through social media).



Impaired Driving

- › Prevention Coalitions have had some success reaching students pre-prom through local businesses (e.g. florists) and adults through favorite local bars.
- › Prevention Coalitions have had some success with canvassing key neighborhoods based on trend data.
- › Marijuana is often seen as “safer” and younger people do not have the same aversion to marijuana as they do tobacco and alcohol.
 - Alcohol and marijuana are not seen as equally impairing, users seem more willing to drive while under the influence of marijuana.
 - Alcohol and marijuana are being used in conjunction and some forms of marijuana have a delayed reaction several hours after ingestion.
- › Marijuana sobriety field tests are still in the early stages and law enforcement does not have robust protocol on administering that test. Currently, it must be obvious like seeing the drugs to issue a citation.
- › Parents are modeling marijuana use to their kids, which normalizes use and boundaries (or lack of) for young people.
 - With the marketing around medical marijuana and now legal marijuana, it’s seen as “ok”
- › Bringing programs into schools like D.A.R.E. could help start the conversation earlier since people are getting introduced to marijuana and alcohol younger and younger.
- › Challenge of “continued education” beyond educating youth on responsible substance use.
- › Legalizing marijuana has drawn in new/inexperienced users. Adults still need to be educated on the dangers of marijuana.

Distracted Driving

- › Typically, law enforcement does not receive calls about distracted driving.
- › In a fatal crash, a cell phone and records go into police possession, however, not typical for injury crashes.
- › Current legislation makes it very hard to issue a citation for distracted driving.
 - Things like needing to know which hand the phone was in and if there were observed signs of using the phone.

Seat Belt Use

- › Most attest to always using their seat belts.
- › Check to see if the warning beep from not using a seatbelt works.
- › Not using a seatbelt is seen as "I'm only impacting me"
- › Statewide belt use is at 88.3%, 2022.
- › Some people sit on top of the buckled seat belt to bypass the warning sound. Tools are available for purchase that click into the buckle to trick the sensor.
- › Unlike speeding or impairment, citizens are not contacting law enforcement asking for more seat use enforcement – no additional pressure for belt use enforcement.

Technology

- › In fatal crashes, cell phone data is pulled. Perhaps we can use this data to see if there are more crashes that involve distracted driving/cell phone use.
- › From a law enforcement perspective, unless it's a fatal crash, it is very hard to access cell phone data.
- › There are insurance companies that offer discounts for using an app that shows you aren't using your phone while driving.

Media and Messaging

- › BVPC had minor success with door tags in effected areas.
- › Woonsocket High School had a student athlete event that required a parent/guardian to attend to address an impaired driving fatality involving a student athlete.
- › Burrillville had a pre-prom dinner that waived the cost of the prom if they brought a parent/guardian.
 - There needs to be an incentive like dinner to get people to attend.
- › Reaching out to local florists during prom to attach media about impaired driving helped spread awareness.
- › Perhaps Woonsocket School Department could partner with OHS to display media on the TV's around the school.
 - Students could create digital roadway message signs and winners could even have their message displayed state-wide.
- › Morning talk radio shows are popular for the older generation in Woonsocket.
- › There is no one size fits all solution. Some media that works for older drivers may not work for younger drivers.

Takeaways

- › While OHS is putting out media and messaging, there's a gap to bridge with getting it to individuals primarily consuming social media.
 - All forms of media should be utilized, including podcasts, talk radio, and maybe even canvassing.
 - Potential for a partnership with the Woonsocket High School to get messaging into schools (screens in schools) and partner with students to help engage in developing messaging.

The most powerful messaging is based on lived experiences, testimonials, personal stories but incentives may be needed to attract parents/guardians to ensure the same message is being shared at home.

Rhode Island Community Engagement Survey

May 16th, 2023 - Virtual Listening Session

* Required

1. If Traffic Safety is defined as ensuring that all individuals on all modes (e.g. vehicles, bus, cyclists, and pedestrians) can travel from beginning to end of their journey without harm then...
Is Traffic Safety a concern for you? (1 being least concerned, 5 being most concerned) *

1 2 3 4 5

2. Which areas of Traffic Safety are your greatest concern? *

	Not a Concern	Minimal Concern	Slight Concern	Concerned	Most Concern
Unbelted Driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impaired Driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speeding/ Aggressive Driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distracted Driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Younger Drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older Drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motorcycle Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedestrian Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bicyclist Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How do you receive traffic safety messaging? Select all that apply. *

- Social Media
- Radio (traditional or internet)
- TV Commercials
- Billboards
- Digital Roadway Message Signs
- Family & Friends
- School

Appendix C

Supporting Data

PREPARED FOR

Office on Highway Safety

Rhode Island Department of
Transportation
Two Capitol Hill
Providence, Rhode Island, 02903

PREPARED BY



1 Cedar Street
Suite 400
Providence, RI

July 2023

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Driver Education Instructor Observations Fall 2022

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p>Teacher's interaction with students</p> <p>Tracy encourages students: "That's good, Jack" and appropriately addresses misbehavior: "What did I say – no shouting out, Dylan. Next time raise your hand."</p>	<ul style="list-style-type: none"> • The teacher respects and encourages students' efforts • The teacher appropriately addresses misbehavior • The teacher keeps students on task 	<ul style="list-style-type: none"> • Students are hesitant and some are unwilling to respond • The teacher does not address student misbehavior • There are a number of students off-task
<p>Students' interaction with students</p> <p>Students are respectful of one another.</p>	<ul style="list-style-type: none"> • Students are respectful of one another • Students work collaboratively with one another 	<ul style="list-style-type: none"> • Students talk when the teacher and other students are talking • Some students refuse to work with other students
<p>Classroom Culture</p> <p>Students are engaged and demonstrate knowledge of classroom expectations. For example, at the start of chapter 8, Tracy has students write the answers to the pre-quiz in the workbook: "... and what color is that box?" Students all respond "blue" - it is evident they know the routine for the start of each chapter.</p>	<ul style="list-style-type: none"> • Students are engaged, asking relevant questions, responding appropriately • Students demonstrate knowledge of the classroom expectations 	<ul style="list-style-type: none"> • Students are not productively engaged • Students do not appear to know classroom expectations

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Tracy lets students know how they will demonstrate IPDE. She passes out potential driving situations to each student (ie: one is a car with a flat tire in the right lane). Each student then has to explain how to implement IPDE with their situation. This exercise provides students with a great opportunity to practice IPDE in a number of situations.</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i> When a student asks for clarification on the sheet explaining make up hours, Tracy's explanation is clear: "You only missed 3 ½ hours, but you cannot register for the make up hours prior (before) this class ends."</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion

<p><i>Explanation of content/Lesson delivery</i> Tracy's explanations are direct and clear: "With central vision we only see a small amount," "If you're driving and seeing a couple of different hazards – a pothole, a mail carrier – you can only address one hazard at a time. That's what called 'separating risk'." In addition, she often uses the whiteboard to show students what they are learning.</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>
<p><i>Student engagement</i> Tracy continually implements strategies to motivate students. For example, she has them do the physical illusion that is on the Power Point with their own fingers so they can see what it actually looks like.</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> Little instructional time is lost during transitions.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> When Tracy notices students need a movement break, she adjusts her practice: "Everybody stand up – shake it off." Then when she realizes her movement break isn't going as planned, she adjusts again and acknowledges: "I was going to get you up and</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students' understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students' questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students' understanding</i> • <i>The teacher does not fully clarify information based on students' questions about content</i>

<p>moving because it is important to avoid snoozing when driving.”</p>		
<p><i>Curriculum pace</i> The pace is consistent – Tracy keeps it moving well.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i> Tracy incorporates the use of the workbook: “Turn to page 18 of the workbook. When you see the number of the circle I am showing (on the Power Point), write it in.” She does a nice job connecting the workbook to the Power Point.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> Students have the current edition of the textbook.</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i> Tracy incorporates the Power Point and introduces videos to let students know what they will see: “We’re going to talk about seeing and looking.” She also pauses and interjects relevant questions: “What will it cost you if you go past those flashing lights?” “Where do most</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>

<p>crashes occur – did you hear what they said?”</p>		
<p>Assessments</p> <p>Tracy uses the current permit test A.</p>	<ul style="list-style-type: none"> • Assessments are used to monitor and measure student learning • Assessments are up-to-date and current 	<ul style="list-style-type: none"> • Assessments are not implemented • Assessments are not current; they include outdated information

Evaluation date: July 22, 2023

Commendations: Tracy’s rapport with the students reflects her strong skills working with the special education population. When one student remarks: “Can’t you just let us snooze?,” Tracy responds: “So I’m going to let you get in a 3 ton car and let you snooze? You need to pull over and walk.” Throughout class Tracy continually keeps students thinking about the information, encouraging them to think more and implement what they have learned: “Where might you see this sign?” “What does that mean, being sober?” “How could you be impaired besides being drunk?” “What’s another word for perceive?” “What else can this driver do?” “What if you’re in heavy traffic in that left lane?” “What about passengers in the back seat – should they use the Dutch Reach also?” “Why do you think most accidents happen at intersections?” **Tracy met expectations in all areas.**

Recommendations: Incorporating shorter breaks more often may help students who need frequent breaks. For example, some teachers give 3 minutes every 30 minutes and some give 5 minutes every hour. Also, when students are responding to their IPDE scenarios, perhaps they could stand to physically show their response to incorporate some movement.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Teacher's interaction with students</i></p> <p>Jan respects students' efforts and her positivity is encouraging: "That's right, Marco," "Yay, Mia, thank you!" "You're doing great reading: thank you!"</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Most students are respectful of one another.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i></p> <p>Students know the expectation during break: they have a 15-minute break at 7:30; they all came promptly back at 7:45.</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Jan explains how students will demonstrate learning: “Read for level one” and then a volunteer will “come up here and name the level and just write it.”</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i> Jan’s directions are clear; for example, she explains to students that “The day of the permit test – before you take the test – you return these books to me (RI DMV books). Bring some sticky notes to use in these books.”</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p><i>Explanation of content/Lesson delivery</i> Jan follows up students’ responses to clarify information.</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague
<p><i>Student engagement</i> Jan uses student volunteers to read parts of the RI DMV book. Later she has other volunteers write on the white board to</p>	<ul style="list-style-type: none"> • The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson 	<ul style="list-style-type: none"> • The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson

<p>indicate what each level of permit and license allows the driver to do.</p>		
<p><i>Transitions</i> Little time is lost transitioning from break.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> When a student struggles to find the right answer, Jan continues to ask additional questions to help the student arrive at the correct answer: “Do you always have to ride with your dad?,” “How many supervisors can you have?”</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i> The pace is consistent.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i> Jan has speakers from the police departments and fire departments talk to the students. In addition, she also has a speaker from Think Fast Interactive, which provides a game-like environment to help students review the RI rules of the Road.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> The current edition of the textbook is used (ie: “Page 335 in your book.”)</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>

<p><i>Technology implemented</i></p> <p>Jan shows a You Tube video on reduced traction.</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i></p> <p>Jan incorporates assessments (ie: test 1 is chapters 1-8) to monitor student learning.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: May 30, 2023

Commendations: At the beginning of the course, Jan provides students with a course schedule that shows what they will be covering each class and how they can earn extra points. Throughout class Jan continuously asks students questions about the material to keep them involved: “What did it say about cruise control in rainy weather?” “Can someone give me an example of what to do with basic speed law if there’s rainy conditions?” “Dustin, what do you think?” “Aiden do you remember that?” In addition, Jan often has students provide more information beyond their initial responses, getting the students to think about their answers: “Why do you think it’s true?” “Yes, but how much?” “What else?” ***Jan met expectations.***

Recommendations: Utilizing the Power Point with the lessons can help students with an additional visual reference. Incorporating the workbook can provide students with reinforcement of the learning as well as an additional study tool; for example, when teaching risk reduction, students can complete the organizer in the workbook (page 46).

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p>Teacher's interaction with students</p> <p>Kathy encourages students ("Yes, absolutely") and appropriately addresses misbehavior: "What are you laughing at?" "What are you guys doing?"</p>	<ul style="list-style-type: none"> The teacher respects and encourages students' efforts The teacher appropriately addresses misbehavior The teacher keeps students on task 	<ul style="list-style-type: none"> Students are hesitant and some are unwilling to respond The teacher does not address student misbehavior There are a number of students off-task
<p>Students interaction with students</p> <p>Students respect one another; for example, they don't interrupt when another student responds.</p>	<ul style="list-style-type: none"> Students are respectful of one another Students work collaboratively with one another 	<ul style="list-style-type: none"> Students talk when the teacher and other students are talking Some students refuse to work with other students
<p>Classroom culture</p> <p>Students are engaged and respond appropriately.</p>	<ul style="list-style-type: none"> Students are engaged, asking relevant questions, responding appropriately Students demonstrate knowledge of the classroom expectations 	<ul style="list-style-type: none"> Students are not productively engaged Students do not appear to know classroom expectations

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Kathy breaks down the instructional purpose and explains how students will demonstrate learning (ie: Kathy explains implied consent, and its relevance and tells students “You need to write that in chapter 12 of the workbook – implied consent – it is one of those things you need to know.”)</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>
<p><i>Direction/procedures</i></p> <p>Kathy’s directions are clear: “Book page 291, workbook page 35: You guys already know READ the road: fill it out.” ; “It’s 10 past 4:00, come back at 25 after.”</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>

<p><i>Explanation of content/Lesson delivery</i></p> <p>Kathy presents information clearly: “The alcohol is higher in wine than beer. ... A shot glass filled with whiskey has the same concentration as a can of beer.”</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>
<p><i>Student engagement</i></p> <p>Kathy uses practices that motivate students – from walking around the room and asking for their participation to actively using the workbook. Her sense of humor also keeps students engaged.</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i></p> <p>There is little time lost during the transition from break back to class.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i></p> <p>Kathy clarifies information (ie: “OTC means over the counter. You can walk into a store and buy it without a prescription.”)</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i></p> <p>The pace moves well.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i></p> <p>The activities support the lesson objectives</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>

<p>(ie: Using the workbook: “The orange section – check off yes or no for those things – are they drugs?”</p>		
<p><i>Resources utilized</i></p> <p>The current edition is used (ie: “Okay, we’re going to do chapter 13.”).</p>	<ul style="list-style-type: none"> • The current 15th edition textbook is referenced throughout the lesson 	<ul style="list-style-type: none"> • An older edition of the textbook is referenced throughout the lesson
<p><i>Technology implemented</i></p> <p>Kathy uses the Power Point and videos (ie: “... and that grandma smoking weed and driving her grandkids is downright scary.”).</p>	<ul style="list-style-type: none"> • Technology is appropriately utilized and implemented enhancing the curriculum and lessons • Power Point incorporated into lesson 	<ul style="list-style-type: none"> • Technology is neither utilized nor implemented • Power Point not incorporated into the lesson
<p><i>Assessments</i></p> <p>Kathy assesses and monitors students learning throughout the course.</p>	<ul style="list-style-type: none"> • Assessments are used to monitor and measure student learning • Assessments are up-to-date and current 	<ul style="list-style-type: none"> • Assessments are not implemented • Assessments are not current; they include outdated information

Evaluation date: April 6, 2023

Commendations: Kathy emphasizes relevant information, while also including questions for students, which enables the students to be active participants: “You cannot carry alcohol in your car. You can only transport your legal guardian if they have alcohol – not even your twenty-one-year-old sister. If you refuse breathalyzer, automatic license suspension. Now why isn’t it 0.0%?” “Look at those two guys – can they drink the same amount of alcohol and have the same affect?” “Alcohol is what kind of drug?” “Prescription drugs your doctor has to send through the pharmacy ... now what is the third type of drug?” “If someone is smoking weed, it’s 10-30 minutes to take effect. RI now has legal marijuana for people over 21 and people will think it’s okay to smoke and drive... the loss of effects varies with people and the amount of concentration in it – it could be hours, not just one. If you smoke weed and get behind the wheel – what is slower... reaction times (IPDE) are much slower.” ***Kathy met expectations in all areas.***

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p>Teacher's interaction with students</p> <p>Kathy encourages students: "Yeah, good," "Nice," Perfect!," "Excellent!"</p>	<ul style="list-style-type: none"> • The teacher respects and encourages students' efforts • The teacher appropriately addresses misbehavior • The teacher keeps students on task 	<ul style="list-style-type: none"> • Students are hesitant and some are unwilling to respond • The teacher does not address student misbehavior • There are a number of students off-task
<p>Students' interaction with students</p> <p>Most students are respectful of one another.</p>	<ul style="list-style-type: none"> • Students are respectful of one another • Students work collaboratively with one another 	<ul style="list-style-type: none"> • Students talk when the teacher and other students are talking • Some students refuse to work with other students
<p>Classroom Culture</p> <p>Students are engaged and ask relevant questions (ie: "What if the speed limit was lower than 35 and when you keep subtracting 10 mph it goes to 0 mph?"). They also demonstrate knowledge of expectations (ie: All students put their fingers up to show what they think the answer is for the pre-chapter questions. (1 finger is A, 2 is B, ...).</p>	<ul style="list-style-type: none"> • Students are engaged, asking relevant questions, responding appropriately • Students demonstrate knowledge of the classroom expectations 	<ul style="list-style-type: none"> • Students are not productively engaged • Students do not appear to know classroom expectations

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Kathy explains well how students will demonstrate learning. For example, she says: "Every time you make a turn or switch lanes you will ask yourself three questions: Is it legal?, Is it safe?, Is it worth it? ... Consider what each question means in the different scenarios."</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>
<p><i>Direction/procedures</i> Kathy has the day's agenda on the board so that students know what to expect. On the other side of the board there are reminders so students can recall what they need to submit.</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>
<p><i>Explanation of content/Lesson delivery</i> Kathy does a good job of explaining information. Take, for example, the following: "Basic speed law is right speed right now."</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>

<p>It's raining, I've got to reduce my speed by ___ (students call out 10 mph). It's slippery, I've got to reduce my speed by _____. There's an accident, I've got to reduce my speed by _____. So... 35 MPH minus, 10: visibility, minus 10: slippery, minus 10: car accident. So we're going to go 5 mph."</p>		
<p><i>Student engagement</i> Kathy keeps students engaged by keeping the class student-centered. She continuously asks them questions to consider, keeping them involved: "But that line is dashed and says I can pass, why can't I?" "If someone is tailgating you what do you do?" "Take a look at that red car, is he situated in a good spot?"</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> No instructional time is lost transitioning back and forth from Power Point to workbook and back.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> When students are answering the chapter questions in their book Kathy circles around to clarify any of their questions.</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students' understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students' questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students' understanding</i> • <i>The teacher does not fully clarify information based on students' questions about content</i>

<p><i>Curriculum pace</i> Kathy keeps the pace moving well. She even manages to finish chapter 9 right at noon for lunch!</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students' understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i> Kathy fully utilizes the workbook to support the lesson. She does an excellent job connecting the Power Point, textbook and workbook to supplement one another.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> Kathy incorporates the textbook: "Our questions are on page 195."</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i> Kathy actively incorporates the Power Point. Rather than simply reading the slides, Kathy uses the technology as a tool to support the lesson. She tirelessly keeps students thinking about what they see on the slides (ie: "Is that car parked correctly? How come? Which way should it be?")</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i> Kathy's uses assessments to monitor student learning.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: July 29, 2023

Commendations: Kathy continually has students think about their responses and encourages them to keep considering driving situations: “What else could they (the driver) do?” “How come?” “Anything else you can think of?” “Why not?” In addition, she explains information well to ensure students understand the material. For example, she physically uses her hands to show on the Power Point slide which car placement is which for the three-point turn: “This is why it is called a three-point turn: This is 1, this is 2, this is 3.” Another time she pauses the video: “The seam in this situation is the curb; it’s not an actual seam. I just want you to be clear on that.” Kathy also references previous information, reinforcing what students have learned: “Remember we talked about where you’re going to travel – in which lane?,” “Remember we talked about this – do one thing at a time.” **Kathy met expectations in all areas.**

Recommendations: Having students keep their phones away and off the desks helps mimic an environment similar to a car so students aren’t tempted to look at their phones. Calling on students who may not have their hands raised can encourage them to respond while also alleviating other students who may monopolize answering questions.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p>Teacher's interaction with students</p> <p>Mike is firm ("Close up your computer") and respects student effort: "Exactly!," "You got it!," "You're right!"</p>	<ul style="list-style-type: none"> • The teacher respects and encourages students' efforts • The teacher appropriately addresses misbehavior • The teacher keeps students on task 	<ul style="list-style-type: none"> • Students are hesitant and some are unwilling to respond • The teacher does not address student misbehavior • There are a number of students off-task
<p>Students' interaction with students</p> <p>Students are respectful of one another and attentive.</p>	<ul style="list-style-type: none"> • Students are respectful of one another • Students work collaboratively with one another 	<ul style="list-style-type: none"> • Students talk when the teacher and other students are talking • Some students refuse to work with other students
<p>Classroom Culture</p> <p>Although it is only the first day of class, Mike has immediately established a classroom culture where students know the classroom expectations (ie: cell phones are not out, students ask to use the bathroom).</p>	<ul style="list-style-type: none"> • Students are engaged, asking relevant questions, responding appropriately • Students demonstrate knowledge of the classroom expectations 	<ul style="list-style-type: none"> • Students are not productively engaged • Students do not appear to know classroom expectations

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Mike breaks down how test is organized: "There are 17-18 questions all multiple choice."</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i> Mike's directions are clear: I'm giving you a paper with 38 symbols, ... these are common symbols, ... fill in as many as you know, ... some of them you may be able to get using the letters, ... if you don't know them, don't feel bad, you've never sat behind the wheel."</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p><i>Explanation of content/Lesson delivery</i> Mike explains information specifically: "There's two methods (steering). The first method – this is what your parents learned – hand over hand, hand crosses over the other one as you steer. Your hands are at 10 and 2. It is wrong to do with airbags because your hands will go through</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague

<p>windshield. This was necessary to do before power steering.”</p>		
<p><i>Student engagement</i> Mike keeps students engaged through providing visual notes on the overhead, asking them questions to encourage participation and by modeling physical examples.</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> There is little instructional time lost transitioning from worksheet work to lecture notes.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Mike makes adjustments as needed. For example, when a student struggles with an answer, Mike guides them: “It has to do with the battery...”</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i> Mike keeps the pace moving well; he is on chapter 4 on day one following the lunch break.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i></p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> Mike references the current edition textbook: “It’s page 68 in your book.”</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>

<p><i>Technology implemented</i> Although the Power Point was on the overhead when I arrived, and it is utilized, I didn't have the opportunity during this timeframe to observe its specific use.</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i> Mike gives 5 tests (all online) to monitor and measure student learning: "The tests are timed – I double time the test for those that need it. You're going to log onto your CCRI account, .. sign into Classmarker. If I suggest you should go back and check your answers, do it."</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: July 31, 2023

Commendations: Mike physically has students seated in the center of the room; he has eliminated the use of the back and side rows, which ensures students are in a more cohesive classroom setting. Mike often provides a visual to support his explanations, which enables students to have a better grasp of the information. For example, he draws an illustration on the overhead (similar to using a whiteboard) that demonstrates what happens with oversteering and understeering: "Let's say this is your roadway – turning the wheel too much would do this. Not turning the wheel enough would do this." He also writes notes on the overhead to show the steps for starting the car and explains each step as he writes it. Another time he physically shows students as he explains: "The way to back up – put this hand at 12 and put this hand on the back seat and look over your shoulder like this." Mike also has students continually think about their responses and gets them to further explain and provide more detail: "What about it? Meaning what?," "Number 3 and number 7 are very close – what is the difference?," "Directionals is one part of it, what else is there?" **Mike met expectations.**

Recommendations: Pairing students together to work on symbol identification can encourage collaboration while providing students an opportunity to learn from one another. It can be helpful to define vocabulary in which students may not be familiar (ie: They may not all know what intermittent means in regards to "intermittent wipers.")

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Educator interaction with students</i></p> <p>Ed encourages the students: "Yes, good," "That's a good question." Even when someone responds incorrectly Ed shows respect to their efforts: "It's okay." He also addresses misbehavior with humor: "You can't learn through osmosis ... sleeping on the book won't let you absorb all the information," "Ricardo doesn't know the answer because he's on his phone. Why shouldn't we use a cellphone while we're driving? Why shouldn't we use a cell phone while we're in class, Ricardo?"</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Students show one another respect.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>

<p><i>Classroom culture</i></p> <p>Students respond appropriately and ask relevant questions.</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>
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Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Ed writes notes on board and breaks them down as students take notes: “What they have in common – regulatory signs – is that they tell you what you can and can’t do.” He also involves students: “What is one type of road sign you read about?”</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>

<p><i>Direction/procedures</i></p> <p>Ed's directions are clear: "Take a break from reading. Take out your notebooks. We'll take a little notes and go over the rest of the chapter together."</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>
<p><i>Explanation of content/Lesson delivery</i></p> <p>Ed explains information clearly: "You want to pay attention to construction signs because there's fines if you don't pay attention to the fine and the fines are doubled, " "Guide signs tell you things based on the color. Green is destination, blue is roadside services, ..."</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>
<p><i>Student engagement</i></p> <p>Ed calls on students to keep them engaged: "Mohammed, what did you get for #10?," "What do you have for answer for #14, Ava?"</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i></p> <p>There is no loss of time transitioning from book work back to lecture.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>

<p><i>Adjustment to practice</i></p> <p>Ed makes adjustments as needed. For example, when a student inquires about what to do when there aren't any road signs for gas, Ed recommends: "Get off the highway – pull over in a safe place and check where a gas station may be if you're close to empty."</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students' understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students' questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students' understanding</i> • <i>The teacher does not fully clarify information based on students' questions about content</i>
<p><i>Curriculum pace</i></p> <p>Ed keeps the pace even.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students' understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i></p> <p>Students are working on worksheet 5a (road signs).</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i></p> <p>Students read from the current edition of the textbook: "Turn to page 94 – these are special signs – they tell you something above and beyond what the other signs tell you." "Page 104: Shared left lane turns are popping up everywhere."</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>

<p><i>Technology implemented</i></p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i> Ed has permit tests A through F; he often gives test C. He also has a practice permit test on the Google classroom.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: March 2, 2023

Commendations: Ed continuously has students think about the information: “Now - warning signs – what did you notice that all warning signs have in common?” “When you think of roadside services, what are some things you might be looking for driving long distances?” “Why do we want to know if there’s a school coming up?” “What does the white line symbolize?,” “If it’s a solid line can you cross it?” Ed shares local information in regard to driving: “Route1 - that’s how they used to get to Boston before the highway ... that’s why there are so many hotels on Route 1,” “What did the city of Pawtucket do to make sure people are slowing down in the school zone?” Ed also uses the board to help students visualize how to avoid blocking an intersection: “Now that’s not in your book, but it’s important to know.” **Ed met expectations.**

Recommendations: Perhaps in conjunction with their reading, students could utilize the workbook. For example, for chapter 5 there are two sign color sections in the workbook; students could also work in pairs.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Educator interaction with students</i></p> <p>Although it is only the third day of class, Kevin already knows many of the students' names. And as he takes attendance, he acknowledges them: "... trying to get names and faces... Hi, Pedro, ... Hi Jada, ... Hey Jordan..." Kevin also appropriately addresses students to ensure they are focused: "Can we put the bag on the floor so I can see everything – thank you." (This direction helps ensure students are not hiding behind a bag and potentially using devices and/or having their head down.)</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Students show one another respect.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>

<p><i>Classroom culture</i></p> <p>Students are engaged – they ask questions and respond appropriately.</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>
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Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Kevin breaks down the purpose of the unit: “What do you know about organ donation? ... How many of you know how to become an organ donor? ... So I’m going to talk to you about that today.”</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>
<p><i>Direction/procedures</i></p> <p>Kevin’s directions are clear: “Earbuds out, phones away,” “We’re covering chapter 3 and 4 today – take out your notebooks.”</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>
<p><i>Explanation of content/Lesson delivery</i></p> <p>Kevin’s delivery of information is specific and direct. For example, when explaining what 20-30 seconds down the road looks like, Kevin writes on the board while asking students to work through</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>

<p>the math with him: 60 MPH Equals 1 mile a minute, which equals ½ mile in 30 seconds. He then explains to students: “The faster you go, the more distance you’ll cover.”</p>		
<p><i>Student engagement</i></p> <p>Kevin creates a personal, welcome classroom which helps motivate students. For example, he shows care and concern: “How is your eye today? Oh, my goodness, so much better!” In addition, rather than automatically calling on the same people who immediately raise their hands, Kevin waits for others to raise their hands which encourages more students to respond.</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i></p> <p>Little instructional time is lost transitioning between video and Power Point.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i></p> <p>Kevin makes adjustments as needed. For example, he takes time to break down the difference between permit and intermediate license to help a student who is confused.</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i></p> <p>Kevin keeps the pace consistently moving.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>

<p><i>Supplemental materials/additional information</i> Kevin shows a video from donatelifenewengland.org. He follows up with: “Have a conversation with your parents about organ donation. .. Here’s some misconceptions about organ donations...”</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> The current edition textbook is used: “For your reading this week you have to get through chapters 3, 4, 5, 6 this week.”</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i> Kevin uses the Power Point: “What are the risks you see (in the slide)? Look down the road, what do you see?”</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i> Kevin gives the students a chapter 1 and 2 review assessment: “... first a quick review; chapter 1 and 2 review. This is a review of last week’s material, so you don’t forget it.”</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: March 7, 2023

Commendations: Kevin makes adjustments as needed. For example, although students were expected to turn in their homework, Kevin realized a number of students didn’t have it, so he extended it by a day: “Show of hands – how many forgot their homework? Okay, more than half – I’ll collect it tomorrow. If I don’t have it tomorrow, you lose points.” Kevin reinforces previous learning: “We talked about this last time – where should your left foot be placed? Where should your right foot be placed?” In addition, he uses repetition to help students remember information (ie: keeps repeating “IPDE – Identify, Predict, Decide, Execute” when determining how to proceed in construction area). Kevin repeats students’

responses so others can hear and he also asks them to go beyond their initial response: “Be a little more specific,” “Can you give me a specific open zone?” *Kevin met expectations in all areas.*

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Teacher's interaction with students</i></p> <p>Throughout class Kathy uses student's names personalizing their learning. Kathy also appropriately addresses misbehavior: "Did you understand me, Christian...what did I say,?" Shhh.. Excuse me."</p>	<ul style="list-style-type: none"> <i>The teacher respects and encourages students' efforts</i> <i>The teacher appropriately addresses misbehavior</i> <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> <i>Students are hesitant and some are unwilling to respond</i> <i>The teacher does not address student misbehavior</i> <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Students work collaboratively with one another respectfully in their groups.</p>	<ul style="list-style-type: none"> <i>Students are respectful of one another</i> <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> <i>Students talk when the teacher and other students are talking</i> <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i></p> <p>Students are engaged; the classroom culture is positive, and students show they understand classroom expectations.</p>	<ul style="list-style-type: none"> <i>Students are engaged, asking relevant questions, responding appropriately</i> <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> <i>Students are not productively engaged</i> <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Kathy breaks down the purpose of the distracted driving group activity: “You’re going to be distracted in four different ways. ... When you try this last one you have to pull out the color you’re told. ... Every time you do it you have to be timed – you have to work together.”</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i></p> <p>Kathy shows a video explaining the group activity and then verbally reviews each step.</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p><i>Explanation of content/Lesson delivery</i></p> <p>Kathy’s explanations are clear: (ie: Regarding scanning at the four-way intersection: “It’s important we look to</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague

<p>the left again because cars could be now coming.”)</p>		
<p><i>Student engagement</i> Kathy’s use of a variety of instructional practices – from group work to engaging students in feedback – keeps students motivated.</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> Little instructional time is lost during transitions.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Kathy is always willing to adjust instruction to make it more accessible for students. For example, she does a nice job asking students for feedback so she can make adjustments to the distracted driving activity the next time she implements it: “I’d like some feedback... What did you think, William?,” “Should I leave that one in or out next time?”</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i> The pace moves well. Kathy acknowledged that the time students were in groups exceeded what she expected and next time she will limit the time</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>

<p>to keep the pace moving more consistently.</p>		
<p><i>Supplemental materials/additional information</i></p> <p>Kathy implements the use of the workbook: “You have booklet work to do – page 28.”</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i></p> <p>The current edition of the textbook is utilized (“We are going to look at chapter 11”).</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i></p> <p>Kathy incorporates the use of the Power Point: “Which driver is stopped in the correct position?,” “This is what we don’t want – it’s called gridlock.”</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i></p> <p>Kathy uses assessments throughout session to monitor student learning.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: March 17. 2023

Commendations: Kathy uses a variety of ways to teach relevant/related material to help keep the students interested. For example, she shows videos of local news stories about car accidents. While students are working in their groups, Kathy circles around to each group checking in with them and showing genuine interest. She continually reinforces learning: “They brought up a point I really want you to remember – covering the brake is important – it’s like hovering.” “It’s a yellow light, once you’re

under it you have to go through it. ... Sometimes it takes longer than you think to get through an intersection.” *Kathy met expectations in all areas.*

Recommendations: When explaining the directions for the activity, perhaps have them bulleted on the overhead as you explain them. This can help students see what you are verbally explaining. After the activity students could take a few minutes to journal what they learned from the activity and how it may relate to their own experiences with observing distracted driving. Then some students could share out from their journals. Journaling would provide students with written feedback for themselves along with connecting the activity to what distracted driving means to them.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p>Teacher's interaction with students</p> <p>Kristen is positive ("Good thinking!" "Good, I like it!") and uses students' names, showing respect while personalizing the learning.</p>	<ul style="list-style-type: none"> • The teacher respects and encourages students' efforts • The teacher appropriately addresses misbehavior • The teacher keeps students on task 	<ul style="list-style-type: none"> • Students are hesitant and some are unwilling to respond • The teacher does not address student misbehavior • There are a number of students off-task
<p>Students' interaction with students</p> <p>Students are respectful of one another.</p>	<ul style="list-style-type: none"> • Students are respectful of one another • Students work collaboratively with one another 	<ul style="list-style-type: none"> • Students talk when the teacher and other students are talking • Some students refuse to work with other students
<p>Classroom Culture</p> <p>Students are attentive and take notes during the lecture portions of class. Their phones are away, demonstrating knowledge of classroom expectations.</p>	<ul style="list-style-type: none"> • Students are engaged, asking relevant questions, responding appropriately • Students demonstrate knowledge of the classroom expectations 	<ul style="list-style-type: none"> • Students are not productively engaged • Students do not appear to know classroom expectations

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p>Expectations for learning</p> <p>When Kristen has students answer the end of chapter questions and when assigning the worksheet scenarios, she clearly explains how students will demonstrate learning.</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p>Direction/procedures</p> <p>Kristen gives clear directions: “We’re going to start this worksheet and just try the first three and as we go along we’ll fill more in. Take an arrow – draw from the car (which is a number) to show which way.” Kristen then models an example to show students what she means.</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p>Explanation of content/Lesson delivery</p> <p>Kristen’s explanations are clear: “You’ll notice the pedestrian has the right of way – see pedestrian crossing light here... you’re going to check through intersection ... if there’s pedestrian, stop. You need to wait before you enter the</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague

<p>intersection for pedestrians to cross.”</p>		
<p><i>Student engagement</i> Kristen continually makes an effort to engage students, from asking them questions (“Does anyone know how close you need to be to the curb?”) to having them apply their learning to a worksheet with possible driving scenarios.</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> Little instructional time is lost transitioning back from break (“Alright, let’s put electronics away”).</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Kristen effectively adjusts practice as needed. For example, when students cannot agree on an answer, Kristen has the class go back into the textbook to better understand which answer is correct and why: “Let’s look back at compromising and separating – page 184 – they’re very close.. Adjusting one hazard at a time...”</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i> The pace is consistent.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>

<p><i>Supplemental materials/additional information</i> Kristen uses car magnets on the white board to help students better visualize specific examples. She uses the cars to correlate with the Power Point and to supplement referred driving scenarios.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> The current edition of the textbook is referenced (ie: students complete the end of chapter questions).</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i> Kristen incorporates the Power Point and has students think about the slides they see (ie: “Who is responsible here?” “What’s going wrong here?”)</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i> Kristen gives assessments to monitor student learning; for example, students have a chapter 1-9 test.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: 8/2/2023

Commendations: Kristen reinforces previously learned material (“What color might a road sign be that indicates the lane is going to end?” “What shape could it be?” “We talked about perception yesterday ... now let’s take a look at a video...”), which provides students an opportunity to practice what they’ve learned. As students are completing the worksheet, Kristen circles around the room checking in with students: “Yes, if it’s a broken yellow line you can pass. Let me show you back in chapter 5.” After checking in with students and seeing that a number of them are missing the correct way to respond, Kristen puts the worksheet on the overhead: “Look at number one together so you can see what I’m looking for and you can readjust your answers for numbers 2 and 3... as I was looking around it looks like some need changes.” She then shows possible errors they made on the overhead and how to correct.

This practice of modeling is an excellent way to show students how to demonstrate their learning while also highlighting how to correct errors. **Kristen met expectations.**

Recommendations: Having preset groups of 3-4 students can help when it is time for students to collaborate, especially when many of them may not know one another. There could even be a couple of different groupings; for example, they could get in either their “regulatory sign” groups or in their “warning sign” groups so the students have an opportunity to work with different students.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Teacher's interaction with students</i></p> <p>Rick encourages students: "Way to go Carlos!," "Yes! Tell me more!," "Yup, absolutely!" "Excellent," "I'm seeing a lot of excellent graphs here."</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Students work collaboratively with one another.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i></p> <p>Students respond to questions, and most are engaged.</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Rick cues and emphasizes when information is key: "You definitely have to know these, you'll see them on my exam."</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i></p> <p>Rick's instruction for learning activities is clear. For example, he does a practice problem on the board for the speed/stopping distance based on the workbook formula (p.20). He models how to implement the formula and then has the students do it on their own.</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p><i>Explanation of content/Lesson delivery</i></p> <p>Information is specific and clear (ie: "The best path of travel you can ever have – remember the big donut – what else do you need...")</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague

<p><i>Student engagement</i> Rick walks around the room while lecturing, keeping students engaged, and he incorporates paired/group work that keeps students motivated.</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> There is little instructional time lost between lecture and workbook activity.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Rick adjusts practice as needed (ie: when a student cannot initially answer a question - "Carlos, do you remember what perception distance means?" - Rick rephrases and explains: "Are we actually applying the brake here? No – this is where you're seeing the problem – perceiving it - you're still travelling. Have you made adjustments yet?"</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students' understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students' questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students' understanding</i> • <i>The teacher does not fully clarify information based on students' questions about content</i>
<p><i>Curriculum pace</i> Rick keeps the pace moving well.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students' understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i> Rick has students actively using the workbook: "You're going to make a bar</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>

<p>graph that's 5.5 yards long." "You can help each other of course."</p>		
<p><i>Resources utilized</i></p> <p>Students use the current edition of the textbook ("In your book on page 169 there is a stopping distance chart that may help you.")</p>	<ul style="list-style-type: none"> The current 15th edition textbook is referenced throughout the lesson 	<ul style="list-style-type: none"> An older edition of the textbook is referenced throughout the lesson
<p><i>Technology implemented</i></p> <p>Rick uses the PowerPoint and has students think about what they see: "Would this be a good time to change your lane?" "Who can tell me the situation with this Hyundai?"</p>	<ul style="list-style-type: none"> Technology is appropriately utilized and implemented enhancing the curriculum and lessons Power Point incorporated into lesson 	<ul style="list-style-type: none"> Technology is neither utilized nor implemented Power Point not incorporated into the lesson
<p><i>Assessments</i></p> <p>Rick gives assessments throughout the course to monitor learning (ie: You think you got it? We'll soon find out.).</p>	<ul style="list-style-type: none"> Assessments are used to monitor and measure student learning Assessments are up-to-date and current 	<ul style="list-style-type: none"> Assessments are not implemented Assessments are not current; they include outdated information

Evaluation date: April 3, 2023

Commendations: Rick's positivity is infused throughout the class "That's an excellent reason!" "There you go – now you're thinking!" "I love that you said accelerator instead of pedal." His use of student's names ("Jayden's got it!") personalizes the learning. Rick encourages students to offer more than their initial response: "Tell me more about the eyes...", "What do we do then – how do we fix it?" "Why might you do that – when might you need to be moved over on the lane?" Rick also reinforces previous learning: "What law did we learn yesterday that means yield?" "Do you remember how to do the 3-5 second rule? How do we know we're 3-5 seconds behind?" "Remember what we talked about the other day – if your speed doubles, does the stopping distance double?" "Let's remember our road markings; is this one-way or two-way. How do we know?" **Rick met expectations.**

Recommendations: Implementing a set break time (ie: 5 minutes every hour, or even 3 minutes every 30 minutes) can help students know when a break is coming; it can also be an incentive for them to hold off on using their phones and for keeping earbuds out.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p>Teacher's interaction with students</p> <p>Students are kept on task and most are taking notes.</p>	<ul style="list-style-type: none"> • The teacher respects and encourages students' efforts • The teacher appropriately addresses misbehavior • The teacher keeps students on task 	<ul style="list-style-type: none"> • Students are hesitant and some are unwilling to respond • The teacher does not address student misbehavior • There are a number of students off-task
<p>Students' interaction with students</p> <p>Students are respectful of one another.</p>	<ul style="list-style-type: none"> • Students are respectful of one another • Students work collaboratively with one another 	<ul style="list-style-type: none"> • Students talk when the teacher and other students are talking • Some students refuse to work with other students
<p>Classroom culture</p> <p>Students demonstrate knowledge of classroom expectations. For example, when George calls break ("It's 9:39, come back at 9:50"), students all come back on time and turn their phones in on tables/desks at front of the room.</p>	<ul style="list-style-type: none"> • Students are engaged, asking relevant questions, responding appropriately • Students demonstrate knowledge of the classroom expectations 	<ul style="list-style-type: none"> • Students are not productively engaged • Students do not appear to know classroom expectations

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p>Expectations for learning George explains to students: "Write out your answers – not the numbers because this can be used as a study guide later."</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p>Direction/procedures George lets students know to copy the signs Power Point slide into their notebooks.</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p>Explanation of content/Lesson delivery George's explanations are clear (ie: Reaction time .75 - add. 25 seconds for drunk driving. The 92 feet to stop becomes 104 feet.)"</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague
<p>Student engagement George uses worksheets and has students share out answers, which keeps them attentive.</p>	<ul style="list-style-type: none"> • The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson 	<ul style="list-style-type: none"> • The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson
<p>Transitions No instructional time is lost when students return from break.</p>	<ul style="list-style-type: none"> • There is little to no loss of instructional time during transitions 	<ul style="list-style-type: none"> • Considerable time is lost during transitions

<p><i>Adjustment to practice</i> When a student is unclear about what type of sign black and white is, George clarifies: "Regulatory. There's a lot of black and white signs: speed limits, one-way, ..."</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students' understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students' questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students' understanding</i> • <i>The teacher does not fully clarify information based on students' questions about content</i>
<p><i>Curriculum pace</i> The pace is consistent.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students' understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i> George incorporates the RI DMV book to support the material (he knows he will need to use the online, current version moving forward).</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i></p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i> George uses the Power Point and explains what students are seeing: "The crossroad ahead you better pay attention to – the problem is usually there's no traffic; it's called an uncontrolled intersection."</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i> George has indicated that he gives permit test A and assessments for multiple chapters</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

(ie: 1-5) to monitor learning.		
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Evaluation date: July 18, 2023

Commendations: George utilizes the white board with the Power Point to physically show total stopping distance - this helps students visibly see his explanation. George also provides additional relevant, useful information throughout the class: “Look for this in the panel – ABS. You’ll be able to steer and stop; don’t lift up off the brake with ABS.” “Back up slowly, don’t rely on the back-up camera 100 percent. Do everything slow – you never know when someone could be walking behind you.” “We’re all going to have to deal with construction - most important to slow down. Think of the construction workers. All fines are doubled in construction zones.” **George met expectations.**

Recommendations: Utilizing the book in conjunction with the Power Point can reinforce students’ learning. For example, pages 88-89 show the signs – color and shapes.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Teacher's interaction with students</i> Kyle is encouraging with students: "Right," "Good," "That's exactly what you do."</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students' interaction with students</i> Students work with one another in groups and respect one another.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i> Students demonstrate knowledge of classroom expectations. For example, they come back from groups on time at 2:30 as directed.</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Kyle is clear when he explains how students will show their learning: "Have me check it before you continue working on the review."</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i> Kyle's directions are clear: "Let me go over this with you. There's four different scenarios. Read through each one. Then best you possibly can, draw some lines to show best option."</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p><i>Explanation of content/Lesson delivery</i> Kyle takes time to explain information so that students can fully understand (ie: "We're trying to gain as much traction as possible." Kyle then explains in detail how to get the car back to the pavement.)</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague

<p><i>Student engagement</i> One way Kyle keeps students engaged is by calling on students who may not have their hands raised: “Kate, what’s an example of an emergency situation you may be in?”</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> Little instructional time is lost transitioning back from groups.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Kyle makes adjustments as needed. For example, when students don’t answer a question (“Explain to me what happens if I swerve?”), he rephrases it: “Explain to me what is in my way if I swerve.”</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i> The pace is consistent.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i> The group activities support the lesson objectives.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> The 15th edition textbook is on students’ desks.</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>

<p><i>Technology implemented</i></p> <p>Kyle incorporates the Power Point and has students think about images on Power Point. For example: “Why do we have a quarter on the tire?,” “What choices do you have to avoid this truck?”</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i></p> <p>Assessments are grouped in chapters of four (ie: 1-4, 5-8, ...); they are online. Students also have the opportunity to retake one test to improve their score.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: July 13, 2023

Commendations: Kyle does a good job including review of previous information throughout the class: “How much water (for hydroplaning) - do we remember?,” “What was the basic speed law again?” Kyle also infuses important reminders (ie: “It’s on you as a driver to be aware not only of yourself, but others as well.”) Kyle also continues to ask additional questions encouraging students to think beyond the initial information (ie: “What’s going to happen if we fully accelerate here?,” “Once we get here do we have the right of way?” “Why do we stay on the brake instead of pumping them?” “If they’re coming at you what is the number one thing you should not do?”). Additionally, when students respond incorrectly or incompletely, Kyle helps them arrive at the correct answer: “You could try to turn it; what’s the downfall of that?,” “You could do that – what else?” **Kyle met expectations.**

Recommendations: Incorporating the workbook can provide students with an additional resource while also reinforcing information. For example, on page 46 of the workbook students can collaborate on risk reduction tips for various weather conditions and environments.

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Teacher's interaction with students</i></p> <p>Melissa encourages students: "Nice job noticing that," "Yes, thank you!," "Oh! I like that." She also addresses misbehavior when students get loud and excited during an activity: "Reset yourselves."</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Students show one another respect.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i></p> <p>Students work well together and are engaged in their groups ("I do want you to have a meaningful conversation with your peers".)</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Melissa explains how students will demonstrate learning: “I’m going to write the homework on the board – you’re going to do chapter 14 – page 303 to 311 – we’re moving around a bit... it talks about distractions – both internal and external – see what made our list.”</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>
<p><i>Direction/procedures</i></p> <p>Melissa’s directions are clear: “This sheet you’ll be working on with a group and answering two questions.” She then reads each question aloud before showing the video so that students know what to look for in the video.</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>
<p><i>Explanation of content/Lesson delivery</i></p> <p>Melissa is specific and direct in her explanations (ie: “This is part of a traffic signal and it’s on the bottom or all the way down to the right if you turn it horizontally.”)</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>

<p><i>Student engagement</i></p> <p>Melissa consistently uses strategies to motivate students. For example, she incorporates a quick Bingo game review for signs. She defines the signs and students use descriptions to determine the correct sign (ie: “This is a regulatory sign that tells you it is illegal to change direction.”)</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i></p> <p>Little instructional time is lost during transitions. For example, when Melissa is collecting the Bingo cards and dry erase markers, she has students “think about distractions while you’re driving – things in your vehicle and out of your vehicle.”</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i></p> <p>Melissa makes adjustments as needed. For example, when a student was modeling hand signals incorrectly, she had the class do the signals together and then had the student redo them on his own to show understanding.</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>

<p><i>Curriculum pace</i> The pace moves well.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students' understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i></p> <p>Melissa provides students with questions for the video they will watch. The questions support the video and keep the students' attention as they are attentive to the video and answer the questions throughout the video.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i></p> <p>Students use the current edition of the textbook.</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i></p> <p>Although the Power Point was not utilized during this observation, Melissa does implement it. The learning activities taking place were student-centered.</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i></p> <p>Melissa assesses students' learning throughout the classes.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: March 13, 2023

Commendations: Melissa continues to reinforce previous learning: “Why wouldn’t we want our hands at 10 and 2?” “Can anyone explain 3 collision concept?” Melissa also asks students additional questions about what they noticed in the video, which keeps students thinking about the various situations presented: “How many people should they have in the car?”... “What should he be doing to make sure he’s not speeding?” “Who’s also responsible for the behavior of the people in the car?” “Did they mention anything from Chapter 5 ... any signs you saw?” Then while students are working in their groups Melissa circles around checking in with the students (“Have you had a chance to talk about the two questions?” “One minute and then we’ll share out.”) During class when the same students keep raising their hands, Melissa lets the class know she will call on students randomly to ensure more students respond; the students she calls on willingly (and most often correctly) respond. Additionally, when a group member shares out, Melissa continually makes sure the student represented the group’s ideas well, which also gives everyone a chance to add more information: “Did he do a good job reflecting what you talked about? Does anyone want to add anything else?” ***Melissa met expectations in all areas.***

Recommendations: As Melissa acknowledged, the video is older (2005). Perhaps there are more current videos or perhaps the current statistics could be provided (ie: <https://www.iii.org/fact-statistic/facts-statistics-teen-drivers>).

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Teacher's interaction with students</i> Ken encourages students even when they may struggle to come up with the correct answer: "Good, good. You're on it – who can help her out? She's got the right answer... just needs some help."</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i> Most students are respectful of one another.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i> The classroom culture established reflects students actively engaged. All students are present on time and ready to go! They know to sign in when they arrive and have their books and workbooks out.</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Ken is clear at the beginning of the class about the evening: "Tonight chapter 8 and 9 ... signs quiz #1 tonight – colors. I'll give you black and white and you give me the color."</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i> Ken is clear in his directions: "You need to write these down – you're going to see them again."</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion
<p><i>Explanation of content/Lesson delivery</i> Ken's explanations are clear. For example, he explains a Power Point image and what it shows ("Closing distance, the distance the cars are closing in...")</p>	<ul style="list-style-type: none"> • Teacher explanations are direct and accurate • Information is specific and clear 	<ul style="list-style-type: none"> • Teacher explanations are ambiguous • Information is unclear and vague

<p><i>Student engagement</i> Ken continually asks student questions to keep them involved: “What can a pot hole do to your small car with small tires,” “Where are you likely to encounter the most pedestrians?,” “How far ahead on an open road like this should we be looking?” ,...)</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> Little instructional time is lost transitioning between workbook and Power Point.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Ken adjusts practice as needed. For example, when a student provides an answer that is correct, yet not complete, Ken rephrases and continues to work with the class until the answer is complete: “Yup, that’s one way, there are other ways – can you think of others?” Another time when a student responds incorrectly Ken takes the time to fully explain why the answer is not the best choice.</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i> Ken keeps the pace moving consistently.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>

<p><i>Supplemental materials/additional information</i></p> <p>Ken incorporates the use of the workbook to support the lesson (ie: "Write these three questions on page 21 in the white sign.")</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i></p> <p>The current edition textbook is on students' desks.</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i></p> <p>Ken incorporates the Power Point into the lesson and does a nice job explaining the slides (ie: "Perception distance – the distance you travel until you realize you need to stop.")</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i></p> <p>Ken uses assessments throughout the course to monitor and measure student learning. For example, written on the board was the upcoming homework which included: "Study for signs quiz 2."</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: May 23, 2023

Commendations: Ken begins class reviewing previously learned material, which helps reinforce the learning: "What color are warning signs? What shape are they?," "How many years to become an average driver?," "Who can be your supervising driver?" Ken often has students think beyond their initial answer and to really consider what they see on the Power Point: "What if you're going to that office park – what lane should you be in?, ... When do I get into that left shared lane? Why?" "What do you think I should do with this tailgater?," "How would I compromise here?" In addition, Ken makes it a

point to keep the information relatable and relevant: “Remember it’s not always about you – it’s about safety – yours and others.” ***Ken met expectations.***

Recommendations: Referencing the book in conjunction with the workbook and PowerPoint can provide students with another point of reference. For example, when explaining perception distance, students could be directed to page 169 in their textbook so they can highlight the information and take notes.

Teacher comments regarding observation (optional):

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Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p>Teacher's interaction with students</p> <p>Emily's positivity and use of students' names encourages students to respond: "I'm proud of you guys," "Everyone did great," "Go ahead, Andrea," "I know, Liam!"</p>	<ul style="list-style-type: none"> • The teacher respects and encourages students' efforts • The teacher appropriately addresses misbehavior • The teacher keeps students on task 	<ul style="list-style-type: none"> • Students are hesitant and some are unwilling to respond • The teacher does not address student misbehavior • There are a number of students off-task
<p>Students interaction with students</p> <p>Most students are respectful of one another.</p>	<ul style="list-style-type: none"> • Students are respectful of one another • Students work collaboratively with one another 	<ul style="list-style-type: none"> • Students talk when the teacher and other students are talking • Some students refuse to work with other students
<p>Classroom culture</p> <p>Students work together to answer a question from the book; it is clear they have previously done this and know the expectation.</p>	<ul style="list-style-type: none"> • Students are engaged, asking relevant questions, responding appropriately • Students demonstrate knowledge of the classroom expectations 	<ul style="list-style-type: none"> • Students are not productively engaged • Students do not appear to know classroom expectations

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Emily explains how students will demonstrate their learning in row races: "Ready... I'm going to tell you what you're doing ... your team is your row. The team that gets the most warning signs correct gets bonus points."</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>
<p><i>Direction/procedures</i></p> <p>Emily's directions are clear; for example: "Open workbook to page 10 – chapter 5 – you guys are going to work together to complete this," ... "It's 10:30, come back at 10:40."</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>
<p><i>Explanation of content/Lesson delivery</i></p> <p>The information is clear (ie: There's a concept called point of no return – it's an important concept. Refers to your ability to get through the light without it turning red." Emily then continues to explain it in detail.)</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>

<p><i>Student engagement</i> Emily incorporates a number of methodologies to keep students engaged (ie: game-based learning, group learning, inquiry-based learning).</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i> Little instructional time is lost transitioning back from break.</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Emily lets a student know that “We’re going to see a video that explains it in more detail” when a student asks: “Can you explain point of no return again?”</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i> The pace is consistent.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i> The use of the workbook supports the lesson.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> Students have the current edition textbook on their desk.</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i> Emily utilizes the Power Point and pauses embedded videos to check in and ensure students understand the</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>

<p>information (ie: "Did you hear that? It's directly from your test.")</p>		
<p>Assessments</p>	<ul style="list-style-type: none"> • Assessments are used to monitor and measure student learning • Assessments are up-to-date and current 	<ul style="list-style-type: none"> • Assessments are not implemented • Assessments are not current; they include outdated information

Evaluation date: June 29, 2023

Commendations: Emily makes the information relatable by including local information: "Does anyone know the difference between 95 and 295,...., yes, 295 will take you around the city." Emily also provides opportunities for students to think about possible scenarios: "What's risky about this lane situation?," "What's the first thing you're going to do in this situation?" "Think this through: what type of collision could happen in this space?," "In this area because lines are solid, it is an area that switching lanes is very discouraged: Why do you think that is?" In addition, Emily also does a nice job letting students know what is coming next: "Regulatory signs is the next one – get ready," "Here's what we're going to do now – we'll take a 10-minute break and then review," "We're jumping into pavement markings and then we'll take another short break." **Emily met expectations.**

Recommendations: To avoid cell phone and ear bud use, while also simulating an environment similar to driving, perhaps have students keep their phones in their bags when the class is not on a break.

Teacher comments regarding observation (optional):

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	Meeting Expectations	Not Meeting Expectations
<p><i>Educator interaction with students</i></p> <p>Charlene encourages students ("Yes, that's exactly it!" "You guys are really good today!" "Yes! Wow!") and appropriately addresses misbehavior ("Shhh... listen...").</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Students work well together in groups to decide which lane is the safest to travel. After they collaborate, the groups share out which lane they chose and why.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i></p> <p>Students are engaged and they demonstrate knowledge of expectations (ie: no cell phones out, actively participate).</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Charlene explains how students will demonstrate their learning from their group work. After each group responds, Charene explains which lane is the safest and what previous learning applies.</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>
<p><i>Direction/procedures</i> Charlene's directions are clear (ie: "You'll want to put that in your notes – that's on both tests," "It's 4:07, I need you back at 4:20.")</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>
<p><i>Explanation of content/Lesson delivery</i> Charlene explains the information clearly: "Alcohol is a drug and a depressant. It depresses your brain. It's absorbed in blood – not digestion, that's why they take blood from you to get your BAC."</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>

<p><i>Student engagement</i></p> <p>Charlene involves students in the lesson, which keeps them engaged (ie: She asks students for personal stories about long drives and taking breaks: “Every 100 miles – or every 2 hours – you should stop.”)</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i></p> <p>Little instructional time is lost during transitions. For example, when a couple students don’t come back from break at the given time, Charlene quickly gets them from the hall: “Josh, I need you back.”</p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i></p> <p>Charlene adjusts practice as needed. For example, when a student asks - “Did you say right hand exit for this sign on the right?” - Charlene says “Yes, did you want me to go back and show you?” Charlene then repeats the information about exits and the sides they are on.</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students’ understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students’ questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students’ understanding</i> • <i>The teacher does not fully clarify information based on students’ questions about content</i>
<p><i>Curriculum pace</i></p> <p>Charlene keeps the pace moving well.</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students’ understanding of the material and their attentiveness to the lesson</i>

<p><i>Supplemental materials/additional information</i></p> <p>Charlene explains the bam cam video: “Just a second – she looks down – just a second that’s all it takes. She looks at her cell phone and ends up in a ditch – that’s all it takes.”</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i></p> <p>Students have the current edition of the textbook.</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i></p> <p>Charlene incorporates the Power Point and uses a red highlighter remote to show relevant components and to draw students’ attention to the important information.</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i></p> <p>Charlene uses up-to-date permit test A.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: March 9. 2023

Commendations: Students have their names on cardstock in front of them, which helps Charlene personalize the lesson. Charlene makes connection to other ways students may have learned about alcohol: “How many people talk about this in health?” She follows the students’ responses with: “You hear it in health, you hear it in driver’s ed. - why do you think this information doesn’t stick? It’s an open-ended question...” Charlene explains real-life alcohol concerns: “Two drinks can actually put you over the edge and make you intoxicated ... too many people don’t realize when they get in a car they’re drunk,” “Young people are impacted more – why? Because they’re inexperienced at drinking and at driving,” “You’re going to want to know what BAC is – not just for the test, but for life. You need to know .08 - that’s the limit in all states,” “Drinking impairs judgement and decision making. If you drink your brain can’t tell your foot to get on the brake fast enough. When you are under the influence you don’t have muscle control.” “Alcohol lessons social inhibitions – what does that mean? ... Yes, doing things you

normally wouldn't do and some of the stuff you may not be proud." *Charlene met expectations in all areas.*

Recommendations: Prior to moving into the next chapter, perhaps students could take a few minutes to write 3 highlights from the chapter in the workbook.

Teacher comments regarding observation (optional):

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	Meeting Expectations	Not Meeting Expectations
<p><i>Educator interaction with students</i></p> <p>It was the first day of class and Don immediately engaged with the students and encouraged their participation and efforts: "You bring up a really good point," "Oh, I really like that answer," "Oh my gosh I couldn't have said it better myself," "Good observation," "I like the way you're thinking about it."</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students interaction with students</i></p> <p>Students show one another respect.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i></p> <p>Students are engaged and responding to questions.</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i></p> <p>Don lets students know how they will demonstrate learning (For example: “We do take the book test and permit test here,” “All homework has to be complete and at or above 70%; you cannot take the test without it completed.”)</p>	<ul style="list-style-type: none"> • <i>Educator breaks down the instructional purpose of the lesson or unit</i> • <i>Educator explains how students will demonstrate their learning</i> 	<ul style="list-style-type: none"> • <i>Educator does not break down the instructional purpose of the lesson or unit</i> • <i>Educator does not explain how students will demonstrate their learning</i>
<p><i>Direction/procedures</i></p> <p>Don begins the class reviewing class expectations that he has on an overhead. (ie: “You must be awake, alert and sitting upright,” “Video game use and/or cell phone during class are strictly prohibited.”)</p>	<ul style="list-style-type: none"> • <i>Procedures and directions are clear</i> • <i>Instruction for learning activities is clear; students understand what they are supposed to do</i> 	<ul style="list-style-type: none"> • <i>The directions are unclear and there are no clear procedures</i> • <i>Instruction for learning activities is not entirely clear, leading to confusion</i>
<p><i>Explanation of content/Lesson delivery</i></p> <p>Don presents the information specifically and clearly. He also ensures students understand the</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>

<p>information by asking them questions and by having them explain their answers.</p>		
<p><i>Student engagement</i></p> <p>Don personalizes the information to engage students. For example: "Why is having a license so important to you?"</p>	<ul style="list-style-type: none"> <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i></p> <p>No instructional time is lost transitioning from Google Classroom to Power Point.</p>	<ul style="list-style-type: none"> <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i></p> <p>Don acknowledges that 21/30 students have already logged into the Google class. Since some students haven't yet logged in, Don adjusts his practice to give those students a chance to log in. When the Wi-Fi password doesn't work, Don lets students know they can log in later at home.</p>	<ul style="list-style-type: none"> <i>The teacher adjusts instruction in response to students' understanding (or lack of understanding) of the content</i> <i>The teacher clarifies information based on students' questions</i> 	<ul style="list-style-type: none"> <i>The teacher does not make adjustments to ensure students' understanding</i> <i>The teacher does not fully clarify information based on students' questions about content</i>
<p><i>Curriculum pace</i></p> <p>Don keeps the pace consistently moving.</p>	<ul style="list-style-type: none"> <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> <i>The pace is either too fast or too slow impacting students' understanding of the material and their attentiveness to the lesson</i>
<p><i>Supplemental materials/additional information</i></p> <p>Don's Google Class has important documents</p>	<ul style="list-style-type: none"> <i>Activities and materials are relevant and current</i> <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> <i>There are irrelevant or out-of-date activities and/or materials</i> <i>Additional materials do not support the curriculum</i>

<p>students may need; he highlights the documents in class (ie: "If you have a 504 plan or an IEP, ...")</p>		
<p><i>Resources utilized</i></p> <p>Students have the current edition of the textbook.</p>	<ul style="list-style-type: none"> The current 15th edition textbook is referenced throughout the lesson 	<ul style="list-style-type: none"> An older edition of the textbook is referenced throughout the lesson
<p><i>Technology implemented</i></p> <p>Don uses the Power Point (ie: "Any time you see a word in bold or bulleted on the slide, it is a book or permit question," "Can anyone describe what they see – there is no right or wrong., "At what age bracket are you safest for driving? At what age bracket is most dangerous?")</p>	<ul style="list-style-type: none"> Technology is appropriately utilized and implemented enhancing the curriculum and lessons Power Point incorporated into lesson 	<ul style="list-style-type: none"> Technology is neither utilized nor implemented Power Point not incorporated into the lesson
<p><i>Assessments</i></p> <p>Don gives homework that students must complete to take the book test.</p>	<ul style="list-style-type: none"> Assessments are used to monitor and measure student learning Assessments are up-to-date and current 	<ul style="list-style-type: none"> Assessments are not implemented Assessments are not current; they include outdated information

Evaluation date: March 1, 2023

Commendations: Don does a nice job using the stadium style by moving up and down the stairs, which helps keep students attentive. Prior to the first class he sends students a Google class invite, which gets them engaged in the class even before it starts. Don shares relevant information not found in the book: (ie: about why smiling is not permitted on license) "When you smile it throws off the facial recognition system for Real Life ID." Don reinforces important information: "HTS (Highway Transportation System) - that is a book test question, that's why it is bolded." Then later in the class he asks students "What are the 3 components of HTS?" **Don met expectations in all areas.**

Recommendations: Since it was the first day of class, perhaps have students say their name when they answer a question to help you learn their names

Teacher comments regarding observation (optional):

Driver's Education Teacher Evaluation Rubric

Learning environment

The teacher implements routines and procedures that foster productive learning; standards of conduct are clear. The teacher creates an environment of respect and establishes a culture for learning. Students are actively engaged and on task. The teacher and students exhibit respect.

	Meeting Expectations	Not Meeting Expectations
<p><i>Teacher's interaction with students</i></p> <p>There is a student who requires a lot of attention. Pam is patient and works hard getting him back on task: "We're going to breathe and focus on one thing at a time – you and I will come up with a strategy later. Put this thought aside for now."</p>	<ul style="list-style-type: none"> • <i>The teacher respects and encourages students' efforts</i> • <i>The teacher appropriately addresses misbehavior</i> • <i>The teacher keeps students on task</i> 	<ul style="list-style-type: none"> • <i>Students are hesitant and some are unwilling to respond</i> • <i>The teacher does not address student misbehavior</i> • <i>There are a number of students off-task</i>
<p><i>Students' interaction with students</i></p> <p>Students are respectful of one another.</p>	<ul style="list-style-type: none"> • <i>Students are respectful of one another</i> • <i>Students work collaboratively with one another</i> 	<ul style="list-style-type: none"> • <i>Students talk when the teacher and other students are talking</i> • <i>Some students refuse to work with other students</i>
<p><i>Classroom culture</i></p> <p>Students are engaged. Although there is one student who continually wants to answer every question, other students do respond when Pam encourages them. ("Thea, I do appreciate your participation... how about someone else, though?")</p>	<ul style="list-style-type: none"> • <i>Students are engaged, asking relevant questions, responding appropriately</i> • <i>Students demonstrate knowledge of the classroom expectations</i> 	<ul style="list-style-type: none"> • <i>Students are not productively engaged</i> • <i>Students do not appear to know classroom expectations</i>

Instruction

The learning goals are communicated, and concepts are clearly explained. Students are actively engaged in learning. Technology and resources are utilized supporting the lesson.

	Meeting Expectations	Not Meeting Expectations
<p><i>Expectations for learning</i> Pam has the agenda for the day on the overhead with three columns: Get ready, topics and now what. Additionally, Pam does a nice job letting students know how they will demonstrate learning: "You're taking two test next week. The first test you have to pass is the course test. If you pass that test with a 70 then you can take the permit test. ... I gave you a study guide and a book. You were asked to use this book for the pre-test study guide."</p>	<ul style="list-style-type: none"> • Educator breaks down the instructional purpose of the lesson or unit • Educator explains how students will demonstrate their learning 	<ul style="list-style-type: none"> • Educator does not break down the instructional purpose of the lesson or unit • Educator does not explain how students will demonstrate their learning
<p><i>Direction/procedures</i> Pam's directions are clear: "At lunch I'm going to ask you to leave your workbook on your desk so I can look to see if you did your homework."</p>	<ul style="list-style-type: none"> • Procedures and directions are clear • Instruction for learning activities is clear; students understand what they are supposed to do 	<ul style="list-style-type: none"> • The directions are unclear and there are no clear procedures • Instruction for learning activities is not entirely clear, leading to confusion

<p><i>Explanation of content/Lesson delivery</i> Pam's explanations are direct. For example, when a student incorrectly answers the 3-second rule to a question about measuring feet, Pam explains: "We measure that with time and not feet – but I'm glad you're thinking about that."</p>	<ul style="list-style-type: none"> • <i>Teacher explanations are direct and accurate</i> • <i>Information is specific and clear</i> 	<ul style="list-style-type: none"> • <i>Teacher explanations are ambiguous</i> • <i>Information is unclear and vague</i>
<p><i>Student engagement</i> Pam uses different strategies to engage students. For example, she has them utilize the hallway to see what 100 and 500 feet look like: "Why do we need to visually know where 100 and 500 feet are?"</p>	<ul style="list-style-type: none"> • <i>The teacher consistently uses instructional practices and strategies that motivate and engage students in the content of the lesson</i> 	<ul style="list-style-type: none"> • <i>The teacher uses instructional practices that leave many students uninvolved and/or passive participants in the content of the lesson</i>
<p><i>Transitions</i></p>	<ul style="list-style-type: none"> • <i>There is little to no loss of instructional time during transitions</i> 	<ul style="list-style-type: none"> • <i>Considerable time is lost during transitions</i>
<p><i>Adjustment to practice</i> Pam makes adjustments as needed. For example, a student asks to review questions from chapter 5 and 6 again and Pam takes the time to go over them: "Yes, it can never hurt to review."</p>	<ul style="list-style-type: none"> • <i>The teacher adjusts instruction in response to students' understanding (or lack of understanding) of the content</i> • <i>The teacher clarifies information based on students' questions</i> 	<ul style="list-style-type: none"> • <i>The teacher does not make adjustments to ensure students' understanding</i> • <i>The teacher does not fully clarify information based on students' questions about content</i>
<p><i>Curriculum pace</i> Pam acknowledges she is behind for this particular class as a result of a high needs student as she often needs to slow down the lesson to address</p>	<ul style="list-style-type: none"> • <i>The pace is even; it is neither moving too quickly nor too slowly.</i> 	<ul style="list-style-type: none"> • <i>The pace is either too fast or too slow impacting students' understanding of the material and their attentiveness to the lesson</i>

<p>his questions and concerns.</p>		
<p><i>Supplemental materials/additional information</i> Pam shows a video on organ donation (Chris Klug Foundation). The video is lengthy, so Pam lets students know she will fast forward it (“I’m going to move to the facts now”); this helps keep the class moving and keeps the video length just right.</p>	<ul style="list-style-type: none"> • <i>Activities and materials are relevant and current</i> • <i>Activities and materials support the lesson objectives</i> 	<ul style="list-style-type: none"> • <i>There are irrelevant or out-of-date activities and/or materials</i> • <i>Additional materials do not support the curriculum</i>
<p><i>Resources utilized</i> Pam references the current edition of the textbook: “On page 106, if you’re driving in that picture can you pass in either lane?”</p>	<ul style="list-style-type: none"> • <i>The current 15th edition textbook is referenced throughout the lesson</i> 	<ul style="list-style-type: none"> • <i>An older edition of the textbook is referenced throughout the lesson</i>
<p><i>Technology implemented</i> Although the Power Point wasn’t implemented during this observation, Pam acknowledges using it often.</p>	<ul style="list-style-type: none"> • <i>Technology is appropriately utilized and implemented enhancing the curriculum and lessons</i> • <i>Power Point incorporated into lesson</i> 	<ul style="list-style-type: none"> • <i>Technology is neither utilized nor implemented</i> • <i>Power Point not incorporated into the lesson</i>
<p><i>Assessments</i> Pam indicates she utilizes end of chapter assessments.</p>	<ul style="list-style-type: none"> • <i>Assessments are used to monitor and measure student learning</i> • <i>Assessments are up-to-date and current</i> 	<ul style="list-style-type: none"> • <i>Assessments are not implemented</i> • <i>Assessments are not current; they include outdated information</i>

Evaluation date: July 15, 2023

Commendations: Pam treats the classroom like a car, which is really helpful for students to practice skills. For example, when a student asks if she can text herself the homework, Pam says, “You can’t do it here – you need to go in the hall – you need to pull over (go in the hall) because we don’t text and

drive.” Another time Pam says: “We’re going to take a break because we’ve been sitting almost an hour and a half and when you’re driving you should take breaks.” Pam reinforces how students can find the online version of the RI DMV book: “How can you find a copy? In that cover letter I emailed you I also gave you a hard copy.” Pam’s firm, effective interaction with challenges that students presents reflects her well-honed teaching skills. For example, a student insists she can answer the parent interview on her own as she knows what her dad will say; however, Pam doesn’t engage with the student’s arguing and rather explains why the interview is an important experience and part of the responsibility portion. **Pam met expectations.**

Recommendations: Perhaps when there is a student with high needs who may perseverate on a topic, they can be encouraged to write the questions they have. Then you can review the questions with them during a break. This strategy may help with avoiding slowing down the class as a whole.

Teacher comments regarding observation (optional):

Driver Education Student Surveys Fall 2022

3162

Mike

Di Biaso

CCRI Driver Education

Thank you for trusting CCRI to educate you on everything you need to be a safe, educated, and courteous driver. We value and appreciate your feedback. Please provide some feedback on our program so we may evaluate our program.

What was the primary reason that you chose to take Driver's Education?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

Mr. DiBiasio was great, I thought it was going to be boring but his stories made it fun and more realistic than some of the videos

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

I like how my teacher would tell stories to help understand

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

it was a good course

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

Information was relayed effectively and quite easy to understand

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

I liked how my instructor told many real-life stories with each circumstance that he encountered.

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

_____ No suggestions _____

Any compliments/positives you would like to share?

_____ Excellent class, very informative,
highly recommended. _____

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) Sister had taken course previously

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, some stuff on permit test was not gone over.
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, a few things, also things worded very different from what I learned.
Confused me.
- b. No.

Any suggestions for improvements?

Some missing info that should be covered for permit test.

Any compliments/positives you would like to share?

I really enjoyed Mr. D's class, he is great.

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

Good teacher!

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

Nice guy

Alison Lutz

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

Great teachers

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, gases that are emitted from the exhaust
- b. No.

Any suggestions for improvements?

_____ No _____

Any compliments/positives you would like to share?

_____ No _____

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

*I understood material well
and feel prepared to drive.
Thank you!*

CCRI Driver Education Survey

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- a. Location
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Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
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- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

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- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No suggestions

Any compliments/positives you would like to share?

Very informative

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- c. The pace was too fast.

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- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No suggestions to offer

Any compliments/positives you would like to share?

I enjoyed having my instructor because he gave enough information to help me pass my test

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- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

Very thorough and easy to understand

CCRI Driver Education Survey

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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, A certain Buick Cars tend to have
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

He is tough but a great teacher

1/25/2014

CCRI Driver Education Survey

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- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
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- a. Yes
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- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, parking, helping me understand more/traffic
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

no

Any compliments/positives you would like to share?

liked how we got breaks! Great teaching as well!

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What was the primary reason that you chose to take Driver's Ed with CCRI?

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- e. Other (Please specify) _____

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- d. I feel prepared but wanted to learn more.

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- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NOT really, NO.

Any compliments/positives you would like to share?

Concepts regarding Safety were presented in an interesting and entertaining manner via anecdotes.

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- a. Yes
- b. No
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, window tint regulations
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
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- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

3164

B. Dunphy

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to be a safe, educated, and courteous driver. We value and appreciate your opinion and encourage you to provide some feedback on our program so we may evaluate our strengths and weaknesses.

What was the primary reason that you chose to take Driver's Ed with us?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

Mr. Dunphy is the best

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, the clutch
- b. No.

Any suggestions for improvements?

NO

Any compliments/positives you would like to share?

The teacher taught very well

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
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- a. Yes
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
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- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

Taught in my style of learning.

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) Because I wanted to get my license

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

the class was great so I don't have any

Any compliments/positives you would like to share?

MR DUNPHY is a chill teacher
I wish I could have him in school

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- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

Teacher made the class comprehensible
& fun. :)

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- a. Location
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- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) *Had to take class again because I would not take my Texas permit*

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

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- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

no

Any compliments/positives you would like to share?

He was a good teacher



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- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

There was a substantial amount of time covering administrative requirements that slowed the pace of the class.

Any compliments/positives you would like to share?

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- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, but for those the info didn't come up so I got it right
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

Mr. Dunphy is great, get more like him!!

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- a. Yes
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NO

Any compliments/positives you would like to share?

My instructor was a good + nice person

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
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- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NO

Any compliments/positives you would like to share?

Mr. Dunphy is a great teacher

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) To help my mom with driving other people

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

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- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NO _____

Any compliments/positives you would like to share?

The Teacher was nice _____

CCRI Driver Education Survey

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- c. Schedule (to accommodate my schedule)
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- e. Other (Please specify) _____

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- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

Great instructor and program

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

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- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
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Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

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- a. Yes
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NO

Any compliments/positives you would like to share?

Funny Man

CCRI Driver Education Survey

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Any suggestions for improvements?

no _____

Any compliments/positives you would like to share?

teacher was humorous with lessons _____

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- a. Yes, _____
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Any suggestions for improvements?

Any compliments/positives you would like to share?

I think this class was easy to learn and very helpful. I like the way this class was taught.

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Any suggestions for improvements?

Any compliments/positives you would like to share?

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Any suggestions for improvements?

Any compliments/positives you would like to share?

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Any suggestions for improvements?

Any compliments/positives you would like to share?

3087

CCRI Driver Education S

Thank you for trusting CCRI to educate you on everything you need to be a safe, educated, and courteous driver. We value and appreciate your opinion and provide some feedback on our program so we may evaluate our strengths and weaknesses.

What was the primary reason that you chose to take Driver's Ed with us?

- a. Location
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K. Dunphy
- Amir Inter-office to Cheryl Lincoln

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Any suggestions for improvements?

_____ No suggestion _____

Any compliments/positives you would like to share?

_____ the class was easy to follow and kept me engaged _____

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Any suggestions for improvements?

longer lunch break

Any compliments/positives you would like to share?

Instructor made class very interesting.

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- a. Yes, _____
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Any suggestions for improvements?

Warmer classroom

Any compliments/positives you would like to share?

One of the best teachers I've learned from

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Any suggestions for improvements?

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Any suggestions for improvements?

No

Any compliments/positives you would like to share?

I liked my teacher. He made the class interesting.

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- a. Yes, _____
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Any suggestions for improvements?

Shorter classes over a longer period of time.

Any compliments/positives you would like to share?

Instructor was humorous and engaging, and explained all topics thoroughly in a clear manner

Gerald biel

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Any suggestions for improvements?

None

Any compliments/positives you would like to share?

MC. Dunphy is cool

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- a. Yes, _____
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Any suggestions for improvements?

Not really, overall good. Room was cold though.

Any compliments/positives you would like to share?

Instructor was amazing. You should give him a raise

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Any suggestions for improvements?

Any compliments/positives you would like to share?

Mr. Dunphy was a fantastic instructor

Geoffrey Zerbante

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Any suggestions for improvements?

N/A

Any compliments/positives you would like to share?

love the instructor He is a wonderful educator and makes the class welcoming

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Any suggestions for improvements?

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Any compliments/positives you would like to share?

no

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Any suggestions for improvements?

GET A PROJECTOR THAT DOESN'T CONSTANTLY SHAKE

Any compliments/positives you would like to share?

Mr. Duphey was awesome! He made it a little bit fun, even!

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Any suggestions for improvements?

No

Any compliments/positives you would like to share?

Mr. Dunphy is funny.

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Any suggestions for improvements?

~~More~~ Better Pacing in general to avoid hour long discussions on basic topics

Any compliments/positives you would like to share?

I liked the instructor, Kevin Dunphy

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Any suggestions for improvements?

_____ No _____

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_____ No _____

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- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Not at this time _____

Any compliments/positives you would like to share?

Our teacher excelled at making the class more entertaining _____

Elizabeth Horner

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

No

Any compliments/positives you would like to share?

No

Jennifer Aguiar

CCRI Driver Education Survey

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- b. Cost
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- e. Other (Please specify) _____

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- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, driving a + texting was not made clear
- b. No. if handsfree or not

Any suggestions for improvements?

NO great class

Any compliments/positives you would like to share?

very funny man, kept me entertained,
learned a lot

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) To begin driving and to receive a Permit

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
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- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

no

Any compliments/positives you would like to share?

no

CCRI Driver Education Survey

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- b. The pace was too slow.
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Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

~~Yes~~ No, should be more calmer

Any compliments/positives you would like to share?

Take every minute of Drivers Ed seriously, Do your best

CCRI Driver Education Survey

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- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

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- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NO

Any compliments/positives you would like to share?

NO

CCRI Driver Education Survey

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- a. Location
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- a. Yes, the pace was just right.
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- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

The class was great and well ~~run~~ by Mr. Dunphy
ran

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) Parents

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

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- a. Yes
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- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

He's a fun teacher

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
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- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NO

Any compliments/positives you would like to share?

MR. Dunphy was cool!

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

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- a. Yes
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- a. Yes
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

_____ X

Any compliments/positives you would like to share?

_____ X

3088

K. LANDRY
Class 3088

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to be a safe, educated, and courteous driver. We value and appreciate your opinion and would like to provide some feedback on our program so we may evaluate our strengths and weaknesses.

-Amir
Inter-Office
Cheryl Lincoln

What was the primary reason that you chose to take Driver's Ed with us?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
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Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

It was paced correctly. However, where we would finish are understood well but we would finish our chapters an hour before the day was over. There could be more lunch breaks to fill in the time.

I learned a lot.

Any compliments/positives you would like to share?

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
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Was the pace of the course adequate?

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- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Lower the Cost

Any compliments/positives you would like to share?

No

CCRI Driver Education Survey

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What was the primary reason that you chose to take Driver's Ed with CCRI?

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- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

_____ no _____

Any compliments/positives you would like to share?

_____ The teacher was very nice and took time to help _____

Dana Jean-Louis

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

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- b. No
- c. Sometimes

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- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

The teacher was entertaining, funny, and nice.

Terre Fusulto
CCRI Driver Education Survey

7/29/2022

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, how to operate a manual transmission.
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

N/A

Any compliments/positives you would like to share?

Class was entertaining & informative, very nice instructor, learned a lot.

CCRI Driver Education Survey

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- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

NOT AT ALL

Any compliments/positives you would like to share?

It was a very interesting course and I learned a lot.

CCRI Driver Education Survey

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- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
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- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

no.

Any compliments/positives you would like to share?

I feel better about driving now.

CCRI Driver Education Survey

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- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

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- d. I feel prepared but wanted to learn more.

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- a. Yes
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- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

N/A

Any compliments/positives you would like to share?

it was actually fun and met a few new friends

Jayden

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

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- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
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- e. Other (Please specify) _____

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Was the pace of the course adequate?

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- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

I liked how my teacher made it fun.

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) my friend was taking it @ the same time and I needed to get it checked with.

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

no 

Any compliments/positives you would like to share?

no 

Shealyn Studd

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
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- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there any topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

I have no suggestions

Any compliments/positives you would like to share?

This class wasn't as boring as I thought it would be!

CCRI Driver Education

Tracy
Andrews

3190

Thank you for trusting CCRI to educate you on everything you need to be a safe, educated, and courteous driver. We value and appreciate your feedback. Please provide some feedback on our program so we may evaluate and improve.

What was the primary reason that you chose to take Driver Education?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, I believe we should focus more on signs
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

I really liked the teacher and believe she deserves a raise.

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

She was the best

CCRI Driver Education Survey

Thank you for trusting CCRI to educate you on everything you need to know to be a safe, defensive, educated, and courteous driver. We value and appreciate your opinion. Please take a moment to provide some feedback on our program so we may evaluate our strengths and areas we can grow.

What was the primary reason that you chose to take Driver's Ed with CCRI?

- a. Location
- b. Cost
- c. Schedule (to accommodate my schedule)
- d. Availability (when the course was available to be taken)
- e. Other (Please specify) _____

Do you feel this class has prepared you with the information needed to be a safe, defensive, and courteous driver?

- a. Yes
- b. No
- c. I feel somewhat prepared.
- d. I feel prepared but wanted to learn more.

Did your instructor(s) present information clearly and in an interesting manner?

- a. Yes
- b. No
- c. Sometimes

Was the pace of the course adequate?

- a. Yes, the pace was just right.
- b. The pace was too slow.
- c. The pace was too fast.

Was there a topic you feel should have been covered more in depth?

- a. Yes, _____
- b. No.

Was there anything on the final examination or Permit test that you felt was not covered adequately?

- a. Yes, _____
- b. No.

Any suggestions for improvements?

Any compliments/positives you would like to share?

Rhode to Bike Safety Evaluation

2021-2022 School Year: Rhode to Bike Safety Evaluations

School	Class	SafeStarting		SafeStopping		Proper Lane Placement		Hand Signals		Right of Way	
		First Obs.	Final Obs.	First Obs.	Final Obs.	First Obs.	Final Obs.	First Obs.	Final Obs.	First Obs.	Final Obs.
Agnes Little 09/07/21 - 09/17/21	1	31-40%	81-90%	61-70%	81-90%	41-50%	91-100%	31-40%	81-90%	21-30%	71-80%
	2	41-50%	81-90%	71-80%	91-100%	31-40%	81-90%	31-40%	81-90%	21-30%	81-90%
	3	31-40%	91-100%	41-50%	91-100%	31-40%	91-100%	31-40%	71-80%	41-50%	81-90%
Hampden Medows 09/20/21 - 10/01/21	1	61-70%	81-90%	41-50%	81-90%	51-60%	81-90%	41-50%	81-90%	31-40%	71-80%
	2	61-70%	81-90%	51-60%	91-100%	61-70%	81-90%	41-50%	81-90%	41-50%	81-90%
	3	71-80%	91-100%	51-60%	81-90%	51-60%	81-90%	41-50%	81-90%	31-40%	81-90%
	4	61-70%	91-100%	71-80%	81-90%	41-50%	81-90%	51-60%	91-100%	31-40%	71-80%
	5	51-60%	81-90%	41-50%	91-100%	51-60%	91-100%	41-50%	71-80%	41-50%	81-90%
	6	71-80%	81-90%	51-60%	81-90%	51-60%	91-100%	51-60%	81-90%	51-60%	91-100%
	7	61-70%	91-100%	41-50%	91-100%	41-50%	81-90%	41-50%	81-90%	31-40%	71-80%
	8	61-70%	91-100%	61-70%	81-90%	61-70%	91-100%	51-60%	91-100%	41-50%	81-90%
	9	71-80%	81-90%	51-60%	81-90%	51-60%	91-100%	51-60%	71-80%	31-40%	71-80%
	10	61-70%	91-100%	71-80%	91-100%	51-60%	91-100%	51-60%	81-90%	41-50%	81-90%
Old County Road 10/04/21 - 10/15/21	1	41-50%	81-90%	41-50%	81-90%	51-60%	81-90%	21-30%	71-80%	31-40%	71-80%
	2	31-40%	81-90%	31-40%	81-90%	41-50%	81-90%	31-40%	81-90%	31-40%	81-90%
Thornton 04/25/22 - 05/03/22	1	31-40%	81-90%	51-60%	81-90%	21-30%	71-80%	21-30%	71-80%	21-30%	71-80%
	2	41-50%	81-90%	41-50%	81-90%	31-40%	81-90%	31-40%	81-90%	31-40%	81-90%
	3	31-40%	91-100%	41-50%	91-100%	41-50%	81-90%	41-50%	81-90%	31-40%	81-90%
Martin Luther King 04/28/22 - 05/06/22	1	21-30%	71-80%	21-30%	71-80%	21-30%	81-90%	21-30%	71-80%	21-30%	71-80%
	2	21-30%	81-90%	21-30%	81-90%	31-40%	81-90%	31-40%	81-90%	21-30%	81-90%
	3	21-30%	71-80%	31-40%	71-80%	21-30%	81-90%	31-40%	71-80%	31-40%	71-80%
William D/Abate 05/09/22 - 05/20/22	1	31-40%	81-90%	41-50%	81-90%	31-40%	81-90%	31-40%	91-100%	31-40%	81-90%
	2	21-30%	81-90%	31-40%	81-90%	21-30%	71-80%	41-50%	81-90%	31-40%	71-80%
	3	41-50%	71-80%	41-50%	81-90%	21-30%	81-90%	31-40%	81-90%	31-40%	71-80%
Flora Curtis 05/24/22 - 06/03/22	1	41-50%	81-90%	41-50%	81-90%	31-40%	81-90%	31-40%	81-90%	31-40%	91-100%
	2	31-40%	81-90%	31-40%	81-90%	21-30%	71-80%	31-40%	71-80%	31-40%	71-80%
Whelan 06/07/22 - 06/10/22	1	41-50%	81-90%	31-40%	81-90%	51-60%	81-90%	31-40%	81-90%	31-40%	81-90%
	2	41-50%	91-100%	41-50%	91-100%	51-60%	81-90%	31-40%	81-90%	41-50%	81-90%
Pleasant View 06/20/22 - 06/24/22	1	41-50%	91-100%	41-50%	91-100%	41-50%	81-90%	51-60%	81-90%	31-40%	81-90%
	2	31-40%	81-90%	41-50%	81-90%	31-40%	81-90%	41-50%	81-90%	41-50%	81-90%
	3	51-60%	81-90%	51-60%	91-100%	41-50%	81-90%	51-60%	91-100%	41-50%	81-90%
	4	51-60%	91-100%	41-50%	91-100%	51-60%	81-90%	51-60%	81-90%	31-40%	71-80%
Raymond LaPerche 06/20/22 - 06/24/22	1	31-40%	91-100%	31-40%	91-100%	31-40%	81-90%	51-60%	81-90%	31-40%	81-90%
	2	41-50%	91-100%	41-50%	91-100%	31-40%	81-90%	41-50%	81-90%	41-50%	81-90%

ThinkFast High School Program Evaluation

Evaluation Report 2021-2022: ThinkFast Interactive in Rhode Island

Implemented locally by the Rhode Island Department of Transportation,
Office on Highway Safety



FY2022

Prepared by Cynthia George, PhD, MSSW

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Evaluation Report 2021-2022: ThinkFast Interactive in Rhode Island

Implemented locally by the Rhode Island Department of Transportation, Office on Highway Safety

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Introduction

Throughout the 2021-2022 fiscal year, the [Rhode Island Department of Transportation](#) (RIDOT), [Office on Highway Safety](#) (OHS) contracted [T'johnE Productions, Inc.](#) (T'johnE) to support the local efforts of Rhode Island (RI) schools to reduce teen motor vehicle injuries. In accomplishing this [ThinkFast Interactive](#) was presented to twenty school age groups reaching approximately 3,565 young people across fourteen high schools, one junior high, and five middle schools. To ensure quality programming and direct future awareness projects, RIDOT required evaluation services to obtain measures of effectiveness. All twenty school groups participated in evaluation efforts, completing 3038 pre surveys and 1701 post surveys. This report describes the ThinkFast Interactive program, the evaluation plan, and presents evaluation findings for the statewide sample. Limitations to findings are then presented and conclusions discuss overall program effectiveness.



About ThinkFast Interactive

ThinkFast Interactive is an awareness game show owned and operated by T'johnE that appeals to all ages with a high-tech production set, mainstream music, an entertaining host, and informative and engaging trivia. ThinkFast Interactive utilizes the Fleetwood Audience Response System (ARS) technology with wireless remote controls that allow teams of students to respond to ThinkFast Interactive questions independently. ThinkFast Interactive is grounded in experiential learning theory and utilizes a unique questioning format designed to engage and stimulate the brain, promoting memory retention and recall of information. While questions can be tailored to present information on various topics, the program content for this project focused on highway and alcohol safety awareness. Specifically, content was customized to include current RI teen crash data and statistics relevant driver safety laws, and information about risky driving behaviors, dangerous pedestrian behaviors, and other information related to real-world risks and consequences. ThinkFast Interactive content was developed by T'johnE with information from the National Highway Traffic Safety Administration; the US Department of Health, Substance Abuse and Mental Health Services Agency; and many others. Development was guided locally by RIDOT and their partners to ensure the program content presented consistent messages about safety, was relevant to the local cultural context of RI, and so that ThinkFast Interactive served as an important teen-focused awareness component of RIDOT's existing state level [highway safety plan](#).

Evaluation Method

TjohnE contracted Open Mind Consulting (OMC) to design an [evaluation](#) plan feasible for RI schools to implement, one that complied with RIDOT requirements for web-based pre and post surveys, and one that would also provide adequate [statistical conclusion validity](#) regarding the effectiveness of ThinkFast Interactive given the local conditions. A survey was developed in alignment with RI's custom tailored program content and designed to be administered in a pre and post fashion. The survey items and administration method were controlled by RIDOT, who received input from local schools regarding feasibility of administration and made the final decision regarding processes used. Responses were collected by local schools via [voluntary](#) web surveys using web links and/or QR tag posters provided by TjohnE. The survey was designed to not collect any [personally identifiable](#) information. Per RIDOT instruction, schools were to attempt to survey 100% of participating students at each school both pre and post using a web survey link made available to students.

Data was analyzed by OMC using Statistical Package for Social Sciences (SPSS, v. 22). Tables 1-9 are used in this report to present evaluation findings, which are in the Appendix. Discussions describing the data presented in the tables are provided in the sections below. First, Table 1 describes the study sample and individual school details. Table 2 then presents the demographics of the statewide pre and post survey study sample groups. The survey itself is then discussed. Individual survey items are embedded in Tables 3 and 4, which also present the change in proportion of non-preferred to preferred responses for all survey items. Table 5-9 present data derived from summing combinations of variables to create relevant Theory of Planned Behavior (TPB) score categories for teen's attitudes (ATT), perceptions of social norms about highway safety (SN), their perceptions about their own ability to drive safely (PBC), and the behavior intentions for both driving and being a passenger (BI). A knowledge score is also derived from a 5-item test (KNOW). Average scores are compared from pre to post for each variable for the statewide sample in Table 5. Tables 6-8 present comparisons between demographics categories including gender, license status, and driver status. Table 9 provides findings for individual schools.

Highway Safety Awareness Survey

The survey was designed to assess change across five variable constructs: 1) three items assessing attitudes (ATT); 2) two items assessing social norms (SN); 3) five items assessing teen perceptions of their control over driving behavior (PBC); 4) three items assessing driver and passenger behavior intentions (BI); and 5) a five-item highway safety knowledge test (KNOW). Six-point Likert scales ranging from strongly disagree to strongly agree (with a possible score range of 0-5 points) were used, with knowledge items being scored as correct (1 point) or incorrect (0 points). The attitude, norms, perceptions, and intention items are grounded in [Theory of Planned Behavior](#) (TPB) which is a prominent theory used to link thoughts and behaviors. According to TPB, behavior intentions are the best predictors of actual behavior, and one's behavior intentions can be best measured by assessing one's attitudes, their perceptions of social norms, and their perception of their ability to control their own behavior. ThinkFast Interactive is designed to create measurable impact on all these levels. The survey also asks basic demographic questions including age, license status and driver status, and that teens verify the school they attended the event through as sample inclusion criteria, with options provided in a drop-down list of participating schools.

Analysis Method

Descriptive data is provided in Tables 1 and 2 to describe the study sample and participating schools. [Inferential statistics](#) are used in assessing evaluative change from pre to post. **Crosstabs** is an inferential procedure used in this analysis to compare [correlated change](#) in the proportion of pre and post groups providing preferred response options, with findings presented in Tables 3 and 4. The percent increase in intentions shown in column one of Table 3 is derived by subtracting the pre percentage of students providing agree and strongly agree responses from the post, indicating a practical increase in the proportion of the group that came into agreement with program messages about highway safety. The percent increase shown along with knowledge items in Table 4 was derived from comparing the proportion of teens providing correct answers from pre to post. The **chi square** index was used to determine if statistically significant change occurred for these items, with p values of significance reported in the last column of both tables. A **probability/p value** indicating significance will be $p \leq .05$, which translates to saying that we could repeat ThinkFast Interactive and measure different groups of teen participants and reasonably expect that at least 95% of the time we would see similar changes in scores from pre to post, which is also denoted by a single asterisk* next to the difference statistic; $p \leq .01$ translates to 99% of the time and is denoted

as**, and $p \leq .001$ translates to 99.9% of the time, denoted with***. Whenever you see a $p =$ value, this indicates the change finding was not statistically significant, which means that we cannot say with empirical confidence that the findings might transfer to other groups of teens, however a practical level of change may still have occurred. **Eta** is presented as an index of effect size for significant findings, measuring the proportion of variance in responses that can be theoretically attributed to participation in the intervention. Eta is measured on a scale of 0-1, with values up to .02 denoting a small (S) effect, up to .13 medium (M), and over .26 large (L). Larger values allow us to infer a larger effect that occurred after participation in the program.

The [independent groups t-test](#) procedure is an [inferential statistical](#) process used in this analysis to compare pre and post group means (averages) to assess for change in the summed score variables (Table 5-9). The **t-test** is a statistical procedure that standardizes measurements for comparison to help determine if the average change from pre to post is statistically significant by rendering a p value, which are provided in these Tables. Also shown are the **mean** (M) scores for pre and post test groups; the **standard deviations** (SD), which equates to the average deviation in scores from the mean, with lower SD values indicating scores across the sample are more similar to the mean (indicating students performed similarly), and higher SD indicating further difference from the mean (indicating there was greater variation in scores above and/or below the mean); and the **Mean Difference** (MD), which is the change in average score. Eta is again presented as a small (S), medium (M), or large (L) effect size to represent the change that occurred that can be mathematically attributed to participation in the intervention.

Evaluation Study Sample

Approximately 3565 total teens participated in ThinkFast Interactive during the 2021-2022 RIDOT fiscal year. Table 1 presents participating schools, head counts for individual events, pre and post survey completion rates, and pre and post observation rates. The final statewide study sample represents these young people and includes data from twenty shows held at twenty school locations. There were 3038 pre surveys completed with an observation rate of 85% and 1701 post surveys at a rate of 48%. While the pre group is larger, both observation rates do allow us to proceed with evaluation in determining statistical significance. Focusing on practical significance for the few schools who did not produce adequate post survey sample sizes can still be useful in understanding how ThinkFast may have impacted participants.

Demographics of the Study Sample

Demographic data for the study sample is shown in Table 2, derived from questions that sought age, gender, license status, and frequency of driving for survey participants. Age was entered freeform in real numbers, with participants ranging in ages from eleven to nineteen. Overall, those that were age thirteen (20.6%) made up the largest section of the sample, followed by those that were fourteen (19.9%), and then seventeen (18.1%), and sixteen (17.2%). Gender identity was assessed by asking “Which gender do you identify as?” along with a dropdown list that provided options for male, female, or something else. This last option triggered a manual entry text box where teens could enter freeform data that was re-coded. The pre and post samples were slightly skewed towards female, with 45.7% identifying as male and 50.6% as female. 3% of the total sample reported identifying as some category of gender that did not conform to the traditional binary including responses such as transgender, agender, or non-binary. 0.8% provided no answer or some other junk answer that was not an actual gender category. Teens were also asked to indicate which type of license they currently held from a dropdown list provided of RI’s license stages, which also included a manual entry option for ‘other’. Most teens were unlicensed (63.4%). A final demographic item “How often do you drive a car?” sought to identify frequency of driving, with teens choosing from options ranging from never to very often. Most participants indicated they were not yet drivers (55.1%) and 44.9% reporting they drove at least rarely. 19.5% reported that they drove very often. The proportion of responses in each category for all items were fairly balanced. Given the sample statistics, we can proceed in making assumptions from this data about the statistical significance of findings from pre to post intervention for all groups except for gender non-conformers as that group was too small for adequate statistical analysis.

Findings

Statewide Change in Proportion of Preferred Responses by Item

Table 3 presents data obtained through a crosstabs procedure used to examine each of the thirteen related Theory of Planned Behavior (TPB) items’ change in the proportion of non-preferred to preferred (calculated by adding the percentage of agree and strongly agree) responses. Twelve of the thirteen items demonstrated a statistically significant increase in the proportion of students providing responses upon post survey that aligned with safety messages. The item that showed the greatest change from pre to post that was likely to change from participation in the intervention was item #10, perceptions of behavior control regarding the impact of having a conversation on one’s

driving ability, increasing by 20.1% from 62.7% to 82.8% in agreement with safety messages ($p \leq .001$, $\eta^2 = .29L$). While the proportion of change for other items was about half the size or less of this top performing item, the others did see positive change. The second most influential item was improving teen perceptions related to the impact of speeding, increasing 7.1% from 82% to 89.1% at post survey ($p \leq .001$, $\eta^2 = .17M$). Teens coming to understand that aggressive drivers are dangerous drivers came in third, improving 5.6% from 84.7 to 90.3% ($p \leq .001$, $\eta^2 = .12S$). Improvements in the perceptions of social norms that smart people follow traffic laws came in fourth (+4.5%, 80.8% to 85.3%, $p \leq .001$, $\eta^2 = .13M$); coming to understand that using a cell phone while driving can be deadly was fifth (+4.2%, 86 to 90.2%, $p \leq .001$, $\eta^2 = .13M$); and sixth in improvements was the intention to make sure everyone was buckled up when in a vehicle (+3.1%, 86.4 to 89.5%, $p \leq .001$, $\eta^2 = .14M$). While having smaller effect sizes, these other items did still show an increase in movement to agreement with safety messages including in seventh place, the belief that texting while driving can be deadly (+2.1%, 89.3 to 91.4%, $p \leq .001$, $\eta^2 = .11S$); eighth perceptions of social norms that driving choices impact others around them (+2.0%, 89.6 to 91.6%, $p \leq .001$, $\eta^2 = .12S$); ninth was behavior intentions to support whoever is driving them to be smart and safe, (+1.7%, 89.2 to 90.9, $p \leq .001$, $\eta^2 = .15M$); tenth was the belief that seatbelts and child safety seats save lives (+1.4%, 91.5 to 92.9%, $p \leq .001$, $\eta^2 = .09S$); eleventh was the behavior intention to stop a drunk driver (+1.0%, 90.7 to 91.7%, $p \leq .001$, $\eta^2 = .10S$); and twelfth, that paying attention while walking was the right thing to do (+0.1%, 93.3 to 93.4%, $p \leq .001$, $\eta^2 = .08S$). While not a practically or statistically significant change, the last item did show a small decrease as most participants were already in agreement with the item's safety message about not driving under the influence of alcohol upon pre-test (-0.05%, 94.6 to 94.1%, $p = .882$, $\eta^2 = .01S$).

Table 4 provides the same information for individual knowledge items. Each response option is shown, along with the frequency and percentage for each response. Ability to recognize dangerous pedestrian behaviors to include talking, texting, or listening to music while walking near roadways showed the greatest improvements in knowledge from pre to post survey, with 17.6% more youth getting the item correct at post survey (76.7 to 94.3, $p \leq .001$, $\eta^2 = .23M$); followed by knowledge about the fines for texting while driving (+16.2%, 75.6 to 91.8, $p \leq .001$, $\eta^2 = .20M$). The third largest increase was for demonstrating understanding that texting is a visual, manual, and cognitive distraction (+3.7%, 88.5 to 92.2, $p \leq .001$, $\eta^2 = .06S$). Identifying the consequences of speeding to include taking longer to stop the vehicle, losing control, or having more deadly crashes came in fourth (+3.5%, 92.7 to 96.2, $p \leq .001$, $\eta^2 = .07S$). The last item, defining defensive driving as

being alert and responding to the driving environment saw a very small decrease (-0.07%, 88.2 to 87.5, $p=.472$, $\eta=.01S$), suggesting that the item may need to be re-worded and/or the content in the program made clearer so that participants can better understand this concept.

Statewide Change in Average Scores

Each behavior related item was scored from 0-5, with no answer receiving 0 points and strongly agree receiving 5 points. These scale values were added to compute constructs grounded in Theory of Planned Behavior (TPB) to compare average scores across dimensions. These four TPB computed variables are derived from: 1) three items about attitudes (AT) with a total scale value of 0-15; 2) two items about social norms (SN) with a total scale value of 0-10; 3) five items about perceptions of behavior control (PBC) with a scale value of 0-25; and 4) three items about behavior intentions (BI) with a total scale value of 0-15. The 5-item knowledge (KNOW) test was scored on a 0-5 scale, with cases earning one point for each correct response given. A series of independent groups *t*-tests compared pre and post scores for all summed variable categories. Table 5 presents findings for the statewide sample. Tables 6-9 present findings from a series of *t*-tests comparing pre and post scores by demographic groups comparing males and females, unlicensed and licensed students, non-driving and driving students, and by each individual school.

For the statewide sample shown in Table 5, all variables' scores demonstrated statistically significant increases from pre to post survey. Since each of the scale values are different, the eta measure is used to rank the variable categories to see which demonstrated the largest effect from program participation. For the entire sample combined, perception of behavior control (PBC) showed the largest impacts from program participation (+1.408, 21.47 to 22.52, $p\leq.001$, $\eta=.30L$); tied for second was (AT) attitudes (+0.48, 13.00 to 13.48, $p\leq.001$, $\eta=.24M$) and (KNOW) knowledge (+.402, 4.22 to 4.62, $p\leq.001$, $\eta=.24M$); followed by (BI) behavior intentions (+0.389, 13.19 to 13.57, $p\leq.001$, $\eta=.21M$); and finally (SN) social norms (+.09, 8.94 to 9.12, $p\leq$, $\eta=.21M$). This demonstrates positive impact on all participants, with the largest impact helping them to understand how risky behaviors can reduce their ability to drive safely. Further analysis will examine how various subgroups may have experienced the program or evaluation survey differently.

Table 6 shows the breakdown of effects by binary gender categories of male and female. Sample sizes were not large enough for the gender non-forming category to be calculated. When looking at individual gender groups, perceptions of behavior control ended up showing the largest effects for both males (+1.085, 21.06 to 22.15, $p\leq.001$, $\eta=.27L$) and females (+1.080, 21.89 to

22.97, $p \leq .001$, $\eta^2 = .33L$), indicating that the group were overall much more in line with recognizing how certain risky behaviors can reduce one's ability to control their vehicle at post -est. For both males and females, knowledge gains came in second, followed by behavior intentions, and then social norms. Differences were minimal and both male and female groups appear to have benefitted from the program; however, girls did have slightly higher pre scores and post scores for all variables. Males did show slightly larger gains than females in the knowledge category. Final scores were higher across the board for all groups tested, suggesting the program is effective at improving TPB concepts for both gender groups. Table 7 shows the breakdown of these effects by license status and Table 8 by driver frequency status. When looking at all groups, perceptions of behavior control ended up showing the largest effects for both unlicensed (+1.141, 21.09 to 22.23, $p \leq .001$, $\eta^2 = .30L$) and licensed young people (+0.90, 22.18 to 23.08, $p \leq .001$, $\eta^2 = .33L$); and non-drivers (+1.101, 21.24 to 22.35, $p \leq .001$, $\eta^2 = .30L$) and drivers (+0.973, 21.76 to 22.73, $p \leq .001$, $\eta^2 = .31L$). Across all variable categories, the unlicensed and non-driving groups demonstrated statistically significant improvements and larger effects from having participated in the program across all variable categories than their licensed and driving counterparts, suggesting that younger and less experienced drivers had a slightly greater benefit from the program. However, both groups did appear to benefit from participation in the ThinkFast Interactive intervention.

Change in Average Scores for Individual Schools

Table 9 presents change in average scores by school. A discussion of each school's findings is presented below. Table 1 includes an overview of sample details by school. Significance is discussed in terms of "practical" significance meaning an actual increase in score did occur but perhaps the sample sizes were unbalanced, and "statistical" significance, meaning a sample was obtained with enough pre and post surveys from each location with which to render p values as discussed in the methods section above. For each school, the event head count is given, the pre and post sample sizes and observations rates, and then a discussion of their findings for all TPB variables scores from pre to post. Sample sizes for individual schools do not allow for any further demographic breakdown.

Barrington High School

The ThinkFast Interactive event held at Barrington High School had 291 participating students; with 158 pre surveys being completed, and 140 post surveys, for an observation rate of 54% and 48% respectively. As shown in Table 9, four of the five variable scores demonstrated

practically significant score increases from pre to post survey and one had statistically significant increases. Knowledge demonstrated statistically significant change from program participation (+0.314, $p \leq .01$, $\eta = .31L$). While not statistically significant, practically significant positive changes did occur with the largest effects for perceptions of behavior control (+0.621, $p = .124$, $\eta = .41L$), behavior intentions (+0.106, $p = .663$, $\eta = .37L$), then attitude (+0.156, $p = .156$, $\eta = .36L$). Perceptions of social norms showed a very small and insignificant decrease, likely resulting from a sampling error (-0.069, $p = .688$, $\eta = .19M$).

Barrington Christian High School

The ThinkFast Interactive event held at Barrington Christian High School had 40 participating students; with 44 pre surveys being completed, and 2 post surveys, for an observation rate of 110% and 5% respectively. With this sample, pre and post statistics could not be calculated.

Birchwood Middle School

The ThinkFast Interactive event held at Birchwood Middle School had 130 participating students; with 130 pre surveys being completed, and 80 post surveys, for an observation rate of 100% and 62% respectively. As shown in Table 9, all five variable scores demonstrated statistically significant score increases with large effect sizes from pre to post survey. The largest effects were seen in perceptions of behavior control (+2.113, $p \leq .001$, $\eta = .46L$), followed by behavior intentions (+0.988, $p \leq .01$, $\eta = .39L$), then knowledge (+0.708, $p \leq .001$, $\eta = .34L$), then attitude (+0.793, $p \leq .01$, $\eta = .32L$), and finally perceptions of social norms (+0.432, $p \leq .05$, $\eta = .28L$).

Coventry High School

The ThinkFast Interactive event held at Coventry High School had 300 participating students; with 196 pre surveys being completed, and 84 post surveys, for an observation rate of 65% and 28% respectively. As shown in Table 9, four of the five variable scores demonstrated practically significant score increases from pre to post survey and one had statistically significant increases. Knowledge demonstrated statistically significant change from program participation (+0.314, $p \leq .01$, $\eta = .31L$). While not statistically significant, practically significant positive changes did occur with the largest effects for perceptions of behavior control (+0.621, $p = .124$, $\eta = .41L$), behavior intentions (+0.106, $p = .663$, $\eta = .37L$), then attitude (+0.156, $p = .156$, $\eta = .36L$). Perceptions of

social norms showed a very small and insignificant decrease, likely resulting from a sampling error (-0.069, $p=.688$, $\eta=.19M$).

Davisville Middle School

The ThinkFast Interactive event held at Davisville Middle School had 340 participating students; with 324 pre surveys being completed, and 212 post surveys, for an observation rate of 95% and 62% respectively. As shown in Table 9, four of the five variable scores demonstrated statistically significant score increases with large or medium effect sizes from pre to post survey and one had a practically significant increase with a medium effect. Perceptions of behavior control showed the most significant effects (+1.075, $p\leq.001$, $\eta=.36L$), followed by knowledge (+0.478, $p\leq.001$, $\eta=.31L$), which tied with attitude (+0.450, $p\leq.05$, $\eta=.31L$), then behavior intentions (+0.323, $p\leq.01$, $\eta=.20M$). While not statistically significant, practically significant positive changes did occur with perceptions of social norms (+0.094, $p=.475$, $\eta=.21M$).

East Greenwich High School

The ThinkFast Interactive event held at East Greenwich Middle School had 300 participating students; with 210 pre surveys being completed, and 116 post surveys, for an observation rate of 70% and 39% respectively. As shown in Table 9, four of the five variable scores demonstrated statistically significant score increases with large or medium effect sizes from pre to post survey and one had a practically significant increase with a medium effect. Perceptions of behavior control showed the most significant effects (+1.570, $p\leq.01$, $\eta=.45L$), followed by attitude (+0.659, $p\leq.05$, $\eta=.39L$), behavior intentions (+0.920, $p\leq.01$, $\eta=.33L$), then knowledge (+0.431, $p\leq.001$, $\eta=.27L$). While not statistically significant, practically significant positive changes did occur with perceptions of social norms (+0.266, $p=.170$, $\eta=.25M$).

East Providence High School

The ThinkFast Interactive event held at East Providence Middle School had 175 participating students; with 151 pre surveys being completed, and 70 post surveys, for an observation rate of 86% and 40% respectively. As shown in Table 9, none of the variable scores demonstrated statistically significant score increases, however all demonstrated a practically significant increase with a large or medium effect size. Perceptions of behavior control showed the

most significant effects (+0.211, $p=.742$, $\eta=.39L$), followed by attitude (+0.079, $p=.831$, $\eta=.29L$), behavior intentions (+0.250, $p=.499$, $\eta=.28L$), then knowledge (+0.079, $p=.831$, $\eta=.29L$), and perceptions of social norms (+0.113, $p=.662$, $\eta=.19M$).

Johnston High School

The ThinkFast Interactive event held at Johnston High School had 85 participating students; with 6 pre surveys being completed, and 12 post surveys, for an observation rate of 7% and 14% respectively. With this sample, pre and post statistics could not be calculated.

Martin Middle School

The ThinkFast Interactive event held at Martin Middle School had 200 participating students; with 154 pre surveys being completed, and 77 post surveys, for an observation rate of 77% and 39% respectively. As shown in Table 9, all five variable scores demonstrated statistically significant score increases with large effect sizes from pre to post survey. The largest effects were seen in perceptions of behavior control (+2.844, $p\leq.001$, $\eta=.49L$), followed by attitude (+0.50, $p\leq.001$, $\eta=.38L$), then knowledge (+0.591, $p\leq.001$, $\eta=.34L$), then behavior intentions (+1.123, $p\leq.001$, $\eta=.31L$), and finally perceptions of social norms (+0.630, $p\leq.001$, $\eta=.30L$).

Mount Hope High School

The ThinkFast Interactive event held at Mount Hope High School had 200 participating students; with 99 pre surveys being completed, and 19 post surveys, for an observation rate of 50% and 10% respectively. As shown in Table 9, none of the variable scores demonstrated statistically significant score increases, however all demonstrated a practically significant increase with a large or medium effect size. Perceptions of behavior control showed the most significant effects (+1.456, $p=.216$, $\eta=.47L$), followed by perceptions of social norms (+0.195, $p=.537$, $\eta=.32L$), then behavior intentions (+0.106, $p=.827$, $\eta=.31L$), then attitude (+0.318, $p=.638$, $\eta=.30L$), then knowledge (+0.357, $p=.060$, $\eta=.18M$).

North Kingston High School

The ThinkFast Interactive event held at North Kingston High School had 350 participating students; with 183 pre surveys being completed, and 77 post surveys, for an observation rate of 52%

and 22% respectively. As shown in Table 9, one of the five variable scores demonstrated statistically significant score increases with medium effect size from pre to post survey and four had a practically significant increase with large or medium effects. Knowledge showed the most significant effects (+0.245, $p \leq .05$, $\eta = .16M$). While not statistically significant, practically significant positive changes did occur with perceptions of behavior control (+0.388, $p = .454$, $\eta = .32L$), attitude (+0.312, $p = .370$, $\eta = .32L$), behavior intentions (+0.054, $p = .866$, $\eta = .31L$), then perceptions of social norms (+0.038, $p = .842$, $\eta = .30L$).

North Smithfield High School

The ThinkFast Interactive event held at North Smithfield High School had 206 participating students; with 129 pre surveys being completed, and 154 post surveys, for an observation rate of 63% and 75% respectively. As shown in Table 9, one of the five variable scores demonstrated statistically significant score increases with a large effect size from pre to post survey and four had a practically significant increase with large or medium effects. Knowledge showed the most significant effects (+0.297, $p \leq .01$, $\eta = .23L$). While not statistically significant, practically significant positive changes did occur with perceptions of behavior control (+0.123, $p = .779$, $\eta = .28L$), attitude (+0.261, $p = .347$, $\eta = .27L$), behavior intentions (+0.102, $p = .102$, $\eta = .25L$), then perceptions of social norms (+0.069, $p = .702$, $\eta = .19M$).

Riverside Middle School

The ThinkFast Interactive event held at Riverside Middle School had 350 participating students; with 299 pre surveys being completed, and 121 post surveys, for an observation rate of 85% and 35% respectively. As shown in Table 9, two of the five variable scores demonstrated statistically significant score increases with a large effect size from pre to post survey and three had a practically significant increase with large or medium effects. Knowledge showed the most significant effects (+0.559, $p \leq .001$, $\eta = .33L$), followed by perceptions of behavior control (+1.153, $p \leq .05$, $\eta = .32L$). While not statistically significant, practically significant positive changes did occur with perceptions of social norms (+0.185, $p = .405$, $\eta = .13M$), attitude (+0.604, $p = .060$, $\eta = .26L$), and behavior intentions (+0.401, $p = .216$, $\eta = .22L$).

Saint Raphael Academy (High School)

The ThinkFast Interactive event held at Saint Raphael Academy had 150 participating students; with 46 pre surveys being completed, and 39 post surveys, for an observation rate of 31% and 26% respectively. With this sample, pre and post statistics could not be calculated.

School One (High School)

The ThinkFast Interactive event held at School One had 75 participating students; with 34 pre surveys being completed, and 13 post surveys, for an observation rate of 45% and 17% respectively. With this sample, pre and post statistics could not be calculated.

Scituate High School

The ThinkFast Interactive event held at Scituate High School had 365 participating students; with 52 pre surveys being completed, and 23 post surveys, for an observation rate of 14% and 6% respectively. With this sample, pre and post statistics could not be calculated.

Scituate Middle School

The ThinkFast Interactive event held at Scituate Middle School had 225 participating students; with 221 pre surveys being completed, and 160 post surveys, for an observation rate of 98% and 71% respectively. As shown in Table 9, all five variable scores demonstrated statistically significant score increases with large or medium effect sizes from pre to post survey. The largest effects were seen in knowledge (+0.567, $p \leq .001$, $\eta^2 = .28L$), then perceptions of behavior control (+1.578, $p \leq .001$, $\eta^2 = .26L$), followed by behavior intentions (+0.753, $p \leq .01$, $\eta^2 = .23M$), then attitude (+0.649, $p \leq .05$, $\eta^2 = .21M$), and finally perceptions of social norms (+0.362, $p \leq .05$, $\eta^2 = .14M$).

South Kingston High School

The ThinkFast Interactive event held at South Kingston High School had 850 participating students; with 351 pre surveys being completed, and 181 post surveys, for an observation rate of 41% and 21% respectively. As shown in Table 9, two of the five variable scores demonstrated statistically significant score increases with a large or medium effect size from pre to post survey and

three had a practically significant increase with medium effects. Knowledge showed the most significant effects (+0.275, $p \leq .001$, $\eta^2 = .23M$), followed by perceptions of behavior control (+0.729, $p \leq .05$, $\eta^2 = .32L$). While not statistically significant, practically significant positive changes did occur with behavior intentions (+0.358, $p = .106$, $\eta^2 = .22M$), attitude (+0.370, $p = .068$, $\eta^2 = .19M$), and perceptions of social norms (+0.222, $p = .120$, $\eta^2 = .17M$).

Westerly High School

The ThinkFast Interactive event held at Westerly High School had 300 participating students; with 35 pre surveys being completed, and 22 post surveys, for an observation rate of 12% and 7% respectively. With this sample, pre and post statistics could not be calculated.

Winman Junior High School

The ThinkFast Interactive event held at Winman Junior High School had 250 participating students; with 215 pre surveys being completed, and 171 post surveys, for an observation rate of 86% and 68% respectively. As shown in Table 9, two of the five variable scores demonstrated statistically significant score increases with a large effect size from pre to post survey and three had a practically significant increase with large or medium effects. Knowledge showed the most significant effects (+0.494, $p \leq .001$, $\eta^2 = .26L$), followed by perceptions of behavior control (+0.939, $p \leq .05$, $\eta^2 = .38L$). While not statistically significant, practically significant positive changes did occur with behavior intentions (+0.272, $p = .300$, $\eta^2 = .28L$), attitude (+0.391, $p = .132$, $\eta^2 = .28L$), and perceptions of social norms (+0.172, $p = .316$, $\eta^2 = .24M$).

Limitations

This was an evaluation study limited in design to facilitate ease of implementation for local schools and brevity of the survey to be completed by youth. General limitations to our study findings include those standards with a [quasi-experimental design](#). These include the lack of central characteristics of a [two-group experimental design](#) including [probability sampling](#), group assignment, a control group, and standardized measures. While schools are encouraged to have different groups of students complete pre and post surveys, this is not tracked and thus some degree of test-retest effect could also be in play for any students who may have seen the pre survey, then participated in the program, then also the post survey – meaning they had three chances to see the material. This is

great for student learning, but you must factor that possibility into the findings. While some schools did not provide enough post survey data with which to draw comparisons, overall, the statewide sample can be used to make program evaluation decisions.

Conclusion

Findings from this evaluation process do allow program planners to be confident in knowing ThinkFast Interactive does play an effective role in promoting highway safety among young people in Rhode Island. Findings comparing average pre and post scores from the statewide sample data shown in Table 5, combined with how regularly ThinkFast Interactive performs regarding evaluation data collected across other program years, data do allow program planners to be confident in knowing ThinkFast Interactive is effective in improving highway safety attitudes, social norms, perceptions of control, behavior intentions, and knowledge among young people in RI. Overall, data indicate that students who had just participated in ThinkFast Interactive demonstrated on average the greatest gains regarding improvements in their perceptions of behavior control, followed by improvements in their attitudes about highway safety, their knowledge of traffic safety information, their behavior intentions when both a passenger and a driver, and their perceptions of social norms around public and pedestrian safety. On average, females had higher scores at pre and post survey, however males did show greater gains from pre to post, demonstrating that ThinkFast Interactive may serve to help close the gender gap in these areas. Additionally, non-licensed and non-drivers gained more from the program overall, however licensed drivers also saw improvements overall, especially in perceptions of behavior control. ThinkFast Interactive evaluation data demonstrates that the program adjusts for different types of participants to ensure everyone walks away with improved thinking towards highway safety to help guide their decision-making processes when on the roadways.

Appendix: Tables 1-9

Table 1: Population and Study Sample Details by School					
School Name	Event Head Count	# Pre surveys completed	Pre Observation Rate	# Post surveys completed	Post Observation Rate
Barrington High School	291	158	54%	140	48%
Barrington Christian High School	40	44	110%	2	5%
Birchwood Middle School	130	130	100%	80	62%
Coventry High School	300	196	65%	84	28%
Davisville Middle School	340	324	95%	212	62%
East Greenwich HS	300	210	70%	116	39%
East Providence High School	175	151	86%	70	40%
Johnston High School	85	6	7%	12	14%
Martin Middle School	200	154	77%	77	39%
Mount Hope High School	200	99	50%	19	10%
North Kingstown HS	350	183	52%	77	22%
North Smithfield HS	206	129	63%	154	75%
Riverside Middle School	350	299	85%	121	35%
Saint Raphael Academy	150	46	31%	39	26%
School One (High School)	75	34	45%	13	17%
Scituate High School	365	52	14%	23	6%
Scituate Middle School	225	221	98%	160	71%
South Kingston High School	850	351	41%	181	21%
Westerly High School	300	35	12%	22	7%
Winman Junior High School	250	215	86%	171	68%
Statewide Totals	3565	3038	85%	1701	48%

Table 2: Demographics by Pre and Post Groups						
Characteristic	Pre (n₁)		Post (n₂)		Total Sample (n)	
	#	%	#	%	#	%
Age						
Eleven	31	1.0	21	1.2	52	1.1
Twelve	275	9.1	184	10.4	459	9.5
Thirteen	623	20.5	368	20.8	991	20.6
Fourteen	622	20.5	333	18.8	955	19.9
Fifteen	170	5.6	87	4.9	257	5.3
Sixteen	501	16.5	326	18.4	827	17.2
Seventeen	551	18.1	321	18.1	872	18.1
Eighteen	252	8.3	124	7.0	376	7.8
Nineteen	6	0.2	5	0.3	11	0.2
Total	3037	100.0	1773	100.0	4810	100.0
Gender Identity						
Male	1403	46.2	793	44.7	2196	45.7
Female	1529	50.3	904	51.0	2433	50.6
Non-binary	87	2.9	58	3.3	145	3.0
No answer	18	0.7	18	1.0	36	0.8
Total	3037	100.0	1773	100.0	4810	100.0
License Type						
None	1910	62.9	1095	61.8	3005	62.5
Limited Instruction Per	328	10.8	222	12.5	550	11.4
Limited Provisional Lic.	518	17.1	319	18.0	837	17.4
Full Unrestricted Lic.	235	7.7	111	6.3	346	7.2
No Answer	46	1.4	19	1.4	72	1.5
Total	3037	100.0	1773	100.0	4810	100.0
License Status - Binary						
Unlicensed	1910	63.8	1095	62.6	3005	63.4
Licensed	1082	36.2	655	37.4	1737	36.6
Total	2992	100.0	1750	100.0	4742	100.0
Driving Frequency						
Never	1685	55.5	964	54.4	2649	55.1
Rarely	222	7.3	145	8.2	367	7.6
Sometimes	231	7.6	134	7.6	365	7.6
Often	293	9.6	198	11.2	491	10.2
Very Often	606	20.0	332	18.7	938	19.5
Total	3037	100.0	1773	100.0	4810	100.0
Driving Frequency-Binary						
Non-drivers	1685	55.5	964	54.4	2649	55.1
Drivers	1352	44.5	809	45.6	2161	44.9
Total	3037	100.0	1773	100.0	4810	100.0

Table 3: Change in Proportion of Preferred Behavior Intentions

How much do you agree with each statement:

(Variable Name) Survey Items (Percent Increase in Preferred Responses w/ significance)	Pre-Survey							Post-Survey							# of %	(Degrees of Freedom)=Chi X ² ; p≤; crta effect size
	No Answer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	No Answer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total		
1. (At_Agg) Aggressive drivers are dangerous drivers. +5.6***	7	93	48	314	1052	1523	3037	4	60	12	96	404	1197	1773	#	(5)=151.2; p≤.001; (12S)
	0.2	3.1	1.6	10.3	34.6	50.1	100.0	0.2	3.4	0.7	5.4	22.8	67.5	100.0	%	
2. (At_OP) Seatbelts and child safety seats save lives. +1.4***	16	53	24	166	723	2055	3037	9	46	9	62	327	1320	1773	#	(5)=36.49 p≤.001; (99S)
	0.5	1.7	0.8	5.5	23.8	67.7	100.0	0.5	2.6	0.5	3.5	18.4	74.5	100.0	%	
3. (At_laws) Smart people follow traffic safety rules. +4.5***	44	65	70	406	935	1517	3037	20	46	34	160	397	1116	1773	#	(5)=83.617 p≤.001; (13M)
	1.4	2.1	2.3	13.4	30.8	50.0	100.0	1.1	2.6	1.9	9.0	22.4	62.9	100.0	%	
4. (SN_Choice) How a person chooses to drive affects other people around them. +2.0***	23	52	41	200	930	1791	3037	9	46	17	78	384	1239	1773	#	(5)=70.08; p≤.001; (12S)
	0.8	1.7	1.4	6.6	30.6	59.0	100.0	0.5	2.6	1.0	4.4	21.7	69.9	100.0	%	
5. (SN_Ped) Paying attention while walking near the street is the right thing to do. +0.1***	21	52	12	118	864	1970	3037	8	45	3	61	390	1266	1773	#	(5)=32.276 p≤.001; (.08S)
	0.7	1.7	0.4	3.9	28.4	64.9	100.0	0.5	2.5	0.2	3.4	22.0	71.4	100.0	%	
6. (PBC_DUI) Driving under the influence of alcohol can be deadly. -.05	11	69	14	69	447	2427	3037	8	42	8	47	276	1392	1773	#	(5)=1.753 p=.882; (.01S)
	0.4	2.3	0.5	2.3	14.7	79.9	100.0	0.5	2.4	0.5	2.7	15.6	78.5	100.0	%	
7. (PBC_Cell) Using a cell phone while driving can be deadly. +4.2***	32	59	30	304	900	1712	3037	17	40	9	107	378	1222	1773	#	(5)=82.556 p≤.001; (13M)
	1.1	1.9	1.0	10.0	29.6	56.4	100.0	1.0	2.3	0.5	6.0	21.3	68.9	100.0	%	
8. (PBC_text) Texting while driving can be deadly. +2.1***	27	58	25	214	850	1863	3037	13	45	12	83	351	1269	1773	#	(5)=60.918 p≤.001; (11S)
	0.9	1.9	0.8	7.0	28.0	61.3	100.0	0.7	2.5	.07	4.7	19.8	71.6	100.0	%	

Table 3: Change in Proportion of Preferred Behavior Intentions

How much do you agree with each statement:

(Variable Name) Survey Items (Percent Increase in Preferred Responses w/ significance)	Pre-Survey							Post-Survey							# or %	Degrees of Freedom = Chi X ² ; p ≤; cta effect size
	No Answer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	No Answer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total		
9. (PBC_Speed) Speeding while driving can be deadly. +7.1***	40	63	65	381	937	1551	3037	15	46	16	116	381	1199	1773	#	p ≤ .001; (.17N)
	1.3	5.1	2.1	12.5	30.9	51.1	100.0	0.8	2.6	0.9	6.5	21.5	67.6	100.0	%	
10. (PBC_Convo) Getting caught up in an in-depth conversation while driving causes inattentive blindness. +20.1***	15	92	225	799	973	933	100.0	8	50	40	207	434	1034	100.0	#	p ≤ .001; (.291)
	0.5	3.0	7.4	26.3	32.0	30.7	3037	0.5	2.8	2.3	11.7	24.5	58.3	1773	%	
11. (BI_Belt) I will help make sure everyone in the vehicle I am riding in has their seatbelts on. +3.1***	13	56	51	294	953	1670	100.0	9	47	19	111	378	1209	100.0	#	p ≤ .001; (.14N)
	0.4	1.8	1.7	9.7	31.4	55.0	3037	0.5	2.7	1.1	6.3	21.3	68.2	1773	%	
12. (BI_DUI) I will say something to help stop someone from driving under the influence of alcohol. +1.0***	14	58	28	183	850	1904	100.0	9	44	15	80	358	1267	100.0	#	p ≤ .001; (.10S)
	0.5	1.9	0.9	6.0	28.0	62.7	3037	0.5	2.5	0.8	4.5	20.2	71.5	1773	%	
13. (BI_Pass) I will be a good passenger and help whoever is driving me to be smart and safe. +1.7***	21	60	24	222	1066	1644	100.0	11	43	12	94	403	1210	100.0	#	p ≤ .001; (.15M)
	0.7	2.0	0.8	7.3	35.1	54.1	3037	0.6	2.4	0.7	5.3	22.7	68.2	1773	%	

Table 4: Change in Proportion of Correct Knowledge Items					
Survey Item (Shown with variable name and percent increase in correct responses)					
Possible Responses	Pre-Survey Group	Post-Survey Group	Total Sample	Frequency (#)/Percent (%)	Significance (df)=X₂, p≤, (ta)
	% Of pre group	% Of post group	% Within total sample		
1) (K_DD) Being a Defensive Driver means that you pay attention and respond to the roadway around you in order to save lives. -.07					
No Answer	0	0	0	#	(1)=0.517 p=.472; (.01S)
	0.0	0.0	0.0	%	
True – Correct	2678	1551	4229	#	
	88.2	87.5	87.9	%	
False	359	222	581	#	
	11.8	12.5	12.1	%	
2) (K_Text) A driver in Rhode Island can be fined _____ for texting while driving. +16.2***					
No Answer	0	0	0	#	(1)=196.637; p≤.001; (.20M)
	0.0	0.0	0.0	%	
\$25	118	30	148	#	
	3.9	1.7	3.1	%	
\$100 – Correct	2295	1628	3923	#	
	75.6	91.8	81.6	%	
\$50	583	102	685	#	
	19.2	5.8	14.2	%	
\$10	41	13	54	#	
	1.4	0.7	1.1	%	
3) (K_Ped) Which of these behaviors are dangerous for pedestrians? +17.6***					
No Answer	0	0	0	#	(1)=248.309; p≤.001; (.23M)
	0.0	0.0	0.0	%	
Walking while listening to music	58	10	68	#	
	1.9	0.6	1.4	%	
Walking while texting	618	78	696	#	
	20.3	4.4	14.5	%	
Walking while talking	32	13	45	#	
	1.1	0.7	0.9	%	
All of the above (correct)	2329	1672	4001	#	
	76.7	94.3	83.2	%	

TABLE CONTINUES ON NEXT PAGE

Table 4: Change in Proportion of Correct Knowledge Items					
Survey Item (Shown with variable name and percent increase in correct responses)					
Possible Responses	Pre-Survey Group	Post-Survey Group	Total Sample	Frequency (#)/Percent (%)	Significance (df)=X ₂ , p ≤, (α)
	% Of pre group	% Of post group	% Within total sample		

4) (K_Speed) Which of these are consequences of speeding? +3.5***					
No Answer	0	0	0	#	(1)=23,48; p ≤ .001; (.07S)
	0.0	0.0	0.0	%	
It will take you longer to stop your vehicle	44	17	61	#	
	1.4	1.0	1.3	%	
You can lose control of the vehicle	111	34	145	#	
	3.7	1.9	3.0	%	
Crashes are more deadly	66	17	83	#	
	2.2	1.0	1.7	%	
All of the above (correct)	2816	1705	451	#	
	92.7	96.2	94.0	%	
5) (K_Dist) Which of these are types of distractions caused by texting and driving? +3.7***					
No Answer	0	0	0	#	(1)=16,11; p ≤ .001; (.06S)
	0.0	0.0	0.0	%	
Visual	247	75	322	#	
	8.1	4.2	6.7	%	
Manual	67	40	107	#	
	2.2	2.3	2.2	%	
Cognitive	34	24	58	#	
	1.1	1.4	1.2	%	
All of the above (correct)	2689	1634	4323	#	
	88.5	92.2	89.9	%	

Table 5: Change in Average Scores by Variable Category, Statewide

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
2021-2022 All Schools Pre=3037 Post=1773 N= 4810	Attitude	13.00	2.270	13.48	2.478	+0.48***	t (4808) = 6.841	AT 15 p≤.001,.24M
	Perceptions of Social Norms	8.94	1.543	9.12	1.637	+0.09***	t (3532) = 2.351	SN 10 p≤.001,.15M
	Perceptions of Behavior Control	21.47	3.932	22.52	4.127	+1.408***	t (3563) = 8.647	PBC 25 p≤.001, .30L
	Behavior Intentions	13.19	2.358	13.57	2.515	+0.389***	t (3516) = 5.296	BI 15 p≤.001,.21M
	Knowledge	4.22	0.992	4.62	0.778	+0.402***	t (4808) = 14.651	KNOW 5 p≤.001,.24M

Table 6: Change in Average Scores by Variable Category, Statewide, by Gender

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
2021-2022 All Schools Males Only Pre=1403 Post=793 N= 2196	Attitude	12.83	2.317	13.31	2.525	+0.475***	t (2194) = 4.467	AT 15 p≤.001,.24M
	Perceptions of Social Norms	8.79	1.593	8.97	1.653	+0.176**	t (1594) = 2.424	SN 10 p≤.01, .14M
	Perceptions of Behavior Control	21.06	4.022	22.15	4.099	+1.085***	t (1618) = 6.00	PBC 25 p≤.001, .27L
	Behavior Intentions	12.84	2.473	13.26	2.592	+0.419***	t (1580) = 3.698	BI 15 p≤.001,.21M
	Knowledge	4.15	1.046	4.59	0.805	+0.441***	t (2194) = 10.278	KNOW 5 p≤.001, .25M
2021-2022 All Schools Females Only Pre=1529 Post=904 N= 2433	Attitude	13.18	2.148	13.69	2.259	+0.510***	t (1819) = 5.479	AT 15 p≤.001,.23M
	Perceptions of Social Norms	9.08	1.454	9.30	1.490	+0.217***	t (1858) = 3.497	SN 10 p≤.001,.16M
	Perceptions of Behavior Control	21.89	3.730	22.97	3.814	+1.080***	t (1861) = 6.804	PBC 25 p≤.001, .33L
	Behavior Intentions	13.52	2.157	13.94	2.203	+0.421***	t (1770) = 6.159	BI 15 p≤.001,.25M
	Knowledge	4.27	0.922	4.66	0.721	+0.382***	t (2431) = 10.674	KNOW 5 p≤.001

Table 7: Change in Average Scores by Variable Category, Statewide, by License Status

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
2021-2022 All Schools Unlicensed Only Pre=1910 Post=1095 N= 3005	Attitude	12.76	2.287	13.31	2.468	+0.547***	t (2139) = 6.008	AT 15 p≤.001, .24M
	Perceptions of Social Norms	8.83	1.565	9.02	1.609	+0.191**	t (2228) = 3.155	SN 10 p≤.01, .15M
	Perceptions of Behavior Control	21.09	3.985	22.23	4.110	+1.141***	t (2221) = 7.407	PBC 25 p≤.001, .30L
	Behavior Intentions	12.96	2.397	13.40	2.502	+0.434***	t (2199) = 4.643	BI 15 p≤.001, .21M
	Knowledge	4.06	1.030	4.52	0.813	+0.461***	t (3003) = 12.720	KNOW 5 p≤.001, .25M
2021-2022 All Schools Licensed Only Pre=1082 Post=655 N= 1737	Attitude	13.45	2.098	13.82	2.353	+0.364***	t (1259) = 3.255	AT 15 p≤.001, .25M
	Perceptions of Social Norms	9.16	1.438	9.33	1.588	+0.169*	t (1275) = 2.226	SN 10 p≤.05, .16M
	Perceptions of Behavior Control	22.18	3.668	23.08	3.969	+0.90***	t (1296) = 4.712	PBC 25 p≤.001, .33L
	Behavior Intentions	13.60	2.203	13.92	2.417	+0.325**	t (1281) = 2.808	BI 15 p≤.01, .22M
	Knowledge	4.50	0.831	4.79	0.667	+0.293***	t (1735) = 7.652	KNOW 5 p≤.001, .25M

Table 8: Change in Average Scores by Variable Category, Statewide, by Driver Status

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
2021-2022 All Schools Non-Drivers Only Pre=1685 Post=964 N= 2649	Attitude	12.83	2.243	13.35	2.446	+0.529***	t (1865) = 5.521	AT 15 p≤.001,.24M
	Perceptions of Social Norms	8.85	1.543	9.04	1.601	+0.185**	t (1944) = 2.893	SN 10 p≤.01,.16M
	Perceptions of Behavior Control	21.24	3.888	22.35	4.041	+1.101***	t (1942) = 6.839	PBC 25 p≤.001,.30L
	Behavior Intentions	13.03	2.350	13.46	2.448	+0.424***	t (2647) = 4.356	BI 15 p≤.001,.21M
	Knowledge	4.08	1.021	4.53	0.823	+0.458***	t (2647) = 11.888	KNOW 5 p≤.001,.26L
2021-2022 All Schools Drivers Only Pre=2161 Post=809 N= 2161	Attitude	13.21	2.287	13.62	2.510	+0.413***	t (1577) = 3.822	AT 15 p≤.001, .24M
	Perceptions of Social Norms	9.05	1.535	9.22	1.673	+0.173**	t (1586) = 2.397	SN 10 p≤.01, .15M
	Perceptions of Behavior Control	21.76	3.969	22.73	4.220	+0.973***	t (1619) = 5.304	PBC 25 p≤.001,.31L
	Behavior Intentions	13.38	2.355	13.71	2.587	+0.339**	t (1576) = 3.045	BI 15 p≤.01,.23M
	Knowledge	4.39	0.924	4.72	0.707	+0.328***	t (2159) = 8.694	KNOW 5 p≤.001,.23M

Table 9: Change in Average Scores, by Individual School

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
Barrington High School Pre=158 Post=140 N= 298	Attitude	13.94	1.696	14.09	2.516	+0.156	t (239) = 0.620	AT 15 p=.156,.36L
	Perceptions of Social Norms	9.41	1.195	9.34	1.703	-0.069	t (245) = 0.402	SN 10 P=.688,.19M
	Perceptions of Behavior Control	22.89	3.041	23.51	3.813	+0.621	t (265) = 1.541	PBC 25 P=.124,.41L
	Behavior Intentions	14.04	1.706	14.15	2.378	+0.106	t (249) = 0.436	BI 15 P=.663,.37L
	Knowledge	4.44	0.899	4.76	0.812	+0.314**	t (296) = 3.148	KNOW 5 p≤.01,.31L
Barrington Christian High School Pre=44 Post=2 N= 46	Attitude	13.02	2.367	15	0.00	+1.977	-	AT 15 -
	Perceptions of Social Norms	8.91	1.411	10.0	0.00	+1.091	-	SN 10 -
	Perceptions of Behavior Control	20.89	3.901	24.50	0.707	+3.614	-	PBC 25 -
	Behavior Intentions	13.30	2.348	15.00	0.00	+1.705	-	BI 15 -
	Knowledge	4.07	1.108	5.00	0.00	+0.932	-	KNOW 5 -
Birchwood Middle School Pre=130 Post=80 N= 210	Attitude	12.87	2.172	13.66	2.019	+0.793**	t (177) = 2.686	AT 15 p≤.01,.32L
	Perceptions of Social Norms	8.73	1.589	9.16	1.587	+0.432*	t (168) = 1.914	SN 10 p≤.05,.28L
	Perceptions of Behavior Control	21.10	4.023	23.21	3.294	+2.113***	t (192) = 4.142	PBC 25 p≤.001,.46L
	Behavior Intentions	12.76	2.352	13.75	2.108	+0.988**	t (181) = 3.156	BI 15 p≤.01,.39L
	Knowledge	3.79	1.132	4.50	0.729	+0.708***	t (208) = 5.508	KNOW 5 p≤.001,.34L
Coventry High School	Attitude	13.32	2.158	13.35	2.735	+0.029	t (129) = 0.086	AT 15 p=.932,.24M

Table 9: Change in Average Scores, by Individual School

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
Pre=196 Post=84 N= 280	Perceptions of Social Norms	9.16	1.353	9.07	1.802	-0.092	t (124) = 0.419	SN 10 p=.676,18M
	Perceptions of Behavior Control	21.98	3.320	22.51	4.389	+0.532	t (134) = 0.978	PBC 25 p=.532,33L
	Behavior Intentions	13.55	2.151	13.35	3.024	-0.201	t (278) = 0.629	BI 15 p=.530,25M
	Knowledge	4.57	0.804	4.80	0.617	+0.231**	t (278) = 2.355	KNOW 5 p≤.01,22M
Davisville Middle School Pre=324 Post=212 N= 536	Attitude	12.84	2.031	13.29	2.529	+0.450*	t (534) = 2.272	AT 15 p≤.05,31L
	Perceptions of Social Norms	8.92	1.483	9.01	1.503	+0.094	t (447) = 0.715	SN 10 P=.475,21M
	Perceptions of Behavior Control	21.15	3.563	22.23	3.851	+1.075***	t (426) = 3.255	PBC 25 p≤.001,36L
	Behavior Intentions	13.10	2.193	13.42	2.318	+0.323**	t (433) = 1.610	BI 15 p≤.01,20M
	Knowledge	4.01	0.951	4.49	0.817	+0.478***	t (495) = 6.204	KNOW 5 p≤.001,31L
East Greenwich High School Pre=210 Post=116 N= 326	Attitude	13.32	2.282	13.98	2.492	+0.659*	t (220) = 2.355	AT 15 p≤.05,39L
	Perceptions of Social Norms	9.10	1.537	9.37	1.737	+0.266	t (214) = 1.378	SN 10 P=.170,25M
	Perceptions of Behavior Control	21.76	4.153	23.33	4.363	+1.570**	t (228) = 3.165	PBC 25 p≤.01,45L
	Behavior Intentions	13.11	2.682	14.03	2.564	+0.920**	t (324) = 3.012	BI 15 p≤.01,33L
	Knowledge	4.40	0.975	4.84	0.559	+0.431***	t (324) = 4.384	KNOW 5 p≤.001,27L
East Providence High School	Attitude	12.82	2.313	12.90	2.989	+0.079	t (219) = 0.214	AT 15 p=.831,29L
	Perceptions of Social Norms	8.74	1.647	8.63	2.065	+0.113	t (219) = 0.403	SN 10 P=.662,19M

Table 9: Change in Average Scores, by Individual School

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
Pre=151 Post=70 N= 221	Perceptions of Behavior Control	21.05	3.979	21.26	5.277	+0.211	t (219) = 0.329	PBC 25 P=.742,.39L
	Behavior Intentions	12.91	2.319	12.66	2.997	+0.250	t (219) = 0.678	BI 15 P=.499,.28L
	Knowledge	4.19	0.991	4.39	1.120	+0.194	t (121) = 1.239	KNOW 5 P=.218,.22M
Johnston High School Pre=6 Post=12 N= 18	Attitude	13.67	2.160	13.92	1.311	+0.250	-	AT 15 -
	Perceptions of Social Norms	9.83	0.408	9.50	0.674	-0.333	-	SN 10 -
	Perceptions of Behavior Control	24.17	0.983	22.92	2.999	-1.250	-	PBC 25 -
	Behavior Intentions	14.17	1.329	14.17	1.267	0.00	-	BI 15 -
	Knowledge	4.33	0.516	4.75	0.622	+0.417	-	KNOW 5 -
Martin Middle School Pre=154 Post=77 N= 231	Attitude	12.32	2.584	13.82	2.069	+1.50***	t (229) = 4.431	AT 15 p≤.001,.38L
	Perceptions of Social Norms	8.84	1.540	9.47	1.083	+0.630***	t (229) = 3.212	SN 10 p≤.001,.30L
	Perceptions of Behavior Control	20.51	4.467	23.35	3.161	+2.844***	t (229) = 4.995	PBC 25 p≤.001,.49L
	Behavior Intentions	12.73	2.645	13.86	1.876	+1.123***	t (229) = 3.330	BI 15 p≤.001,.31L
	Knowledge	3.86	1.132	4.45	0.940	+0.591***	t (229) = 4.201	KNOW 5 p≤.001,.34L
Mount Hope High School Pre=99 Post=19 N= 118	Attitude	13.31	1.811	13.63	2.793	+0.318	t (21) = 0.478	AT 15 p=.638,.30L
	Perceptions of Social Norms	9.12	1.100	9.32	1.887	+0.195	t (20) = 0.435	SN 10 P=.537,.32L
	Perceptions of Behavior Control	22.07	3.283	23.53	4.765	+1.456	t (21) = 1.275	PBC 25 P=.216,.47L

Table 9: Change in Average Scores, by Individual School

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
	Behavior Intentions	13.53	1.692	13.63	2.929	+0.106	t (20) = 0.153	BI 15 P=.827,.31L
	Knowledge	4.48	0.800	4.84	0.375	+0.357	t (116) = 1.902	KNOW 5 P=.060,.18M
North Kingstown High School Pre=183 Post=77 N= 260	Attitude	13.14	1.964	13.45	2.770	+0.312	t (109) = 0.899	AT 15 p=.370,.32L
	Perceptions of Social Norms	9.07	1.137	9.10	1.930	+0.038	t (258) = 0.199	SN 10 P=.842,.30L
	Perceptions of Behavior Control	21.72	3.274	22.10	4.847	+0.388	t (258) = 0.751	PBC 25 P=.454,.32L
	Behavior Intentions	13.22	2.018	13.27	3.029	+0.054	t (258) = 0.144	BI 15 P=.866,.31L
	Knowledge	4.40	0.778	4.65	0.532	+0.245*	t (258) = 2.525	KNOW 5 p≤.05,.16M
North Smithfield High School Pre=129 Post=154 N= 283	Attitude	13.55	2.305	13.81	2.342	+0.261	t (274) = 0.943	AT 15 p=.347,.27L
	Perceptions of Social Norms	9.22	1.403	9.29	1.616	+0.069	t (281) = 0.383	SN 10 P=.702,.19M
	Perceptions of Behavior Control	22.84	3.318	22.97	4.308	+0.123	t (281) = 0.280	PBC 25 P=.779,.28L
	Behavior Intentions	13.89	1.950	13.99	2.405	+0.102	t (281) = 0.394	BI 15 P=.102,.25L
	Knowledge	4.49	0.936	4.79	0.636	+0.297**	t (281) = 3.164	KNOW 5 p≤.01,.23L
Riverside Middle School Pre=299 Post=121 N= 420	Attitude	12.40	2.806	13.01	3.018	+0.604	t (208) = 1.894	AT 15 p=.060,.26L
	Perceptions of Social Norms	8.56	2.00	8.74	2.084	+0.185	t (214) = 0.835	SN 10 P=.405,.13M
	Perceptions of Behavior Control	20.60	21.75	4.722	5.083	+1.153*	t (208) = 2.149	PBC 25 p≤.05,.32L
	Behavior Intentions	12.76	2.899	13.16	3.036	+0.401	t (213) = 1.242	BI 15 P=.216,.22L

Table 9: Change in Average Scores, by Individual School

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
	Knowledge	3.94	1.071	4.50	1.009	+0.559***	$t(234) =$	KNOW 5
							5.053	$p \leq .001, .33L$
Saint Raphael Academy Pre=46 Post=39 N= 85	Attitude	13.93	1.237	14.28	1.099	+0.347	-	AT 15
	Perceptions of Social Norms	9.52	0.623	9.72	0.510	+0.196	-	-
							-	SN 10
	Perceptions of Behavior Control	22.59	2.372	23.69	2.002	+1.105*	-	-
							-	PBC 25
	Behavior Intentions	14.24	1.369	14.41	1.019	+0.171	-	BI 15
Knowledge	4.65	0.566	4.85	0.432	+0.194	-	KNOW 5	
						-	-	
School One Pre=34 Post=13 N= 47	Attitude	14.03	1.314	13.62	3.330	-0.414	-	AT 15
	Perceptions of Social Norms	9.29	1.360	9.15	2.230	-0.140	-	-
							-	SN 10
	Perceptions of Behavior Control	22.97	2.702	22.23	5.480	-0.740	-	-
							-	PBC 25
	Behavior Intentions	13.53	2.034	13.23	3.295	-1.294	-	BI 15
Knowledge	4.38	0.985	4.38	1.387	0.00	-	KNOW 5	
						-	-	
Scituate High School Pre=52 Post=23 N= 75	Attitude	13.50	1.475	13.74	1.630	+0.239	-	AT 15
	Perceptions of Social Norms	9.37	0.886	9.43	0.843	+0.069	-	-
							-	SN 10
	Perceptions of Behavior Control	22.77	2.255	22.83	3.701	+0.057	-	-
							-	PBC 25
	Behavior Intentions	13.92	1.341	13.65	2.639	-0.365	-	BI 15
Knowledge	4.54	0.670	4.74	0.541	+0.201	-	KNOW 5	
						-	-	

Table 9: Change in Average Scores, by Individual School

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
Scituate Middle School Pre=221 Post=160 N= 381	Attitude	12.46	2.422	13.11	2.118	+0.649*	t (366) = 2.779	AT 15 p≤.05,.21M
	Perceptions of Social Norms	8.61	1.720	8.97	1.286	+0.362*	t (379) = 2.249	SN 10 p≤.05,.14M
	Perceptions of Behavior Control	20.17	4.537	21.75	3.459	+1.578***	t (378) = 3.851	PBC 25 p≤.001,.26L
	Behavior Intentions	12.70	2.643	13.45	2.092	+0.753**	t (379) = 3.529	BI 15 p≤.01,.23M
	Knowledge	3.81	1.151	4.38	0.917	+0.567***	t (379) = 5.155	KNOW 5 p≤.001,.28L
South Kingston High School Pre=351 Post=181 N= 532	Attitude	13.11	2.232	13.48	2.190	+0.370	t (153) = 1.833	AT 15 p=.068,.19M
	Perceptions of Social Norms	8.96	1.578	9.18	1.551	+0.222	t (211) = 1.556	SN 10 P=.120,.17M
	Perceptions of Behavior Control	21.91	3.730	22.64	3.764	+0.729*	t (180) = 2.124	PBC 25 p≤.05,.32L
	Behavior Intentions	13.32	2.329	13.67	2.456	+0.358	t (181) = 1.620	BI 15 P=.106,.22M
	Knowledge	4.49	0.759	4.76	0.609	+0.275***	t (530) = 4.226	KNOW 5 p≤.001,.23M
Westerly High School Pre=35 Post=22 N= 57	Attitude	13.89	1.659	14.00	1.069	+0.114	-	AT 15 -
	Perceptions of Social Norms	9.49	1.121	9.64	0.727	+0.151	-	SN 10 -
	Perceptions of Behavior Control	23.77	2.340	23.14	2.642	-0.635	-	PBC 25 -
	Behavior Intentions	14.54	1.146	14.09	1.411	+0.452	-	BI 15 -
	Knowledge	4.69	0.583	4.73	0.550	+0.042	-	KNOW 5 -
	Attitude	12.54	2.262	12.94	2.723	+0.391	t (153) = 1.511	AT 15 p=.132,.28L

Table 9: Change in Average Scores, by Individual School

Individual School Name (N=Sample, n ₁ =pre, n ₂ =post)	Variable Category Name	Average Pre Test Score	Standard Deviation	Average Post Test Score	Standard Deviation	Mean Difference	Degrees of freedom	Variable Abbreviation and max score
							t-score	Significance eta (Small, Med, or Large)
Winman Junior High School Pre=215 Post=171 N= 386	Perceptions of Social Norms	8.67	1.631	8.84	1.706	+0.172	t (211) = 1.005	SN 10 P=.316,.24M
	Perceptions of Behavior Control	20.83	4.067	21.77	4.581	+0.939*	t (180) = 2.102	PBC 25 p≤.05,.38L
	Behavior Intentions	12.74	2.387	13.01	2.685	+0.272	t (181) = 1.039	BI 15 P=.30,.28L
	Knowledge	4.06	1.071	4.55	0.661	+0.494***	t (384) = 5.283	KNOW 5 p≤.001,.26L

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Citizen Training Safety Academy Evaluation

SPARTAN INTERNATIONAL CONSULTING GROUP

**Citizens' Training Safety Academy
Pilot Program Assessment Report
Session I: May 7 - June 23, 2019**

David DelBonis, COO & Master Trainer

In partial fulfillment of the
grant requirements
for the RI Department of Transportation

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I. Introduction

The Citizen's Traffic Safety Academy (CTSA) is a pilot program designed to provide a statewide educational and outreach strategy, with an emphasis on highway safety. The program is being funded by a grant received by Spartan International Consulting Group from the RI Department of Transportation Office on Traffic Safety. CTSA was modeled on the highly successful Citizen's Police Academy, an evidence-based policing strategy. Experienced law enforcement professionals serve as the trainers, sharing personal experiences and stories, showing videos of real traffic crashes, and facilitating a hands-on mode of information delivery designed to increase participants' knowledge, skills and attitudes about several traffic-related topics.

The CTSA curriculum includes weekly several traffic-related topics covered in 8 3-hour sessions over an 8-week period. Each class is facilitated by different law enforcement or other traffic-related professionals. Various hands-on activities bring participants in direct contact to simulated highway traffic experiences. Each session includes an extensive PowerPoint presentations, including graphic videos of crashes and other examples of poor driving behaviors and clarifying discussions between presenters and class participants.

The second of three eight-week CTSA pilot sessions was held from May 7, 2019 to June 24, 2019. The classes took place on Tuesday evenings from 6pm to 9pm at the New England Tech facility in Warwick, RI. Law enforcement officers employed by Spartan International Consulting Group facilitated the sessions and were joined by various traffic safety and EMS professionals serving as guest speakers. The staff of Spartan International Consulting Group is composed of former military, law enforcement, and intelligence personnel with years of on-the-job experience. Officer David DelBonis, COO and Master Trainer, led a team that included Sgt. John Curley, Officer Danny Maggiacomo and Officer Arthur Shapiro.

On Tuesday, June 24, 2019, students who attended at least 6 of 8 CTSA classes "graduated" and were awarded certificates of completion. A small focus group of five participants (4 men and one woman) voluntarily participated in a focus group session conducted by the evaluation consultant with 5 volunteer participants of this second graduating CTSA group. The results of the focus group are presented later in the report.

II. Data Collection

The 20 CTSA participants were asked to complete a 10-question pre-test during the first class on May 7 and a similar post-test on June 24. The results of each test were entered into an Excel spreadsheet and analyzed using SPSS statistical software. In addition, academy participants offered feedback on weekly class evaluation forms distributed at the conclusion of each class, which were also tallied and analyzed by the evaluator. A focus group of 5 volunteer participants was facilitated by the evaluator at the conclusion of the last (8th) class. During the CTSA classes, the evaluation consultant conducted four random class observations using a customized observation checklist with indicators that related to the class content and ability of facilitators' levels of competency to deliver the class content in a manner conducive to the adult learner. These data were also entered into Excel spreadsheets for database storage and analyzed using statistical analysis software.

Key questions that served to guide the CTSA class evaluation process were: How well was the class content delivered by each instructor? How well did the presentations hold the interests of the audience? and Did the content delivered have any impact on the knowledge base, attitudes or behaviors of participants associated to traffic safety? Participants were asked generally how each class might have been improved and to provide comments on their personal experiences as a member of the CTSA's second session.

III. CTSA Pre-/Post-Test Results

Second session (May 7, 2019- June 24, 2019)

Twenty participants completed the pre-test for the CTSA class at the beginning of the first class, with 14 completing the post-test after the last class for 14 matched pairs. Four people completed only the pre-test and two others only submitted the post-test. The same open-ended questions were posed on both the pre-and post-test.

Question responses were scored with a value of 10 for a completely correct response, with points deducted for every missing part of a correct response. The scores were then converted to percentages for sake of comparison. A paired-samples t-test was conducted to compare pre- and post-survey responses to the 10 open-ended questions. The paired t-test compares the mean difference of the values to zero. It depends on the mean difference, the variability of the differences and the number of data.

The results for 14 matched pre- and post-surveys (participant identifier was the last 4 digits of a phone number) are offered below. Unmatched tests were considered in the final scores. The reported percentages represent the most correct and complete responses for each question.

The following table presents all pre-/post-survey results sorted by difference by the 10 question. All results were scored and reported in terms representing the most positively construed responses.

Please answer the following 10 questions to the best of your ability.
(20 total respondents with 14 matched pairs)

1. When being stopped by the police for a minor motor vehicle offense name 3 things that are important:

Pre	Post	Significant?
70.0%	92.9%	Yes

2. When utilizing a crosswalk without the presence of a traffic signal name 2 safety tips that will keep you safe prior to crossing:

Pre	Post	Significant?
80.0%	90.0%	Yes

3. What is the biggest safety concern with the distracted driver?

Pre	Post	Significant?
70,0%	64.3%	No

4. Why are young drivers such a risk to the motoring public?

Pre	Post	Significant?
75.0%	83.7%%	Yes

5. What is the biggest risk on the roadways to motorcyclists?

Pre	Post	Significant?
80.0%	85.7%	Yes

6. What is the difference between an impaired driver and a drowsy driver?

Pre	Post	Significant?
75.0%	81.4%	Yes

7. What is the biggest concern of a police officer when making a motor vehicle stop?

Pre	Post	Significant?
99.0%	99.0%	No

8. Can you describe work zone safety?

Pre	Post	Significant?
65.0%	78.6%	Yes

9. What are the 4 E's of highway safety?

Pre	Post	Significant?
5.0%	53.6%	No

10. What is the first priority when you have stopped at a car crash scene that has serious injuries?

Pre	Post	Significant?
80.0%	85.7%	Yes

The pre/post test results suggested that there were marginal increases in personal knowledge about traffic safety over the 8-week period. For example, the percentage of participants indicating knowing what to do if they were stopped by the police increased from pre- to post-surveys. Similar significant increases were present in several other questions. Overall, the pre-test/post-test comparisons resulted in 8 out of 10 questions exhibiting increases in participant knowledge, though not all of the questions result were significant. A good way to test this would be to conduct a follow-up test for all participants after three months.

The items that did not yield significantly different pre-/post-test results were items on which the adult participants came into the program with exceptional measures (i.e., base knowledge was attained prior to the class). For example, given the participation parameters, those interested in attending the CTSA came in being more likely to know and obey traffic laws, were likely to be wearing a seatbelt when in a car, or to drive slowly when driving in a construction zone, etc. They did not increase on that measure much because they were already at a relatively high level of agreement. This was exacerbated by the small number of matched pairs.

According to the Central Limit Theorem (which justifies the use of a normal distribution if the sample size is large enough), it is said to be enough if the sample size is greater than 30. In this case, the number of matched pairs was only 14, and 20 total participants, so it is not possible to make an accurate empirical measure to ensure validity. For this reason, the percentages of change in correct responses for each question were used.

Summary of Pre/Post Responses by Question

1. When being stopped by the police for a minor motor vehicle offense, name 3 things that are important:

Responses were similar, with the two most repeated responses having to do with " Have license, insurance, registration ready. Remain in the vehicle," or to " Pull over to side of road. Turn on dome light (at night). Put hands on dash- in plain sight." Most of the respondents had similar answers but there was no single common answer to this question, though every respondent had some notion of what to do if pulled over by the police.

2. When utilizing a crosswalk without the presence of a traffic signal, name 2 safety tips that will keep you safe prior to crossing:

Many participants repeated the standard cross-walk directions we are taught as elementary school children by our parents: "Look both ways to make sure vehicles are stopped" or to "Wave to the driver and have the driver wave back." The instructions asked for two safety tips, and 13 of 14 matched pair respondents met this criteria.

3. What is the biggest safety concern with the distracted driver?

Over 80% of respondents were able to identify some form of danger from distracted driving based on situational awareness specifically on the pre-test, often by using other terms (not paying attention, not vigilant to changing conditions as they occur, etc.). Most everyone had some idea of the dangers associated to a situation when a driver is in some way distracted. "Reaction time. May not see the hazards in time." A few respondents mentioned "texting" as a safety concern, though not as a direct cause of distracted driving.

4. Why are young drivers such a risk to the motoring public?

The responses "They do not have the maturity or experience" and due to "distractions from texting, friends, loud music, inexperience" were repeated most frequently to the question of why young people pose potential risks as operators of motor vehicles.

5. What is the biggest risk on the roadways to motorcyclists?

"Not being seen by other motorists" and "Distracted drivers" were reported to be the biggest risk to motorcyclists. Other common sense answers offered included tail-gating, large trucks and motor homes, vehicles changing lanes, vehicle pulling out of a side street, etc.

6. What is the difference between an impaired driver and a drowsy driver?

"Impaired driver is under the influence of some drug. Drowsy driver is being tired, both are dangerous." Nearly every response included that an impaired driver was under the influence of some substance (of alcohol, pills, marijuana, other drugs, etc.), while drowsy drivers are tired or suffering from a lack of sleep. The potential outcomes were perceived as very similar, resulting in crashes, harm to others and possibly fatality.

7. What is the biggest concern of a police officer when making a motor vehicle stop?

Safety was mentioned most frequently offered by participants to the biggest concerns a police officer faces when making a motor vehicle stop. Lack of knowledge about the potential situation

they might be walking into, people with weapons, and the unknown were mentioned as threats to an officer's safety.

8. Can you describe work zone safety?

Nearly everyone had general knowledge about work zone safety, though the descriptions varied greatly and most were incomplete. The question posed was to describe "work zone safety." A few people responded directly to the question: "A zone where workers need to work safely," Others gave more accurate general technical definitions: "Cones, lights, work trucks, signs." Most responses focused on how a work zone is demarked (via signage, warning lights and traffic cones, etc.) which are safety features, but not an answer to the question.

9. What are the 4 E's of highway safety?

As with the first session, this question appears to have stumped more people than any other question. Only one person provided the correct answer (Education- Enforcement- Emergency Medical- Engineering) on the pre-test, but nearly half were able to give an accurate response on the post-test. Six people did not respond to this question on the post-test.

10. What is the first priority when you have stopped at a car crash scene that has serious injuries?

Different responses were offered to this question but with similar terms. The most frequent responses were short: "call 911" and "assist injured people." Most responses were very similar though some were more detailed than others.

Overall, there was definite evidence in the test responses of the 14 matched pair pre/post responses to suggest that participants in this session came to the CTSA with a reasonable level of understanding of basic traffic safety, attained from years of driving. Even so, there was some positive changes suggested in participants' knowledge base, given the positive results attained in 8 of the 10 questions.

IV. Post Class Evaluation

During the 8-week pilot program, participants were asked to complete a post-class evaluation instrument at the conclusion of each class, which were collected either that day or by the start of the next class. The class evaluation tool was designed to offer participants an opportunity to critique class content and logistics, and provide feedback about the instructors' presentation skills. Participants were asked to rate elements of content and logistics for each class, if the logistics were reasonable for the class, and if the instructors' were in possession of adequate presentation skills and an ability to keep the attention of the members of the class.

A four-point Likert scale was included in the post assessment, that asked participants to rate elements of content and for each instructor's ability to skillfully present the content. The four-point Likert scale is called a "forced" Likert scale, since the user is forced to form an opinion and cannot remain neutral. This type of instrument is normally used by market researchers when they want to attain specific responses from an audience and to avoid response neutrality. The data is presented below on spreadsheets, including the individual scoring by members and average scores for each class component. Nearly 98% of the post-class evaluations were completed and handed in, which was excellent. A coded database has been developed to store all the collected responses. It is available for viewing upon request. The identity of all respondents was kept confidential to ensure anonymity to class members.

Class by Class Post Evaluation Scores

CLASS CONTENT AND LOGISTICS

					1	2	3	4	5	6	7		
Class	Date	# in Attendance	Class Assess Returned	% Class Completed	Covered useful materials	Practical to my needs and interests	Well-organized	Well-paced	Presented at the right level	Effective activities	Useful visual aids and hand-outs	Mean	Rank
1	05/07/19	20	20	100%	3.85	3.80	3.80	3.55	3.70	3.72	3.75	3.66	5
2	05/14/19	18	17	94.4%	3.94	3.94	3.88	3.88	3.94	3.87	3.84	3.90	t4
3	05/21/19	19	18	94.7%	4.00	3.82	3.94	3.94	4.00	3.94	4.00	3.95	t1
4	05/28/19	18	16	88.9%	4.00	3.93	3.87	3.93	4.00	3.87	3.73	3.90	t4
5	06/04/19	15	15	100%	4.00	3.93	3.87	3.93	3.80	4.00	3.87	3.91	3
6	06/11/19	18	18	100%	3.94	3.94	3.87	3.89	4.00	3.94	3.87	3.93	t2
7	06/18/19	18	18	100%	3.94	3.94	3.83	3.89	4.00	3.94	3.94	3.93	t2
8	06/25/19	18	18	100%	3.90	4.00	3.95	4.00	3.90	3.90	4.00	3.95	t1
	TOTALS	143	140	97.9%	3.95	3.91	3.88	3.88	3.92	3.90	3.88	3.95	t1
	Class Ave.	17.875	17.5		1	3	t5	t5	2	4	t5		

Summary:

Class content and logistics were rated relatively high for all 8 classes, with average scores by indicator ranging from a high of 3.95 (covered useful materials) to a low of 3.88 (well organized, well-paced, useful visual aids and handouts). One reason that pace received lower scores was that presenters were covering too much content or too many different topics into a single class. Class 4 (DUI/Laws Dangers and Safety) was ranked highest for average of all components (3.90), while class 5 received the lowest ranking (3.57), though only 8 assessments were completed and collected for that class. Classes that included hands-on activities were ranked higher than those with few or no activities.

INSTRUCTOR'S PRESENTATION SKILLS

Class	Date	8	9	10	11	12	13	All Questions
Class #	Dates	Instructor's knowledge	Instructor's presentation style	Instructor covered material clearly	Instructor responded well to questions	Instructor facilitated interactions among participants well	Class Mean	Instructor Rank By Class
1	05/07/19	3.95	3.90	3.90	3.95	3.95	3.93	5
2	05/14/19	3.94	3.94	3.94	3.94	3.93	3.94	4
3	05/21/19	4.00	4.00	4.00	4.00	3.94	3.98	t2
4	05/28/19	4.00	4.00	3.87	4.00	4.00	3.97	3
5	06/04/19	4.00	3.87	3.80	3.93	4.00	3.92	6
6	06/11/19	4.00	3.97	4.00	4.00	3.94	3.98	t2
7	06/18/19	4.00	4.00	3.94	4.00	3.94	3.98	t2
8	06/25/19	4.00	4.00	4.00	4.00	4.00	4.00	1
Total	Mean	3.99	3.95	3.93	3.98	3.96	3.96	
	Rank	1	4	5	2	3		

Summary

Instructors' presentation skills were ranked very high for all classes. Instructor knowledge was scored over the 8 weeks at 3.95 out of 4.00. All other parameters of instruction (presentation style, coverage of material clearly, response to questions, and facilitation of interactions among class participants) averaged 3.93 out of 4 or higher. This is a strong testimony to the expertise, experience and skills that the presenters brought to the CTSA

CTSA Participants' Suggestions By Class

Class members were asked two open-ended questions on the weekly class assessment instrument: 1. What could be improved about the class? ; and 2. if they had any other suggestions or comments to make. The responses are provided below.

CLASS 1: Law Enforcement Techniques

A. What could be improved?

The class was good and simple.
Liked it the way it is.
Snacks
No change. Very informative.
The class ran over. Better use of time.
Well organized. However, some of the videos were not put together so well, audio could be better.
None. Can't wait for the next class.
Make sure cell phones are off, they are annoying when they could be on vibrate.
Too soon to comment on content since it is all useful. Maybe shorter personal introductions?
Slightly repetitive but not too bad.
More interaction and quotations from the group.
Doing a good job.

B. Other suggestions/comments?

Nothing to say about this class.
Nice class. Well organized.
There are a few typos in the presentation slides. If going national these should be fixed.
Excellent overall
All presenters were excellent.
Edit and piece the video clips better.
None. Excellent class and knowledge.
Intro class will always run long. I don't need a break every hour. Maybe just one midway through?
Appreciate the sense of humor mixed with seriousness of the material.
Two hours would be a better amount of time.
Doing a good job.
Excellent presentation information.

Participant Suggestions

Key improvements suggested included:

1. Provide an overview of why people should attend this class and its content.
2. Improvements on PowerPoint presentation to address typos and other minor mistakes.
3. More interaction and involvement with the audience in classes with large amounts of content.

CLASS 2: Work Zone Safety/Roadway Engineering and Safety/Situational Awareness

A. What could be improved?

Enjoyed hearing the different presenters
No change necessary
Not needed (improvement) Class was great!
Going great so far
I would like to see more content in our student guides. Especially for review after class.

B. Other suggestions/comments?

Excellent presentation and information
Would it be possible to receive handouts of the PowerPoint slides? Hard to write, lots of great information.
Keep up this course. It's awesome!
I learned a lot in just two classes. Can't wait for more.
Keep up the great work!
Robert Hart is a great addition to the instructors of this traffic academy
Work zone safety presentation was great, should present like that in all classes. 2nd and 3rd sections were a little too in-depth, simple it down, you start losing people.
Very interesting and informative.

Participant Suggestions

1. Pay attention to the pace of the class. Simplify when possible.
2. Provide handouts on class content.
3. Include more detailed information about work zone safety.

CLASS 3: Motor Vehicle Code Traffic Offenses (Speeding/Laser/Radar/ Estimation)

A. What could be improved?

Handouts. Loved the hands-on experience.
Maybe bring in a person and have them drink and do the tests
More time at the three stations.
Excellent overall!
Not your fault but the marijuana goggles are not accurate. I think it sends the wrong message.
If time permitted, travel to a closed road and test the devices in a controlled environment.

B. Other suggestions/comments?

All the instructors are wonderful. The different stations were great.
I particularly enjoyed the car stop. A lot of valuable info provided increased appreciation of what a police officer faces.
I learned more than I already knew during the traffic stops. Very good hands on training.
Great class again!
Fantastic hands on activity. I learned a lot !

Participant Suggestions

1. More time outdoors to allow everyone to participate at the three stations.
2. People enjoyed the outdoor activities but the session requirements may have made the class feel too long for some. Warn people to be prepared for all types of weather.

CLASS 4: DUI Enforcement/Laws/Dangers and Safety

A. What could be improved?

Not sure.
Maybe some handouts to put into our binder. Something from the previous classes.

B. Other suggestions/comments?

Really appreciate the sensitivity of the presenters. They shared so much information.
Wonderful class, loved the hands on portion!
Using the glasses is an excellent idea. Very engaging and scary to think people drive that way!
Learned useful things however the marijuana portion could negatively impact alcohol awareness if false information is spread. Again, not your fault. More research and study needs to be done. This was not available in the past because of its schedule I classification.
Great hands on activity

Participant Suggestions

1. Handouts or some other written materials to use in class manuals
2. One person reported believing that the marijuana goggles were not accurate. However no explanation was provided why this was thought to be so.

CLASS 5: Pedestrian Awareness & Safety/Motorcycle Awareness & Safety/ Seatbelt/ Child restraints/ Young Drivers

A. What could be improved?

Motorcycle safety - more info than on the slides.
I thought some of the statistics were redundant. Should scrub each section to eliminate duplication.
The motorcycle safety was informative but there were some slides that were redundant. Maybe button it up a bit? Handouts for this class would be helpful.
Nothing. Keep it as it is, great to pry into.
No need for improvement.
Nothing comes to mind.
Keep full slides up longer for note takers!

B. Other suggestions/comments?

Very clear presentation
Mention the quote "Dress for the slide not for the ride." Love the statistics
I have already mentioned this class to so many! Love it!

Participant Suggestions

1. Addition of a hands on activity to compliment this lesson.
2. Avoid repeating redundant information.
3. Provide handouts for the class

CLASS 6: Road Rage/ De-escalation Techniques/Dangers of Opiates and Driving

A. What could be improved?

It would be great to have handouts of the material covered on de-escalation techniques/communication. So much good info but covered quickly. Not a lot of time to take notes while trying to focus on presentation, therefore it would be nice to have takeaways!
Very good just the way it is!
Hard to say. It was awesome

B. Other suggestions/comments?

Keep the Italian hugs up.
My favorite class. Intrigued by George Thompson's verbal judo. Thanks for sharing.
Everyone who drives needs to take this training!
I am really appreciating this course and the info presented.
Great information. Learned a lot regarding de-escalation and the dangers of opioids and driving.
Some handouts could have helped to put into our nice binders.

It was very informative when it comes to road rage and being able to diffuse the situation very easily.
Handouts for the binders to help remember all of this.

Participant Suggestions

1. Handouts for the binders
2. Avoid repeating information from other slides or classes.
3. Incorporate a hands on activity (role playing or some other teaching methodology). This class is idea for some role-playing with partners around road rage or ways to de-escalate a situation.

CLASS 7: Advanced Casualty Care- Stop the Bleeding

A. What could be improved?

More handouts for sure. Everything else was wonderful!
More hands-on
Wishing for another 8 weeks, so much great information.
Have handouts on all PowerPoints

B. Other suggestions/comments?

Hands on was very helpful
Thank you all!
Again, presenters were wonderful and well-versed in the topic at hand.
Excellent
The hands on portion was great. They shared awesome knowledge and helped dispel myths and encouraged everyone to be able to help someone.
Great hands on practice! Great class to have!
Loved practicing hands on.

Summary

1. Handouts to include content of PowerPoint presentations.

CLASS 8: Victim/Media Impact/Videos/Guest speaker

A. What could be improved?

Thank you so much! So much info to share with others.
Like learning about the older drivers.
Trucking safety; Bicycle and Road ways
It would be beneficial to get some 20 somethings on board.
Keep up the good work

B. Other suggestions/comments?

Thank you!
I have learned so much and I'm more aware of my driving and others.
All topics were very interesting.
Thank you all!!
Keep sharing your personal stories.
The more people who experience this (class), the safer we will all be.

Summary

1. Many of the same comments about offering handouts to accompany the class.

V. Observation Checklist Results

Four areas of classroom competency were used by the observer to score how well classes were being received by the participants. These were: Organization, Presentation, Interaction, Content Knowledge and Relevance. The key objectives selected for the observer checklist are listed below and are aligned with similar instruments intended for use with adult learners: to look for evidence of the presenters' organization skills and delivery of information, class dynamics, content knowledge, and perceived impact of the class on adult learners.

Organization

- ✓ Presented overview of lesson.
- ✓ Paced lesson appropriately.
- ✓ Presented topics in logical sequence
- ✓ Related today's lesson to previous/future lessons.
- ✓ Summarized major points of the lesson.

Presentation

- ✓ Explained major/minor points with clarity.
- ✓ Defined unfamiliar terms, concepts, and principles.
- ✓ Used good examples to clarify points.
- ✓ Varied explanations for complex or difficult material.
- ✓ Emphasized important points.
- ✓ Writes key terms on newsprint or overhead screen.
- ✓ Integrates materials (examples, cases, simulations) from "real world".
- ✓ Active, collaborative, and cooperative learning favored over passive learning.

Interaction

- ✓ Actively encouraged participant questions.
- ✓ Asked questions to monitor participant understanding.
- ✓ Waited sufficient time for participants to answer questions.
- ✓ Listened carefully to participant questions.
- ✓ Responded appropriately to participant questions.
- ✓ Restated questions and answers when necessary.
- ✓ Demonstrates sound instruction practices suitable to the core content.

Content Knowledge and Relevance

- ✓ Presented material at an appropriate level for participants.
- ✓ Presented material appropriate to the purpose of the course.
- ✓ Demonstrated command of the subject matter.

Scoring was done on a three-point Likert scale. The evaluator was present for all or part of 4 classes. Three full classes were observed: Classes in weeks 1, 2, 4 and 8. The four tables below are a complete accounting of the observer's scoring by class and instructors. Average scores were ranked from highest to lowest, inclusive of ties.

Organization						
	Class 1	Class 4	Class 6	Class 6	Class 8	
Date of Class	5/07/19	5/28/19	6/11/19	6/11/19	6/25/19	TOTALS
Speaker	Dave, John & Danny	John	Dave	John	Dave	
Demonstrated Skills	Law Enforcement	DUI Enforcement	Road Rage & De-escalation	Opioids	Older Drivers	Mean
Presented overview of lesson.	3	3	3	3	3	3.00
Paced lesson appropriately.	3	3	3	3	3	3.00
Presented topics in logical sequence.	3	3	3	3	3	3.00
Related today's lesson to previous/future lessons.	na	3	3	3	3	3.00
Summarized major points of the lesson.	3	3	3	2	3	2.80
Mean skills scores	3.00	3.00	3.00	2.80	3.00	

Summary

The checklist scoring for organization was very high for all four classes observed. The weaker areas from CTSA session 1 were noticeably improved during session 2 classes. One remaining issue is that the presenters continue to cover too large amounts of content in a limited time. Cutting back content to major issues and including more class discussion will improve the pace. All of the presenters are very competent and have a good sense of delivery in their subject specialties. Adding short activities and interactive components in classes heavy with lecture materials will help improve organization, sequencing and flow. However scores were very high for the organization of the classes I observed this session.

Presentation						
	Class 1	Class 4	Class 6	Class 6	Class 8	TOTALS
Date of Class	5/07/19	5/28/19	6/11/19	6/11/19	6/25/19	
Speaker	Dave, John & Danny	John	Dave	John	Dave	
Demonstrated Skills	Law Enforcement	DUI Enforcement	Road Rage & De-escalation	Opioids	Older Drivers	Mean
Explained major/minor points with clarity.	3	3	3	3	3	3.00
Defined unfamiliar terms, concepts, and principles.	3	3	3	3	3	3.00
Used good examples to clarify points.	3	3	3	3	3	3.00
Varied explanations for complex or difficult material.	3	3	3	3	3	3.00
Emphasized important points.	3	3	3	3	3	3.00
Writes key terms on newsprint or overhead screen.	2	2	2	2	2	2.00
Integrates materials (examples, cases, simulations) from "real world".	3	3	3	3	3	3.00
Active, collaborative, and cooperative learning favored over passive learning.	2	3	2	2	2	2.20
Mean scores	2.75	2.875	2.75	2.75	2.75	

Summary

Presentation scores were strong for all presenters. Every presenter was able to draw upon their professional experience and combine content knowledge with real-life examples, intensified by using impactful videos. The presentations can be improved by making the content less dense and focus on integrating more interaction and debriefing with the audience.

Interaction						
	Class 1	Class 4	Class 6	Class 6	Class 8	TOTALS
Date of Class	5/07/19	5/28/19	6/11/19	6/11/19	6/25/19	
Speaker	Dave, John & Danny	John	Dave & Danny	John	Dave	
Demonstrated Skills	Law Enforcement	DUI Enforcement	Road Rage	Opioids	Older Drivers	Mean
Actively encouraged participant questions.	3	3	3	3	3	3.00
Asked questions to monitor participant understanding.	3	2	3	3	3	2.80
Waited sufficient time for participants to answer questions.	3	3	3	3	3	3.00
Listened carefully to participant questions.	3	3	3	3	3	3.00
Responded appropriately to participant questions.	3	3	3	3	3	3.00
Restated questions and answers when necessary	3	3	2	2	2	2.40
Demonstrates sound instruction practices suitable to the core content	3	3	3	3	2	2.80
Mean scores	3.00	2.86	2.86	2.86	2.71	

Summary

During interactive sessions, there was always more attention being offered by participants. When a session involved more lecture and less interaction, the level of attention dropped, especially when content was redundant. This does not happen too frequently, but this could be avoided by cutting down on slide content and adding more debriefing, check-ins, and story-sharing time. It may also increase bonding opportunities among participants. Overall, interaction scores did increase in this session when compared to session 1.

Content Knowledge and Relevance						
	Class 1	Class 4	Class 6	Class 6	Class 8	TOTALS
Date of Class	5/07/19	5/28/19	4/9/19	4/9/19	4/23/19	
Speaker	Dave, John and Danny	John	Dave & Danny	John	Dave	
Demonstrated Skills	Law Enforcement	DUI Enforcement	Road Rage	Opioids	Young Drivers/ Older Drivers	Mean
Presented material at an appropriate level for participants.	3	3	3	3	3	3.00
Presented material appropriate to the purpose of the course.	3	3	3	3	3	3.00
Demonstrated command of the subject matter.	3	3	3	3	3	3.00
Mean scores	3.00	3.00	3.00	3.00	3.00	3.00

Summary

Every presenter observed during the second session was highly competent and shared copious content knowledge with the audience. Content knowledge and relevance earned a perfect score of 3 for all four sessions. This audience was composed mainly of local citizens from Warwick and neighboring communities, some of whom had taken part in Warwick's citizen's police academy. All choose to participate in the CTSA. They expressed their appreciation for the information shared, especially the willingness of presenters to share personal and professional stories. The content knowledge and relevance of the information shared in class was rich and enjoyed by every participant.

VI. Focus Group Results

At the conclusion of CTSA's second eight-week academy on Tuesday, June 24, 2019, five volunteers (3 males and 2 female) agreed to participate in a short 15-20 minute focus group session to discuss their personal experiences as members of the CTSA class. The focus group is useful for providing additional feedback and deeper critique about class content, presentation and influence. Each of the five volunteers completed either 7 or 8 classes during the session. Their responses are summarized below.

CTSA Focus Group Session 2

1. What class topics were the most memorable for you?

- ✓ The stories that were shared tonight and every night.
- ✓ Drunk and distracted driving.
- ✓ The first aid class (stopping bleeding, etc.). An actual demonstration would have been helpful.
- ✓ I learned a lot in this class. All the classes were memorable.
- ✓ Being taught the fundamentals of traffic safety.
- ✓ All the videos were very insightful and sometimes shocking. Very real!

Summary

Participants shared that all the classes were interesting and fit together well. Many people reported enjoying the hands-on nature of some classes. Others were interested in the stories shared by the presenters from their years working on traffic details. The videos shown were considered very useful and no one complained about them being too graphic or scary. The PowerPoint presentations were useful but too wordy for some people, though the videos were interspersed in the right places. Some people mentioned that there was some overlap in different classes that should be removed. The classes most often discussed included the first class (on law enforcement), the speeding class, the drunk driving/impaired driving session (use of goggles) and the "first aid" class (stopping bleeding, etc.) and the class about road rage and handling your emotions.

2. Who do you think would be the best target audiences for the class?

- ✓ Younger people - it will certainly get their attention. May start as young as middle school.
- ✓ For older mature drivers to better understand the changes taking place.
- ✓ Those who have been arrested for DUIs or other traffic matters.
- ✓ Staff members and clients of insurance companies, like Amica.
- ✓ Partner with a defensive driving initiative.
- ✓ Work with unions that represent truckers and drivers. Have them pay for the classes.

Summary

Participants shared that anyone who takes part in the academy would gain from the experience. Many agreed that this would be a good class for young people (as young as middle school), and for those youth old enough to get a driver's license. Some believed it might be good option for people who need to attend driving classes due to DUIs and other offences. Mature drivers were cited as another potential target audience, to help them understand more about the changes that have happened since they first began to drive. A few members felt that by establishing

partnerships with insurance companies and unions, classes might be provided to drivers who work professionally or to those who want to improve their understanding of traffic safety.

3. What did you find most challenging?

- ✓ Too much information. Cut some of the excess wordiness out of the PPT. It was impossible to slim it down and take any keynotes.
- ✓ We need handouts for each class with objectives and outlines of key points.
- ✓ Do some summary slides in the PowerPoints to review what had been learned so far.
- ✓ Time-wise, the three-hour classes will not fit into some people's schedules.

Summary

There was general consensus that all the sessions were useful. The classes with more lecture were perceived as too crowded with information and would benefit from fewer words on PPT slides and more discussion time about some of the topics. One recurring theme was that participants would like to have some written materials to review before and during the classes in their class manuals, to make note-taking and paying attention easier to do. One person mentioned that he believed three hour classes would not work for some audiences, especially younger drivers and older drivers. However, participants also agreed that the time spent in the classroom was well worth it, given the amount of content that was covered.

4. How might the class be improved?

- ✓ Add more about dirt bikes during the motorcycle section.
- ✓ Handouts for each class that we can put into our manuals.
- ✓ Timing - try not to crowd too much into any one class or lecture.
- ✓ More discussion about truckers and the difficult in driving on American highways.
- ✓ Substance. Cut out some of the less important materials to focus on the key points and priorities of each class.
- ✓ More meat and potatoes.

Summary

A few people mentioned specific content they would like to have added or heard more about, including dirt bike safety, issues for truckers, and highway safety efforts. Otherwise there was very little dissatisfaction, other than some sessions were too filled with content that was not as important, and that by streamlining and cutting back on superfluous content, the classes would run smoother. Some discussion ensued about having more dialogue with the audience on topics that had less hands on activity potential. Some of the techniques suggested included small group activities, audience feedback on how to confront different scenarios that might arise, story sharing, and role playing.

5. What do you think would motivate people to take this class?

- ✓ For young people make it a mandatory part of driver's education. Or link together with other safe driving groups. AAA.

- ✓ Work with an insurance company to get discounts or deals for people who complete the academy, especially for new drivers.
- ✓ Provide water, refreshments during breaks, to break up 3 hour classes.
- ✓ Keep workshops "scenario-based," I liked hearing lots of on-the-job stories.

Summary

There was general consensus reached that the academy would be attractive to different audiences, and needed to be adjusted to appeal to the different groups. For example, young people who do not yet drive, or who are learning to drive, would be a great audience to pursue, since they are still in position to learn more about traffic safety before they are personally confronted by it. Others suggested that older drivers might be targeted to catch them up on the changes that have been made in traffic safety since they received their first driver's license. Letting people know the topics that will be covered in advance would motivate some drivers. Those who drive professionally (truckers, business people) might be interested if it were to lead to a decrease in their insurance premiums. One person suggested smaller breaks with snacks available to give class members more time to get to network among each other.

6. Recommendations for Future Classes

- ✓ Change the class times and topics to suit different audiences. Students and older people cannot easily sit and pay attention for a three-hour class.
- ✓ Make sure to involve the class in every topic, with hands-on activities or discussions.
- ✓ More about highway safety.
- ✓ Provide handouts with outlines of key points from each lesson. Maybe summaries of PowerPoint slides. Give us some articles or other resources to read about the topics before class.
- ✓ Cover truckers' issues. Once drivers leave the cushion they need places to go.
- ✓ Discuss other matters like highway courtesy, what to do when a breakdown happens, etc.
- ✓ A little less lecture and more hands on action, keep people involved, ask more people to share their stories.
- ✓ Keep offering a diverse group of speakers. Each one had something different to say.

Summary

Focus group participants agreed that more hands on activities and group discussions might make the class more interactive and attractive to other audiences. The provision of a written class manual with additional handouts was the most agreed to recommendations. The addition of a few other themes was discussed, like trucker issues, dirt bike safety and bicycles on the streets. But overall, participants felt that the class had offered them a great learning experience and was very powerful just as it was presented for most audiences.

VII. Key Recommendations By Class

Class 1: Law Enforcement Techniques

1. Provide participants with handouts and articles at the beginning of the class. Add readings, websites or articles for them to read prior to each class.
2. Cut out excessive verbiage on PowerPoint slides and use bullet points rather than sentences on slides.

Class 2: Work Zone Safety/Roadway Engineering and Safety/Situational Awareness

1. Add some interactive activity or discussion time to break up the presentation.

Class 3: Motor Vehicle Code Traffic Offenses (Speeding/Laser/Radar/ Estimation)

1. Provide more structure on the field activities, i.e. laser 5 or 6 cars for two minutes. Break the group into two teams in the classroom prior to going out.
2. Keep the outdoor portion to no more than 30 minutes, depending on weather conditions.

Class 4: DUI Enforcement/Laws/Dangers and Safety

1. Continue to offer interesting hands-on activities involving participants. Be sure that everyone who wants to has a chance to participate.

Class 5: Pedestrian Awareness & Safety/Motorcycle Awareness & Safety/ Seatbelt/Child Restraints/ Young Drivers

1. Include one or two hands-on activities involving participants.
2. Avoid repeating information or getting into too much detail.

Class 6: Road Rage/ De-escalation Techniques/Dangers of Opiates and Driving

1. Incorporate more role playing or some other active teaching methodology (dyads, triads, storytelling, scenarios, etc.) to directly involve the audience.
2. More information about how different substances might impede good driving.

Class 7: Advanced Casualty Care- Stop the Bleeding

1. Make sure to involve everyone who wants to participate in the hands on exercises. Provide written materials to support this workshop.

Class 8: Victim/Media Impact/Videos/Guest speaker

1. Many of the same comments about the PowerPoint presentations were reiterated.
2. Plan a backup speaker or have an alternative activity ready in case a guest speaker fails to show up.
3. Debrief the class with all participants. Ask each person to share one thing they learned during the class and one thing they might want to share with others.

Viii. Conclusion

Based on the cumulative feedback we collected and reviewed from participants, the second session of the CTSA was even more successful than the first and positive changes were made. The content presented was very well received, as were the supporting videos, hands on activities and stories told by presenters. The PowerPoint presentations had been upgraded to compliment the presentations, but still could use some refinements and proofing. Less content is better than too much. Every presenter received outstanding post class evaluation scores for their efforts.

Similar to the first CTSA, the interactive components were very interesting and attractive for all participants, as were the personal stories and experiences that were shared by law enforcement presenters. Some minor changes that would make this class even better would include to:

1. Keep improve the PowerPoint presentations by cutting down on long sentences in favor of bullet points or short prompts. Cut down on content that might be redundant, not important to the topic, or repeated from a previous classes.
2. Introduce some form of interactive components, such as questions or pop quizzes into some classes that have longer lecture periods. Make it fun.
3. Provide participants with handouts, articles and tasks they can review between classes to prepare for the next class and to simplify note-taking.
5. Introduce a 3 month post assessment of class knowledge to measure changes in knowledge and in participants' attitudes or perceptions about traffic safety and law enforcement. Find out what they have retained and what behaviors they may have changed.
6. As a motivator, offer future participants some reward for those who enroll in future classes, such as a discount on their insurance premium or some other tangible award.

The participants in the second CTSA were very invested in the academy and kept coming to each class. Attendance rates per class were very high (~97%), as were the levels of participant satisfaction reported back on class evaluations of content and presenters' ability to transfer this information. Participants were solidly in agreement when asked that the CTSA should be offered to different audiences across the state. One participant returned for a second run through, saying that he wanted to be certain that he understood everything being taught so he could pass it on to others. This is a strong example of how powerful participation in the CTSA can impact participants. Many people shared during the last session that they had shared information about their CTSA experience to their friends, neighbors and family members.

The high mean scores reported on individual class evaluations for content and presentation, observer notes and checklists, and focus group results, are strong indicators that the CTSA had a major impact on those who have participated in and completed the second pilot session. This was the first CTSA to be shared with local residents in attendance. The feedback they provided suggests that the CTSA would be a valuable experience for everyone at any age who drives on highways and streets in the state of Rhode Island.