SMSA Entry-Level Rider Training Standards (SERTS)

2024

Table of Contents

About SMSA

The State Motorcycle Safety Association (SMSA) is a non-profit organization (501(c)(3)) that provides leadership for comprehensive motorcycle safety programs by:

- Encouraging comprehensive programs;
- Providing guidance for adopting and administering policies and standards;
- Promoting effective management practices;
- Identifying and implementing best practices;
- Encouraging data collection, sharing, and research;
- Fostering communication and collaboration; and
- Influencing national policy and standards.

SMSA's mission is to assist motorcycle safety programs, through collaboration and partnerships, to implement comprehensive, data-driven motorcycle safety programs, and countermeasures to achieve a significant reduction in motorcycle operator traffic crashes, injuries, and fatalities.

The SMSA Entry-Level Rider Training Standards (SERTS) provide standards within five (5) key areas:

Section 1. Program Administration and Oversight
Section 2. Instructor Qualifications
Section 3. Coordination with Motorcycle Licensing
Section 4. Education and Training
    a. Traditional Classroom Instruction
    b. Online Instruction
    c. Blended/Hybrid Instruction
    d. Range Instruction
Section 5. Course Outcome Standards

The standards also include the following attachments:

- SMSA *Guidelines for Establishing State Motorcycle Safety Coalitions* (Attachment A);
- SMSA *Guidelines for Motorcycle Safety Related Data Collection* (Attachment B);
- *The SMSA Motorcycle Safety State Self-Assessment Tool (*Attachment C*);*
- National Highway Traffic Safety Administration (NHTSA) *Model National Standards for Entry-Level Motorcycle Rider Training* (Attachment D); and
- *Highway Safety Program Guideline Number 3* (Attachment E).

The SERTS will continue to be maintained and updated as established in the *Requirements for the Review and Update of the SMSA Entry-Level Rider Training Standards* document. This document outlines the maintenance process for submitting recommendations for the review and update of the SERTS.

Purpose

The SERTS serve to guide entry-level rider training programs in States striving to provide quality rider education and training, thus also meeting the National Highway Traffic Safety Administration (NHTSA) Uniform Guidelines for State Highway Safety Programs Guideline No. 3 – Motorcycle Safety, (see Attachment E).

Introduction

Riding a motorcycle requires different skills and knowledge compared to other motor vehicles. Although motorcycle-licensing regulations vary, all States require a motorcycle license endorsement to supplement a driver license. To receive an endorsement in most States, a rider must pass both a motorcycle-specific knowledge test and an on-cycle skills test required by the State's licensing agency.

State and National studies show that completing a motorcycle rider education and training course is a good way to ensure novice riders receive the correct instruction and have the experience necessary to ride a motorcycle. These programs provide riders with essential information to develop skills, behaviors, and rider attitudes that produce safer motorcyclists who are less likely to be involved in crashes. Although regulations pertaining to the delivery of entry-level rider training programs exist in most jurisdictions in the United States (U.S.), the content and scope of these education programs can vary substantially.

NHTSA recognized the need for consistency across States and developed resources to address the issue. The goal of the NHTSA *Model National Standards for Entry-Level Motorcycle Rider Training (2011)* and *Model National Administrative Standards for Motorcycle Rider Training Programs (2014)* was to enhance consistency and provide guidance to States seeking to enhance entry-level rider education and training programs. The development of these two documents was further supported by the *National Agenda for Motorcycle Safety (NAMS) (2000)* with a mission to point the way to the most promising avenues for future motorcycling safety efforts in the U.S. by incorporating information and ideas from a broad, multidisciplinary spectrum of stakeholders.

The NHTSA Model National Standards were developed to address the administration of programs and the content of curricula which targeted the education and training aspects of motorcycle operation; however, the licensing process is another major factor within motorcyclist safety that must be considered. These two go hand-in-hand to ensure riders have the necessary knowledge and skills which are then verified through licensing tests. The *Guidelines for Motorcycle Operator Licensing (GMOL) (2009)* developed by the American Association of Motor Vehicle Administrators (AAMVA) provides motor vehicle administrators with strategies and guidelines for motorcycle operator licensing.

These SERTS are a more comprehensive guide incorporating key components of the Nationally developed documents mentioned above for the enhancement of entry-level rider training programs in States striving to provide quality, consistent entry-level rider education and training. SMSA would like to emphasize that greater than minimum standards are necessary to enhance our training systems to decrease motorcyclist crashes causing injury or death.
While noting that administering education standards and policies are a State's choice, these voluntary standards were created to serve as the foundation and guide for State policies for entry-level rider education and training with the following understandings:

- The goals of entry-level rider training are to provide information and develop skills, attitudes, and behaviors of riders;
- The overall objective is to educate and train riders to perform as safe and competent road users and riders, thereby minimizing their risk and contributing to the reduction of crashes, injuries, and fatalities;
- Rider education and skill development should be a lifelong learning process;

- Entry-level rider training standards serve as an organizational roadmap in administering and/or providing quality entry-level rider training; and
- Standards promulgated for entry-level rider training must be supported with a communication strategy for all stakeholders.

A holistic approach to motorcyclist safety is essential for obtaining any significant impact on the reduction of crashes, injuries, and fatalities. Beyond State actions, it is imperative that motorcyclists continue to be included in all highway safety initiatives. In 2021, the U.S. Department of Transportation (DOT) adopted the Safe System Approach. This approach focuses on five (5) key objectives: safer people, safer roads, safer vehicles, safer speeds, and post-crash care, and six (6) key principles: death and serious injuries are unacceptable, humans make mistakes, humans are vulnerable, responsibility is shared, safety is proactive, and redundancy is crucial. Rider training applies to each of the key objectives and key principles of the Safe System Approach. As one of the most vulnerable roadway users, it is vital that motorcyclists are considered within the Safe System Approach as well as all State highway safety plans and other State highway safety documents.

What Are Standards?

The definitions used in this section are based on those used in the Novice Teen Driver Education and Training Administrative Standards (NTDETAS)[1]. In general, a standard is a written definition, program description, limit, or rule, approved and monitored by an authoritative agency, profession, or recognized body as an acceptable benchmark.

Standards are based on the highest collective knowledge, experience, and expertise from a consensus of subject matter experts (SMEs) in the field and may be substantiated from research findings, and when available, outcomes.

Specific, strong, and measurable entry-level rider education and training standards are a tool to ensure students receive the minimally acceptable knowledge and skills to begin their learning-to-ride experience. Standards should also allow the implementation of innovative and creative processes. Standards should be considered a baseline from which to rise to meet the intended goals.

Administrative Standards
Standards that identify the who, what, where, and when for the administration of a State's entry-level rider education and training program are administrative standards. For example: who is responsible; what procedures are to be followed; where is information/data to be submitted; and when may courses be held. The administrative standards address key requirements for the administration of entry-level rider education and training.

Instructor Standards
Instructor Standards define who delivers entry-level rider education and training. They establish qualifications, competencies, professionalism, and re-qualifications required of instructor candidates, instructors, instructor mentors, and instructor trainers.

[1] NHTSA (2017). Novice Teen Driver Education and Training Administrative Standards (NTDETAS) 2017 Revision. https://www.anstse.info/Images/2017%20Home/001%20-%202017%20NTDETAS.pdf

Content Standards
Content Standards address what content entry-level rider education and training courses should cover, at a minimum, and what knowledge and skill transfer is expected. Content Standards identify what minimal critical knowledge and skills should be taught in entry-level rider education and training courses to enhance the overall quality of instructional content and the riding skills of the student.

Delivery Standards
Delivery Standards establish course requirements for curricula, student assessment, and multiple delivery methods to enhance the overall quality of instruction.

Outcome Standards
Outcome Standards describe the measurable skills, abilities, knowledge, or values that students should be able to demonstrate as a result of completing a course[2].

How to Use This Document

These standards are composed of both normative and informative components.

Normative standards are **mandatory** and utilize descriptors such as shall, must, or will. These standards are in **bold font** in this document. To meet the standards in full, all normative standards must be included in a State's standards for motorcycle rider education and training programs.

Informative standards are **optional** and utilize descriptors such as should or may. These standards are in regular font in this document. They generally support an overall larger standard and support the State in meeting the standard more effectively, which should be met if possible.

The two primary descriptors for standards in this document are:

- **shall** (the State must include in the State's standards to meet the standards in full); and
- should (the State should strive to meet this standard or portion of a standard).

This document provides five (5) key areas of standards:

1.0 Program Administration and Oversight
This section provides a description of standards for the administration, oversight, record keeping, data collection, program evaluation, communication, and risk/emergency preparedness of entry-level rider education and training.

2.0 Instructor Qualifications
This section outlines the minimum standards for instructor training, including qualifications, course content defined by the State and the approved entry-level rider education and training curricula, teaching and learning skills, practice teaching assignments, evaluations, professional development, and recertification of instructors, instructor mentors, and instructor trainers.

[2] Learning Outcomes - Center for Teaching Excellence | University of South Carolina (sc.edu)

3.0 Coordination with Motorcycle Licensing
This section provides standards for communication between the State entry-level rider education and training agency and the driver license authority; coordination and education with courts and law enforcement; license waiver programs and requirements for the knowledge and skills tests.

4.0 Education and Training
This section provides standards for the curricula, instructional time, student evaluation, and delivery methods of entry-level rider education and training. Standards for online delivery have been developed as well, including instructional design, structural design, evaluation/testing/ assessment, legal requirements, and technological design and capabilities.

5.0 Course Outcome Standards
This section outlines the knowledge, attitudes, and skills a student should possess once they have completed an entry-level rider education and training course.

A glossary and a list of acronyms are provided in this document. The glossary terms and acronyms are in alphabetical order. Referring to the glossary will provide clear guidance regarding the intended meaning of specific terms. For each term, the source of the definition is indicated. Sources can include:

- NHTSA *Model National Administrative Standards for State Motorcycle Rider Training Programs*, meaning it originated from the original 2014 standards.
- *Novice Teen Driver Education and Training Administrative Standards* (NTDETAS)
- *NHTSA Model National Standards for Entry-Level Motorcycle Rider Training*
- 2024 SERTS
- An organization.
- A website.

For the most current version of the *Model National Administrative Standards for State Motorcycle Rider Education and Training Programs*, supporting documents, and additional resources visit https://www.nhtsa.gov/road-safety/motorcycles.

NHTSA State Motorcycle Safety Assessments / Peer Reviews and SMSA Technical Assistance

SMSA technical assistance and the NHTSA State Motorcycle Safety Assessments / Peer Reviews are tools States can use to review their entry-level rider training programs, document the program's strengths and accomplishments, and observe where enhancements can be made.

SMSA technical assistance is available for any State wanting to adopt and implement any component of the SERTS and provides a preliminary analysis of the State's entry-level rider education and training program.

This technical assistance can also be provided prior to or following a NHTSA State Motorcycle Safety Assessment / Peer Review. SMSA can assist a State with preparing for an Assessment or provide post analysis to assist with implementing the recommendations given in the NHTSA State Motorcycle Safety Assessment / Peer Review. States can choose whether to receive technical assistance onsite (in-person) or off-site (via phone or virtual meeting).

The Process

In 2016, SMSA initiated the project for developing the SERTS with the SMSA Motorcycle Safety Programs (MSP) Committee leading the effort. Understanding the depth of this undertaking, SMSA recognized the need to establish working groups to focus expertise within each area of the standards.

As a result, the project assumed a significant increase of activity in 2018 when multiple SME working groups were formed consisting of SMSA members from all professional practices within motorcyclist safety. Additionally, multiple SMEs and motorcyclist safety stakeholders outside of the SMSA membership were consulted. These individuals have a shared interest in motorcyclist safety and included but were not limited to State administrators, licensing specialists, business owners, right's organization leaders, curriculum developers, training instructors, and riders. The inclusion of various SMEs and stakeholders ensures these standards reflect current practice and support the enhancement of entry-level rider education and training.

In 2021, a working draft of the SERTs was finalized, and the working groups were disbanded. The MSP Committee continued to fine tune the SERTS through monthly web meetings and approved the final draft to go to the SMSA Executive Committee for approval in August 2024. The Executive Committee authorized the publication of the SERTS in September 2024.

Acknowledgements

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In 2008, to assist in the development of the NHTSA *Model National Standards For Entry-Level Motorcycle Rider Training*, Windwalker and Highway Safety Services, LLC (SMSA's management company) organized and convened the Expert Working Group (EWG) with sponsorship from NHTSA. The EWG consisted of curriculum development, operator licensing, rider training, traffic safety, and research experts. The list of EWG participants can be found in the NHTSA *Model National Standards For Entry-Level Motorcycle Rider Training.*

In 2013, to assist in the development of the NHTSA *Model National Administrative Standards for State Motorcycle Rider Training Programs*, a second technical working group (TWG) was organized and convened. The TWG consisted of State motorcycle rider training program administrators, motorcycle rider training specialists, and other leaders in the administration of motorcycle rider training programs. The list of TWG participants can be found in NHTSA *Model National Administrative Standards for State Motorcycle Rider Training Programs.*

SMSA would especially like to acknowledge the Association of National Stakeholders in Traffic Safety Education (ANSTSE) for the development of the NTDETAS which provided the structural foundation for these standards.

1.0 Program Administration and Oversight

Quality administration can increase the effectiveness of a rider education and training program through organization, planning, implementation, and supervision. Responsibilities can be divided to handle smaller parts of the larger whole. Communication and collaboration among divided responsibilities is key to the success of the program. The administration of a State's entry-level rider education and training program establishes a foundation for State administrators, program managers, and training providers to offer effective oversight, measure the impact of the program, and sustain and enhance the program.

This section outlines minimum standards for administration and oversight, including:

- Management, Leadership, and Administration
- Application, Oversight, and Recordkeeping
- Data Collection
- Program Evaluation
- Communication Program
- Risk/Emergency Preparedness

1.1. Management, Leadership, and Administration

1.1.1 States shall have a single agency, or coordinated agencies, to regulate and oversee entry-level rider education and training programs. The State agency/agencies shall:

a) have authority and responsibility to establish, regulate, administer, and oversee the implementation, monitoring, evaluation, and enforcement of the program according to State laws, rules, regulations, policies, and standards;

b) establish and maintain an interagency working group consisting of State agencies responsible for the management of entry-level rider education and training, rider testing and licensing, and traffic safety to enhance communication between State agencies and establish a formal communication and decision-making process;

See Attachment A SMSA *Guidelines for Establishing State Motorcycle Safety Coalitions* for more information.

c) establish and maintain a rider education and training advisory committee, or similar group of stakeholders, to provide input on current processes and initiatives of the State agency/agencies and/or the State interagency working group;

See Attachment A SMSA *Guidelines for Establishing State Motorcycle Safety Coalitions* for more information.

d) develop and execute an action plan with input from stakeholders for program enhancement;

e) oversee and treat all entry-level rider education and training providers fairly and equitably and hold all providers to State standards and the SMSA Entry-level Rider Training Standards (SERTS);

f) provide oversight of the state-wide program to ensure quality and effectiveness of entry-level rider education and training programs; and
g) communicate, coordinate, and collaborate with the State driver licensing agency to establish and maintain the integrity of the licensing test waiver process as it applies to entry-level rider education and training programs. (See Section 3 Coordination with Driver Licensing)
1.1.2 States shall assign, employ, or contract with a qualified administrator to oversee entry-level rider education and training programs. The program administrator:
a) shall be qualified to manage and oversee the State's functions in entry-level rider education and training;
b) shall report to the agency that has oversight of entry-level rider education and training;
c) shall have a job description identifying the responsibilities and duties of the position;
d) shall have the ability to establish, maintain, and/or oversee rules, procedures, and policies pertaining to the program;
e) shall enforce the program's laws, rules, regulations, and policies;
f) should have experience working with multiple agencies related to highway safety (e.g., State Highway Safety Office, Department of Motor Vehicles); and
g) should have knowledge of and experience with State, regional, and national level entry-level rider education and training programs and traffic safety associations and organizations.
1.1.3 States shall provide adequate funding to the agency/agencies responsible for the regulation, administration, and oversight of the entry-level rider education and training program.
1.1.4 States shall ensure entry-level rider education and training providers have access to resources, standards, policies, and procedures, as well as the latest State and local crash statistics.
1.1.5 States shall ensure entry-level rider education and training providers require professional development of instructors as a recertification requirement.
1.1.6 States shall ensure entry-level rider education and training providers refer students with disabilities to a training program or provider that specializes in working with students with disabilities, if available.

1.1.7 States should provide funding or subsidies to approved providers to make entry-level rider education and training available for students, especially wards of the State and those who are underserved and would otherwise not receive services.
1.2 Application, Oversight, and Recordkeeping
1.2.1 States shall have a standardized application and approval process for entry-level rider education and training providers to conduct entry-level rider education and training courses. At a minimum, the process:
a) shall ensure courses conform to applicable State standards and the SERTS;
b) shall ensure courses are available and student enrollment is in accordance with State guidelines and requirements;
c) shall ensure instructors and staff meet State requirements and are employed/contracted and supervised;
d) shall ensure programs are culturally equitable and inclusive;
e) shall provide administrative oversight for certification and recertification of providers and individual instructors;
f) shall ensure providers report course completion and required course data to the State program in the designated format and on the determined schedule;
g) shall verify providers provide and maintain all required insurance, materials, facilities, and equipment for training courses; and
h) shall ensure providers participate in the State's quality assurance program;
1.2.2 States shall have and execute a standardized procedure for monitoring and/or evaluating compliance with State standards. The procedure shall include, at a minimum, a review of:
a) each provider's compliance with all State and Federal requirements;
b) the classroom facilities, training vehicles, other applicable training equipment, and training records maintained in connection with courses conducted;
c) the ongoing eligibility of entry-level rider education and training instructors;
d) the delivery of classroom, range, and other methods of instruction, based on established State criteria; and
e) post-course evaluations completed by participants.

1.2.3 States shall have and execute a standardized procedure for entry-level rider education and training providers and instructors to address issues with non-compliance. The State shall:
a) establish and maintain a remediation process if non-compliance is observed or reported;
b) establish and maintain a conflict resolution process (e.g., negotiation, mediation, arbitration) for disputes; and
c) impose financial and/or administrative sanctions (e.g., suspend or revoke a provider's operating privilege) for non-compliance with the State requirements.
1.2.4 States shall require entry-level rider education and training providers identify a primary point of contact.
1.2.5 States shall require entry-level rider education and training providers to maintain program and course records, as established by the State, to include at a minimum:
a) instructor information, including but not limited to certification, recertification, additional training requirements, quality assurance records, teaching history;
b) student information, including but not limited to the registration form, attendance record, performance results, and successful and unsuccessful completion of the classroom and range instruction;
c) insurance records (e.g., vehicle, liability);
d) incident reports;
e) waivers; and
f) course completion records.
1.2.6 States shall require providers to follow State and Federal requirements for the transmission of personal and/or confidential student information electronically or in hard copy format.
1.2.7 States shall require providers to obtain parent/guardian authorization for minors to participate in any phase of the entry-level rider education and training course.
1.2.8 States should require that individuals who have access to personal identification information meet State and/or Federal legal requirements (e.g., State and Federal criminal background checks).
1.2.9 States should have an electronic enrollment process that all entry-level rider education and training providers use which collects all required information.

1.3 Data Collection

1.3.1 States shall require the responsible agency/agencies for entry-level rider education and training to utilize traffic citation, crash, and other available State data, provided by the State Highway Safety Office and Traffic Records Coordinating Committee, to enhance the entry-level rider education and training program.

1.3.2 States shall require the agency/agencies responsible for entry-level rider education and training to collect and utilize course specific data (e.g., student, instructor, course information) to enhance the program.

1.3.3 States shall require the responsible agency/agencies for entry-level rider education and training to maintain student information (e.g., driver license number) that can be linked to the driver record.

See Attachment B SMSA *Guidelines for Motorcycle Safety Related Data Collection*.

1.3.4 States shall require entry-level rider education and training providers to collect and report student identification/information, performance, and other required data to the responsible State agency/agencies.

1.3.5 States should develop and make available a standardized post-course evaluation to be completed by participants to ensure information and data collected is consistent for all courses.

Note: Supports Standard 1.2.2 e.

1.4 Program Evaluation

1.4.1 States shall require the responsible State agency/agencies to utilize collected data (see 1.3 Data Collection) to evaluate the State's entry-level rider education and training program to identify strengths and opportunities for enhancements.

1.4.2 States shall make available evaluation findings of the State's entry-level rider education and training program to entry-level rider education and training providers and instructors, applicable State agencies, and stakeholders.

1.4.3 States should utilize a comprehensive evaluation tool, such as the *SMSA Motorcycle Safety State Self-Assessment Tool*, to identify entry-level rider education and training program strengths and opportunities for enhancements.

See Attachment C *The SMSA Motorcycle Safety State Self-Assessment Tool.*

1.5 Communication Program
1.5.1 States shall develop and implement communication strategies directed at supporting entry-level rider education and training policy and program elements among stakeholders (e.g., State agencies, providers, instructors, students).
1.5.2 States shall promptly communicate to State approved entry-level rider education and training providers changes to laws, regulations, procedures, and other matters related to entry-level rider education.
1.5.3 States shall create a centralized resource library to house entry-level rider education and training information/documents for providers and instructors.
1.5.4 States should implement a statewide communication plan and campaign in collaboration and cooperation with the State Highway Safety Office, entry-level rider education and training programs, driver licensing, and highway safety partners that:
a) identifies higher-risk target population(s) among riders;
b) provides materials that identify cultural equity and reflect multicultural education practices;
c) informs the public of State guidelines and regulation of entry-level rider education and training;
d) informs the public of resources for riders with disabilities that includes a list of approved driver/rider rehabilitation specialists; and
e) informs the public of the State's highway safety initiatives.
1.5.5 States should utilize National and State traffic safety marketing materials (e.g., public service announcements, advertisements, flyers) to promote rider safety.
1.5.6 States should list and make publicly available all approved entry-level rider education and training providers on the appropriate State website.

1.6 Risk/Emergency Preparedness
1.6.1 States shall prepare for both emergency and disaster situations through risk management planning. As part of a greater Statewide Risk Management Plan, individual agencies shall develop and maintain a Continuity of Operations Plan (COOP) that provides guidance for ensuring essential functions in entry-level rider education and training programs continue in spite of unforeseen circumstances. The State shall:
a) establish and maintain a risk manager role or position (i.e., not a specific person);
b) conduct a risk/emergency assessment process to identify potential risks;
c) determine the list of essential functions that must be conducted to avoid or minimize interruption in services; and
d) develop a risk/emergency response plan.

2.0 Instructor Qualifications

Training of instructors is essential to the success of every State's entry-level rider education and training program. Instructors have an impact on the future riding behaviors of all entry-level rider education and training students. Well-trained instructors are better equipped to positively influence the novice rider's behavior, which supports a State's goal to reduce motorcyclists' crashes, injuries, and fatalities. Quality instructor training produces knowledgeable and effective instructors capable of facilitating the teaching and learning process.

Content relating to the delivery of entry-level rider education and training must be the focal point of instructor training. Ample time is required and must be devoted to successful completion of the instructor preparation program.

This section outlines minimum standards for instructor qualifications and training, including:

- Instructor Candidate Qualifications
- Instructor Qualifications
- Instructor Mentor Qualifications
- Instructor Trainer Qualifications

2.1 Instructor Candidate Qualifications
2.1.1 States shall establish a qualification system for instructor candidates to teach entry-level rider training courses. Instructor candidates:
a) Shall possess a valid driver's license and motorcycle license or endorsement;
b) Shall have, as determined by the State Program, an acceptable driving record;
c) Shall pass, as determined by the State Program, State and/or Federal criminal background check(s);
d) Shall meet the minimum age requirements established by the State Program;
e) Shall agree to abide by the State's Professional Code of Conduct;
f) Should meet health or physical requirements established by the State Program;
g) Should have completed high school or a GED;
h) Should operate a motorcycle on a regular and frequent basis;
i) Should have completed an entry-level rider training course;
j) Should observe an entire entry-level rider training course;
k) Should have completed formal intermediate and/or advanced rider training courses; and
l) Should have served as an entry-level rider training range aid.

2.1.2 States shall require an instructor candidate to successfully complete a State-approved instructor training course. The course, at a minimum:
a) Shall include an in-depth review of the State-approved entry-level rider training course curriculum materials and activities;
b) Shall include discussion and practice on effective teaching and learning skills;
c) Shall require instructor candidates to complete practice teaching assignments;
d) Shall provide instructor candidates the opportunity to practice and develop range safety and range management techniques;
e) Shall provide the instructor candidates opportunities to coach, manage, and evaluate entry-level riders; and
f) Should provide instructor candidates opportunities to complete administrative tasks associated with a course.
2.1.3 States shall require the entry-level rider training instructor candidate to pass comprehensive evaluations to successfully complete the instructor training course.
2.1.4 States shall require newly trained instructors who have completed the instructor training course to facilitate a course(s) or segments of courses with an experienced instructor (i.e., internship/mentorship) to gain experience training entry-level riders.
2.1.5 States should have a formally defined internship/mentorship program to further prepare newly trained instructors.
2.2 Instructor Qualifications
2.2.1 States shall establish a qualification system for instructors to teach entry-level rider training courses. At a minimum, instructors:
a) Shall meet the qualifications established in Section 2.1 Instructor Candidate Qualifications;
b) Shall meet and maintain all qualifications and possess necessary certifications required by the State to teach entry-level rider training courses;
c) Shall abide by the State's established duties and responsibilities of entry-level rider training instructors; and
d) Should successfully complete supplemental courses/requirements specific to instructors (e.g., CPR, First Aid).

2.2.2 States shall establish the duties and responsibilities of entry-level rider training instructors. At a minimum, instructors shall:
a) comply with the rules, regulations, procedures, and guidelines for conducting State approved entry-level rider training courses;
b) utilize communication skills to impart knowledge and skills development;
c) develop rapport with all students;
d) further develop knowledge of the curriculum and skills for instruction and assessment;
e) continually enhance instructional skills to increase effectiveness;
f) be capable of objectively observing and evaluating student performance;
g) model best practices for students; and
h) encourage students to pursue knowledge and skills development.
2.2.3 States shall establish recertification requirements for instructors. At a minimum, instructors:
a) Shall maintain, as determined by the State Program, an acceptable driving record;
b) Shall complete ongoing professional development and attend all required update sessions for instructors;
c) Shall conduct a minimum number of entry-level rider training courses within the certification period or satisfy a combination of experience, training, and testing requirements sufficient to establish proficiency to the satisfaction of the State; and
d) Should successfully complete other courses, such as advanced rider training courses or professional development opportunities.
2.3 Instructor Mentor Qualifications
2.3.1 States shall establish a qualification system for instructor mentors. At a minimum, instructor mentors:
a) Shall meet the qualifications established in Section 2.2 Instructor Qualifications;
b) Shall be familiar with the content areas and learning activities in the State-approved instructor training course;
c) Shall complete a State-approved instructor mentor course(s) or protocols;

d) Shall be familiar with adult learning concepts; and
e) Should successfully complete formal intermediate and/or advanced rider training courses and other courses as determined by the State.
2.3.2 States shall establish the duties and responsibilities of entry-level rider training instructor mentors that include, but are not limited to:
a) perform the duties and responsibilities established in Section 2.2 Instructor Qualifications;
b) utilize communication skills to establish quality professional relationships with instructor candidates to impart knowledge of ethical standards, instructional best practices, and leadership roles;
c) support instructors and instructor candidates to develop rapport with all students;
d) assist instructors and instructor candidates to further develop their knowledge of the curriculum and skills for instruction and assessment;
e) model best practices for instructors and instructor candidates;
f) assist instructors and instructor candidates to understand their professional licensure obligations and to pursue professional growth;
g) objectively observe and evaluate instructor and instructor candidate performance during the mentorship; and
h) continually enhance applicable skills to increase effectiveness of the profession.
2.3.3 States shall establish recertification requirements for instructor mentors. At a minimum instructor mentors:
a) Shall meet instructor recertification requirements established in Section 2.2.3;
b) Shall complete ongoing professional development specific to instructor mentors;
c) Shall attend all required update sessions for instructor mentors;
d) Shall satisfy a combination of experience, training, and testing requirements sufficient to establish competency as an instructor mentor; and
e) Should conduct a minimum number of mentorships within the renewal period or satisfy a combination of experience, training, and testing requirements sufficient to establish proficiency to the satisfaction of the State.

2.4 Instructor Trainer Qualifications
2.4.1 States shall establish a qualification system for instructor trainers. At a minimum, instructor trainers shall:
a) meet the qualifications established in Section 2.2 Instructor Qualifications;
b) have experience working with adults;
c) successfully complete a State-approved instructor trainer course(s) or protocols;
d) be familiar with the content areas and learning activities in the State-approved instructor training course; and
e) successfully complete formal intermediate and/or advanced rider training courses and other courses as determined by the State.
2.4.2 States shall establish the duties and responsibilities for instructor trainers that include, but are not limited to:
a) perform the duties and responsibilities established in Section 2.2.2 and Section 2.3.2; and
b) facilitate discussion with adult learners.
2.4.3 States shall establish recertification requirements for instructor trainers. At a minimum, instructor trainers shall:
a) meet instructor recertification requirements established in 2.2.3;
b) conduct a minimum number of instructor training courses within the renewal period or satisfy a combination of experience, training, and testing requirements sufficient to establish proficiency to the satisfaction of the State;
c) complete ongoing professional development specific to instructor trainers;
d) attend all required update sessions for instructor trainers; and
e) satisfy a combination of experience, training, and testing requirements sufficient to establish competency as an instructor trainer.

3.0 Coordination with Motorcycle Licensing

The State driver licensing agency, the entry-level rider training agency, law enforcement, and the judicial system must coordinate, collaborate, and communicate to ensure that individuals obtaining a motorcycle license/endorsement are trained and qualified to operate a motorcycle on public roadways.

Since completion of an entry-level rider training course may result in an individual obtaining a motorcycle license/endorsement through the licensing waiver system, it is important for the rider training agency and the State driver licensing agency to collaborate and maintain open lines of communication. Collaboration is necessary to ensure the course content is consistent with the minimum requirements for obtaining a motorcycle license/endorsement. Administrative outreach to these agencies is essential to ensure proper enforcement and adjudication of motorcycle operation and licensing requirements.

This section provides standards for:

- Communication between the State Driver Licensing Agency and the State Entry-level Rider Education and Training Agency
- Coordination and Education of Judiciary and Law Enforcement
- Motorcycle Operator License Testing
- License Waiver System
- Oversight of License Waiver Programs

3.1 Communication between the State Driver Licensing Agency and the State Entry-level Rider Education and Training Agency
3.1.1 States shall establish and execute a defined process to ensure coordination, collaboration, and communication among the State driver licensing agency and the entry-level rider training agency to establish and maintain integrity of the rider training and motorcycle licensing/endorsement process.
3.1.2 States shall ensure the State driver licensing and entry-level rider training agencies meet on an ongoing basis regarding entry-level rider training activities to, at a minimum:
a) share information and data;
b) plan, execute, and evaluate projects;
c) ensure motorcycle operator testing and entry-level rider training practices complement each other and are not in conflict;
d) identify and utilize partnerships and stakeholders to support activities; and
e) review current and proposed legislation, rules, and regulations.

3.1.3 States shall ensure the entry-level rider training agency has an identified representative that participates in all collaborative State motorcycle/motorcyclist safety efforts (e.g., working groups, committees, strategic highway safety planning efforts).

3.2 Coordination and Education of Judiciary and Law Enforcement

3.2.1 States shall ensure law enforcement and judicial liaisons/representatives are included in all collaborative State motorcycle/motorcyclist safety efforts (e.g., working groups, committees, strategic highway safety planning efforts).

3.2.2 States shall provide resources and information on motorcycle rider training, licensing requirements, and available crash data to judges, prosecutors, courts, law enforcement officials, and related associations that are charged with enforcing and adjudicating laws that impact motorcyclists.

3.2.3 States shall ensure sanctions for noncompliance with motorcyclist laws are developed, enforced uniformly, and recorded on the driver record.

3.2.4 States should evaluate motorcycle law enforcement and adjudication efforts to determine effectiveness and develop/implement strategies in support of responsible and safe motorcycle operation.

3.3 Motorcycle Operator License Testing

3.3.1 States shall have valid and reliable motorcycle operator licensing knowledge and skills tests that measure the knowledge and skills needed to demonstrate the ability to ride safely as an entry-level rider.

NOTE: For more information on developing valid and reliable knowledge and skills tests, refer to AAMVA's *Guidelines for Knowledge and Skills Test Development* (Revised 2014).

3.3.2 States shall ensure that the State's licensing agency, in collaboration with the State interagency working group and stakeholders, routinely reviews and updates the State's Motorcycle Operator Manual and license testing requirements (i.e., every three years or as needed). See Standard 3.1.2 c.

3.3.3 States shall ensure all testing complies with Federal regulations (e.g., Americans with Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA) regulations).

3.4 License Waiver System

3.4.1 States shall establish a formal process to measure and evaluate the entry-level motorcycle rider training and licensing waiver system for effectiveness.

3.4.2 States shall issue course completion results for entry-level rider training courses that qualify for the licensing waiver system. Course completion results (physical or electronic) shall:

a) meet a set of standards for the format and information contained on the document; and

b) be tamper-resistant and unique to the State.

3.4.3 States shall establish a means of validating all rider education course completion results, including those issued from other State programs and the military.

3.4.4 States shall establish policies for rider training course completion results from other States or the military for licensing.

3.4.5 States should require training providers to electronically transmit course completion and/or license test information to the State licensing agency so it may be recorded on an individual's permanent driving record.

3.5 Oversight of License Waiver Programs

3.5.1 State driver licensing agencies shall establish and maintain a system for monitoring end-of-course testing, that qualifies a student for a motorcycle operator license/endorsement, in conjunction with the entry-level rider training and licensing waiver system.

4.0 Education and Training

Quality rider education and training prepares students to perform safer riding practices, thereby reducing crashes, injuries, and fatalities on our roadways. Quality rider education and training courses facilitate learning experiences that cultivate the students' ability to receive and retain the information needed to ride safely.

This section provides standards for:

- Entry-Level Rider Education and Training Course Requirements
- Entry-Level Rider Education and Training Curricula
- Assessment of and Feedback on Student Progress
- Traditional Classroom Instruction
- Online Classroom Instruction
- Blended Classroom Instruction
- Range Instruction

4.1 Entry-Level Rider Education and Training Course Requirements
4.1.1 States shall require courses, at a minimum:
a) be taught by State-approved instructors who meet Section 2.0 of the SERTS;
b) conduct classroom and range instruction that is timely (within a maximum of 60 days) and is integrated;
c) ensure that students successfully complete all approved instructional elements to receive credit;
d) issue verification of completion in a secure manner, as specified by the State;
e) be culturally equitable;
f) be reasonably accessible to all students; and
g) provide reasonable accommodation for those with disabilities.
4.1.2 States shall require core instructional hours that focus on the riding task and safe riding practices to meet the criteria established by the course goals, objectives, and outcomes. Instructional hours:
a) Shall consist of at least: o **5 hours of classroom/theory (e.g., traditional, online, or hybrid delivery)** o **9 hours of range; and**

b) Should be delivered in multiple learning segments giving the student time to gain exposure and experience between each segment.

See Attachment D NHTSA *Model National Standards for Entry-Level Motorcycle Rider Training.*

4.1.3 States shall require each student to utilize an approved (hardcopy or electronic) entry-level rider education and training textbook, workbook, and/or other educational materials of equal scope.

4.1.4 States shall require availability of course information to students, including but not limited to:

a) schedule;

b) course pre-requisites, requirements, and policies;

c) course completion requirements;

d) privacy and legal policies; and

e) provider contact information.

4.2 Entry-Level Rider Education and Training Curricula

4.2.1 States shall have entry-level rider education and training content curricula that meet or exceed the National Highway Traffic Safety Administration (NHTSA) *Model National Standards for Entry-Level Motorcycle Rider Training*.

See Attachment D *NHTSA Model National Standards for Entry-Level Motorcycle Rider Training.*

4.2.2 The State shall retain the authority and responsibility for determining the curricula approved for use in the entry level rider training program. The State:

a) Shall have a process to develop and/or objectively, compare, review, evaluate, and select entry-level rider training curricula;

b) Shall periodically, as determined by the State, review curricula content and delivery methods to ensure they meet State needs; and

c) Should consider State and national crash data and State licensing requirements when developing or selecting curricula.

4.2.3 States shall require entry-level rider education and training providers to use State approved formalized curricula. The curricula shall:
a) be contemporary, accurate, and meet State specified entry-level rider education and training curriculum content standards as described in Section 4.2.1;
b) include formalized lesson plans;
c) include intended goals, objectives, and outcomes for learning;
d) include methodology for assessing student performance;
e) be organized into lessons which build upon previous instruction;
f) employ multiple learning techniques to aid student retention;
g) incorporate both active learning and higher-order/critical thinking opportunities (e.g., risk management and decision making);
h) provide student resources that meet recommended readability levels (e.g., sixth grade);
i) be culturally equitable;
j) adhere to copyright/intellectual property laws; and
k) include a glossary.
4.3 Assessment of and Feedback on Student Progress
4.3.1 States shall ensure students receive ongoing feedback through all phases of instruction. At a minimum, feedback shall be:
a) consistent with course concepts, lessons, and objectives;
b) provided for each segment of the course (e.g., classroom and range instruction); and
c) constructive, informative, and frequently provided.
4.3.2 States shall establish requirements for student assessments, including but not limited to:
a) types of assessments to be conducted (i.e., formative, summative);
b) how assessments will be conducted;

c) notification to students of all summative assessments; and
d) verification of each student's identity, if not in-person, as specified by the State.
4.3.3 States shall ensure students are assessed on the knowledge and skills shown to be pertinent in crashes involving riders.
4.3.4 States shall require successful completion of approved summative knowledge and skills assessments that, at a minimum:
a) support the course goals, objectives, and outcomes;
b) are valid and reliable in measuring the knowledge and skills needed to demonstrate the ability to ride safely;
c) have at least two different versions or a pool of questions to be randomized for the knowledge test; and
d) are reasonably accessible to all students and accommodate those with disabilities, when necessary.
4.4 Traditional Classroom Instruction
4.4.1 States shall require classroom instruction to consist of a maximum number of 30 students.
4.4.2 States shall require providers to make available seating and writing space for each student.
4.5 Online Classroom Instruction
4.5.1 States shall establish requirements for online classroom instruction that specify how to organize, standardize, communicate, and deliver the instructional content/curriculum. Online instruction shall, at a minimum:
a) provide course information, including technical troubleshooting, instructional support, contact information, hours of availability, and expected response time;
b) indicate resources and materials that are supplemental to the course and made available through links, downloadable documents, software, an online resource center, or other means that are easily accessible to the student;
c) pre-qualify students' identity for attendance requirements (i.e., create an account with login credentials); and
d) ensure instructors who facilitate are trained in the effective use of online delivery of rider education learning systems and methodologies by means of State approved training, in addition to the basic instructor training program.

4.5.2 States shall establish requirements for the technological design and capabilities for online instruction of entry-level rider education and training. The requirements shall ensure, at a minimum:
a) the course content is delivered in chronological order;
b) the technological requirements such as hardware, web browser, software, internet connection speed, and other required components to take the course are provided or clearly described on the website, prior to the opportunity to purchase or begin the course;
c) student time in the course is tracked by amount of time logged in and course work successfully completed. Technical support, downloading videos, and other non-course related support shall not count toward student time;
d) the course and the website are user-friendly, easy to navigate, and accessible to students; and
e) students have a username and password to enroll in and access the course at all times.
4.5.3 States shall establish legal requirements for online instruction of entry-level rider education and training. At a minimum, the requirements shall ensure:
a) students are logged out or removed from the course after a specified amount of inactivity, as established by the State. The student shall be required to login again to resume or start the course over;
b) the online provider of the course shall be authorized by the State regulating authority to operate within the State and to provide online entry-level rider education and training instruction that meets State certification requirements;
c) online providers indicate clearly and accurately on their website if they are currently approved by the State regulating authority;
d) the course meets State and/or Federal accessibility standards (e.g., conforms to U.S. Sections 504 and 508 of the Rehabilitation Act in connection to information technology) to ensure equitable access to all users;
e) student information is kept confidential, protected, and securely stored in all electronic or non-electronic formats. The online provider meets all privacy and confidentiality requirements as set out by State and Federal laws;
f) online providers follow State and/or Federal legal requirements for the transmission of personal and/or confidential information, electronically or in hard copy format;

g) the online provider's privacy policy is clearly stated on the website;
h) all recorded student activity and test results are kept in a secure file/location as required by the State regulating authority; and
i) all hardware and software meet State and/or Federal requirements concerning the use of technology for professional or instructional purposes.
4.5.4 States shall establish requirements for the online synchronous delivery of classroom instruction that specify how to organize, standardize, communicate, and deliver the instructional content/curriculum. Online synchronous instruction, at a minimum:
a) shall consist of a maximum number of 30 students in the online synchronous classroom;
b) shall facilitate courses by State-approved instructors who meet Section 2.0 of the SERTS;
c) Shall ensure instructors facilitate the course by: **i. interacting with students regularly, through chat and other instructor-managed communication tools,** **ii. actively monitoring students' progress, and** **iii. reviewing assignments or tests as necessary.**
d) shall ensure instructors facilitate student-to-student interaction which allows students to benefit from the questions and experiences of others; and
e) should ensure students have their webcam turned on, allowing the instructor to facilitate interactions and actively monitor students.
4.5.5 States shall establish requirements for the online asynchronous instruction of entry-level rider education and training. The requirements, at a minimum:
a) shall ensure courses are monitored/supported by program staff;
b) shall ensure there is no commercial marketing or advertising within the actual course content and lessons, other than the course provider's labeling/branding;
c) shall ensure web pages and components (i.e., site map, contact page, orientation section, etc.) are clearly organized and explain how to navigate and use the course;
d) shall ensure students are able to resume from their last verified activity when logging back into the course; and.
e) should ensure the structure of the course facilitates student-to-student interaction, which allows students to benefit from the questions and experiences of others, through asynchronous mode(s) (e.g., blogs, emails, forums, message boards, podcasts, etc.).

4.6 Blended Classroom Instruction
4.6.1 States shall require providers utilizing blended/hybrid delivery approaches to meet the relevant instruction standards for Traditional Classroom Instruction (Section 4.4) and Online Classroom Instruction (Section 4.5) settings.
4.7 Range Instruction
4.7.1 States shall establish standards, requirements, and criteria for training motorcycles used by course participants for on-motorcycle learning activities and practice. Training motorcycles used in entry-level rider training courses shall, at a minimum, be:
a) in safe operating condition;
b) intended for street use by the manufacturer;
c) available for each student participating in the course;
d) physically accommodating to fit varying student statures; and
e) regularly inspected, cleaned, and repaired.
4.7.2 States shall determine personal protective equipment required for participation in the entry-level rider training course, including specifications for personal protective equipment that is:
a) student owned; and
b) provided and maintained by providers.
4.7.3 States shall establish requirements for approved riding ranges. At a minimum, the range shall:
a) be approved by the State program prior to use;
b) have a minimum of 20 feet paved run-off area;
c) have a minimum distance from a permanent obstacle from any path of travel;
d) be secured from incursions and intrusion by other traffic (pedestrian and vehicular);
e) be free of removable obstacles; and
f) be free of hazardous surface conditions when in use.

4.7.4 States shall establish a maximum student-instructor ratio for range instruction, consisting of:
a) two instructors to teach a maximum of 12 students; or
b) one instructor to teach a maximum of 8 students.
4.7.5 States shall establish requirements for student/motorcycle capacity on riding ranges. A minimum perimeter dimension per student shall require:
a) 56 linear feet for 2-wheel (student range capacity is the total linear feet of the perimeter divided by 56'); and
b) 112 linear feet for 3-wheel (student range capacity is the total linear feet of the perimeter divided by 112').
4.7.6 States shall require instructors to supervise students at all times when operating a motorcycle throughout course activities.
4.7.7 States should require providers to keep a maintenance log on each training motorcycle that is available for review during audits.
4.7.8 States should require additional equipment for range instruction. The additional equipment includes but is not limited to:
a) first-aid kit;
b) body fluid kit;
c) a fire extinguisher, at least rated 5-B:C by the Underwriters Laboratories (UL);
d) other safety kits;
e) crash reporting kit; and/or
f) a means of contacting emergency medical services.

5.0 Course Outcome Standards

Entry-level rider education and training prepares the novice rider to begin their riding experience. Gaining practice and exposure with immediate feedback will also help shape their knowledge, skills, and behaviors for safe on-street riding. These standards describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of completing a course. It is important that the outcomes are measured both quantitatively and qualitatively as there are many aspects to ensuring that students understand what is being taught and are able to process the information to build on their beliefs and values.

The three domains of learning are cognitive, affective, and psychomotor. For full learning, in any discipline, all three domains must be learned. All three are particularly important when it comes to the task of riding a motorcycle.

Cognitive learning is demonstrated by knowledge recall, and the intellectual skills: comprehending, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing amount alternatives in problem-solving, and evaluating ideas or actions[3].

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility; ability to listen and respond in interactions with others; and the ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study[3].

Psychomotor learning is demonstrated by physical skills: coordination, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools; or actions which evidence gross motor skills such as use of the body in dance or athletic performance[3].

This section provides standards for:

- Cognitive outcomes
- Affective outcomes
- Psychomotor outcomes

[3] https://www.utoledo.edu/aapr/assessment/Resources.html

5.1 Cognitive Outcomes
5.1.1 The student shall be able to:
a) identify situations in which laws, rules, and regulations apply to the operation of a motorcycle and describe the proper actions to take in response;
b) identify basic concepts required to safely operate a motorcycle on the roadway;
c) list strategies for recognizing and responding to potential hazards; and
d) identify countermeasures for use in crash avoidance.
5.2 Affective Outcomes
5.2.1 The student shall be able to display positive beliefs and values developed throughout the course in regard to:
a) responsible decision-making for the safe operation of a motorcycle;
b) the mental and physical requirements needed to operate a motorcycle;
c) use of personal protective equipment;
d) responsibilities, accountability, and liability of a rider;
e) considerations for interacting with other roadway users;
f) factors that adversely affect riding performance;
g) tasks that require additional skill and experience prior to engaging on a motorcycle; and
h) additional training and the value of life-long-learning.
5.3 Psychomotor Outcomes
5.3.1 The student shall be able to:
a) demonstrate skills for basic motorcycle operation;
b) demonstrate skills necessary for maneuvering a motorcycle on the roadway and in traffic;
c) apply strategies for recognizing and responding to potential hazards; and
d) demonstrate countermeasures for crash avoidance.

Glossary

Administrator – manager (affairs, a government, etc.); having executive charge of.
Reference: 2024 SERTS

Americans with Disabilities Act (ADA) – a federal law that protects the civil rights of people with disabilities in many aspects of public life.
Reference: https://www.ada.gov/law-and-regs/

Assess / Assessment (sometimes referred to as evaluation or test) – the systematic process of documenting and using empirical data on knowledge, skill, attitudes, and beliefs to refine programs and improve student learning.
Reference: https://knilt.arcc.albany.edu/Introduction_to_Educational_Assessment

Asynchronous – not existing or happening at the same time. Allows the student to learn content on their own schedule, within a certain timeframe, usually through online instruction.
Reference: Oxford dictionary and https://online.osu.edu/content-hub/blogs/whats-the-difference-between-asynchronous-and-synchronous-learning

Blended Classroom Instruction – a course being taught with a "mix" of traditional, and/or online learning.
Reference: Adapted from 2023 NTDETAS

Certification – to award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.
Reference: www.tsfa.org

Communication Plan – a document that proposes how to target audiences using marketing communication channels such as advertising, public relations, experiences, or direct mail for example. It is concerned with deciding who to target, when, with what message, and how.
Reference: 2017 NTDETAS

Confidential – spoken, written, and acted upon, etc., in strict privacy.
Reference: www.dictionary.com

Consistent – agreeing or accordant; compatible; not self-contradictory; constantly adhering to the same principles, course, form, etc.
Reference: www.dictionary.com

Content – the subject matter taught in entry-level rider training.
Reference: Adapted from 2009 NTDETAS

Crash Reporting Kit – a collection of tools (e.g., step-by-step instructions, crash report form, witness cards, tire marker, pen, crash notification card, exoneration cards) that help riders and other individuals collect information about a crash for insurance reports, accident registers, and more.
Reference: J.J. Keller & Associates, Inc.

Cultural Equity – consistent, systematic fair, just, and impartial treatment of all individuals while teaching entry-level rider education and training. Course content should be related to all students' cultural context.
Reference: National Association of Multicultural Education

Curriculum – the overall written program of instruction, including classroom and range instruction. Generally required to be approved by the State in which the program is delivered.
Reference: Adapted from 2009 NTDETAS

Disability/Disabilities – any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities and interact with the world around them (e.g., participate in traditional classroom education and/or on-cycle).
Reference: Centers for Disease Control and the Association for Driver Rehabilitation Specialists (ADED) https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html

Driver/Driving Record – includes information about the driver, as well as their driving history, traffic violations, suspensions, tickets, mailing address, and other information.
Reference: AAMVA

Endorsement – issued to a person who can demonstrate ability to operate a motorcycle or motor driven cycle. It is required for anyone who wants to operate a motorcycle or motor-driven cycle on public roadways. This endorsement may not apply to all triple track or autocar type vehicles.
Reference: AAMVA Motorcycle Operator Manual www.aamva.org/getmedia/8e906e6f-9b5c-4a2c-b22e-7905c523e387/AAMVA-Motorcycle-Operator-Manual.pdf

Entry-Level Rider Education and Training Course – the course of study, under the direct guidance of an entry-level rider education and training instructor that, upon successful completion, results in a student having the basic knowledge, skills, and attitudes necessary to operate a motorcycle within the highway transportation system.
Reference: Adapted from 2017 NTDETAS

Evaluate (evaluation) – a systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives.
Reference: https://arcnjournals.org/images/2726145223713511.pdf

Facilitate – an instructor works with learners to monitor progress, attendance, provide training, and assist in learner motivation to achieve instructional goals.
Reference: Adapted from 2017 NTDETAS

Formative Assessment –informal evaluation tools used to understand a student's progress throughout the course (e.g., class discussion, quizzes, and surveys).
Reference: Formative and Summative Assessments | Poorvu Center for Teaching and Learning

Health Insurance Portability and Accountability Act (HIPAA) – a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. The U.S. Department of Health and Human Services (HHS) issued the HIPAA Privacy Rule to implement the requirements of HIPAA. The HIPAA Security Rule protects a subset of information covered by the Privacy Rule.
Reference: Health Insurance Portability and Accountability Act of 1996 (HIPAA) | Public Health Law | CDC

Informative Standards – optional components which utilize descriptors such as should or may. These standards generally support an overall larger standard and support the State in meeting the standard more effectively, which should be met if possible.
Reference: 2017 NTDETAS

Instructional Hours – means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of an instructor, exclusive of breaks and time spent for meals.
Reference: 2017 NTDETAS

Instructor – the person who delivers the curriculum; includes certified or licensed classroom and range instructors.
Reference: 2017 NTDETAS

Instructor Candidate – the person who is receiving training through instructor training courses to become an instructor.
Reference: 2017 NTDETAS

Instructor Mentor – a knowledgeable, experienced, and trusted advisor to give guidance, direction, and support to instructor candidates or instructors.
Reference: Oxford dictionary

Instructor Preparation Program/Instructor Training Course – a State-approved course of study, the completion of which signifies that an enrollee has met all the State's educational or training requirements for initial certification or licensure to instruct entry-level rider education and training in the State.
Reference: Adapted from Education Resources Information Center, U.S. Department of Education https://eric.ed.gov/?id=ED587431

Instructor Trainer – a qualified person offering instruction to qualify individuals as rider education and training instructors.
Reference: Adapted from www.lawinsider.com/dictionary/instructor-trainer

Integrated – classroom and range entry-level rider education and training that are scheduled to include an alternating mix of instruction throughout the duration of the entry-level rider training course.
Reference: Adapted from 2017 NTDETAS

Knowledge – facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.
Reference: Oxford dictionary

Licensing – formal permission from a governmental authority to operate a motorcycle on public roadway, generally given in the form of a motorcycle endorsement.
Reference: Adapted from 2009 NTDETAS

Licensing Agency – the authority in a jurisdiction to issue a motor vehicle operator's license.
Reference: AAMVA

Lifelong Learning – the ongoing formal and informal acquisition of knowledge or skills.
Reference: 2024 SERTS

Mentorship – a structured, one-to-one relationship between an instructor mentor and an instructor or instructor candidate to increase knowledge and build skills toward accomplishing future goals and milestones.
Reference: Adapted from ANSTSE developed 2023

Monitoring – observing and checking the progress or quality of (something) over a period of time.
Reference: Oxford dictionary

Multicultural Education Practices – The ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.
Reference: National Education Association (NEA) www.nea.org

Multiple Learning Segments – a system where combined phases of classroom/theory and range instruction are delivered at different times to enhance learning.
Reference: Adapted from 2009 NTDETAS

Normative Standards – mandatory components which utilize descriptors such as shall, must or will. To meet the standards in full, all normative standards must be included in a State's standards for motorcycle rider education and training programs.
Reference: Adapted from 2017 NTDETAS

Novice Rider – any person new to and/or inexperienced in motorcycling.
Reference: 2024 SERTS

Online Classroom Instruction – classroom/theory portion is delivered via the Internet, synchronously or asynchronously.
Reference: Adapted from 2009 NTDETAS

Professional Development – activities that enhance instructor knowledge and skills and provide an ongoing acquisition of knowledge, skills, and awareness of existing, new, or emerging issues by riding instructors.
Reference: 2024 SERTS

Program – the full scope of delivery of entry-level rider education and training, including both classroom/theory and range instruction.
Reference: Adapted from 2017 NTDETAS
Provider – a legal entity that offers an entry-level rider education and training program.
Reference: Adapted from 2017 NTDETAS

Quality Assurance Program – a process to ensure compliance with State program requirements and promote continuous improvement of the program.
Reference: 2014 NHTSA Administrative Standards

Range – a paved area for practicing motorcycle riding skills during a training course.
Reference: 2014 NHTSA Administrative Standards

Range Instruction – in-person, on-motorcycle instruction.
Reference: 2024 SERTS

Rehabilitation Act – the Federal legislation that authorizes a variety of training and service discretionary grants administered by the Rehabilitation Services Administration. The Act also includes a variety of provisions focused on rights, advocacy, and protections for individuals with disabilities.
Reference: www.ada.gov

Reliable (Reliability) – an index of how consistently a test measures something. For example, if a knowledge test is reliable, a person taking the test twice would be expected to get a similar score both times.
Reference: www.aamva.org

Renewal Period – the period of time for which a certification may be renewed, especially certification given by a licensing board.
Reference: 2024 SERTS

Report – to give or render a formal account or statement of.
Reference: 2009 NTDETAS

Skill – the ability, coming from one's knowledge, practice, aptitude, etc., to do something well; competent excellence in performance.
Reference: www.dictionary.com

Standard – a written definition, program description, limit or rule, approved and monitored by an authoritative agency, professional, or recognized body as an acceptable benchmark.
Reference: Adapted from 2017 NTDETAS

Standardized – to bring forward to establish consistency and uniformity.
Reference: 2024 SERTS

State – the overall authority of the entry-level rider education and training program. While a State may obligate the management to another entity (i.e., contractor), the State is responsible for regulating the program.
Reference: 2024 SERTS

Student-Instructor Ratio – the number of students in comparison to the number of instructors provided for each course.
Reference: 2024 SERTS

Summative Assessment – a formal evaluation of a student's knowledge and skills at the end of the course (e.g., final exam).
Reference: Formative and Summative Assessments | Poorvu Center for Teaching and Learning

Synchronous – refers to a setting in which the instructor and student(s) participate in the instruction at the same time.
Reference: Adapted from 2017 NTDETAS

Theory – while "theory" specifically refers to the general principles of the body of knowledge related to riding, including the ideal set of facts, principles and circumstances for riding, it is sometimes used as a substitute for "classroom" when referring to entry-level rider training - as in "...the classroom or theory portion of entry-level rider training."
Reference: Adapted from 2017 NTDETAS

Traditional Classroom Instruction – the classroom portion of the curriculum is delivered in a physical classroom setting where learners attend in-person lectures and interact with instructors and peers face-to-face.
Reference: Traditional classroom learning | EdisonOS

Training Motorcycle – a motorcycle approved by the State program for use in a motorcycle training course, includes personally owned.
Reference: Adapted from 2014 NHTSA Administrative Standards

Valid (Validity) – an index of how well a test measures what it is supposed to be measuring. Thus, the validity of a rider licensing test is a measure of how well the test indicates that the applicant knows how to be a safe rider.
Reference: www.aamva.org

Waiver – an agreement with the State licensing agency that exempts a person from some licensing tests, usually as a result of a similar test taken elsewhere (i.e., rider education and training course).
Reference: 2024 SERTS

Acronyms

AAMVA	American Association of Motor Vehicle Administrators
ADA	Americans with Disabilities Act
ADED	Association for Driver Rehabilitation Specialists
ANSTSE	Association of National Stakeholders in Traffic Safety Education
COOP	Continuity of Operations Plan
CPR	Cardiopulmonary Resuscitation
DOT	Department of Transportation
EWG	Expert Working Group
GED	General Education Development
GMOL	Guidelines for Motorcycle Operator Licensing
HIPAA	Health Insurance Portability and Accountability Act
HSS	Highway Safety Services, LLC
MSP	Motorcycle Safety Programs
NAMS	National Agenda for Motorcycle Safety
NHTSA	National Highway Traffic Safety Administration
NTDETAS	Novice Teen Driver Education Administrative Standards
SERTS	SMSA Entry-Level Rider Training Standards
SME	Subject Matter Expert
SMSA	State Motorcycle Safety Association
TWG	Technical Working Group
US	United States

ATTACHMENT A

SMSA Guidelines for Establishing State Motorcycle Safety Coalitions

Guidelines for Establishing State Motorcycle Safety Coalitions

A Guideline Document for States to Establish Motorcycle Safety Coalitions

Developed by the National Association of State Motorcycle Safety Administrators

Motorcycle Safety Programs Committee

September 2014

Table of Contents

Introduction

The National Association of State Motorcycle Safety Administrators' (SMSA) Motorcycle Safety Programs Committee was formed to implement projects and activities relating to state motorcycle safety programs. The committee was assigned the responsibility to develop Guidelines for Establishing State Motorcycle Safety Coalitions, in support of SMSA's 2014 Strategic Plan (available at www.smsa.org).

The SMSA surveyed all states to determine whether they use coalitions or other advisory groups in planning their motorcycle safety efforts. A summary of the survey is in Appendix A: Coalition Survey Results and Summary. The SMSA also gathered reference information on coalitions. This information was compiled into guidelines for establishing and managing state motorcycle safety coalitions. Appendix B: Best Practice Examples of State Motorcycle Safety Coalitions provides an overview of Florida's, Texas' and Michigan's motorcycle safety coalitions. It includes a work plan and reference material. Appendix C: Other Examples of State Motorcycle Safety Coalitions provides an overview of other state motorcycle safety coalitions and advisory groups. Appendix D: Ohio State University Fact Sheet Coalition Facilitator Guide provides additional information for coalition facilitators.

The members of the Motorcycle Safety Programs Committee include:

Chairperson	Phil Sause, Maryland Motor Vehicle Administration
Central Region	Joseph Kelly, Michigan Motorcycle Rider Safety Training
Member At Large	Ray Pierce, Missouri Motorcycle Safety
Supporting Member	Lee Parks, Total Control Training, Inc.
Supporting Member	Monty Lish, Evergreen Safety Council
Individual Member	Craig Breshears, Alaska Motorcycle Safety Advisory Committee
Individual Member	Barbara Smart, ABATE of Alaska
Individual Member	Chad Teachout, Michigan Office of Highway Safety Planning
Executive Committee	Stacey "Ax" Axmaker, Idaho ***STAR*** Program
SMSA Staff:	Brett Robinson, Executive Director
	Christie Falgione, Director of Traffic Safety & Licensing Programs
	Andy Krajewski, Project Manager
	Tracy Krugh, Project Specialist

The SMSA is a non-profit organization (501(c)(3)) that provides leadership for comprehensive motorcycle safety programs by:

- Encouraging comprehensive programs
- Providing guidance for adopting and administering policies and standards
- Promoting effective management practices
- Identifying best practices
- Encouraging data collection, sharing and research
- Fostering communication and collaboration
- Influencing national policy and standards

SMSA's mission is to assist motorcycle safety programs, through collaboration and partnerships, to implement comprehensive, data-driven motorcycle safety programs and countermeasures to achieve a significant reduction in motorcycle operator traffic crashes, fatalities and injuries.

What is a Coalition?

A coalition is a group of agencies, organizations and individuals that agree to cooperate and commit resources to achieve a common goal.

Why Create a State Motorcycle Safety Coalition?

States have worked to reduce the risks of motorcycling for almost 40 years. The primary strategies have been rider education and public awareness. Although there have been some successes, motorcycle crashes continue to be a concern. Recognizing that new approaches are needed, states are now exploring more comprehensive approaches to their motorcycle safety efforts. These approaches are based on data, good problem identification and creative thinking. They require collaborating with a variety of public and private partners and implementing long-term action plans.

Administering a comprehensive motorcycle safety program requires an organization that keeps everyone involved, on target and contributing. Creating a motorcycle safety coalition is one approach to managing such a program.

A well-organized coalition permits government agencies, private organizations and individuals to:

- Identify the problems
- Establish common goals
- Communicate, cooperate and commit to a unified action plan
- Identify and share resources
- Distribute "workload" and reduce the possibility of duplicated efforts
- Increase influence and access to:
    - Policy and decision makers
    - Other stakeholders
    - Targeted audiences
    - Media
    - The public
- Develop processes to monitor and evaluate progress

The SMSA has developed these guidelines to assist states in creating and administering their own coalitions.

Coalition Sponsor

A state agency should sponsor the motorcycle safety coalition. The state's Highway Safety Office is usually the most appropriate sponsor. Highway Safety Offices are responsible for the state's Highway Safety Plan. They already have a network of state and community based partners and they manage the highway safety grant funds.

The coalition sponsor should:

- Identify the problems and issues the coalition should address
- Identify the role of the coalition and the expected outcomes
- Designate a coalition coordinator to manage and facilitate the coalition activities
- Identify agencies, organizations and individuals to serve on the coalition
- Maintain the coalition members' contact information
- Plan and facilitate coalition meetings
- Document coalition meetings and activities
- Maintain and monitor the action plan developed by the coalition
- Provide guidance and support
- Serve as the contact point for media, organizations and individuals seeking coalition information
- Serve as the custodian for materials produced by the coalition
- Evaluate the progress of the coalition

Successful coalitions require a great deal of effort. The sponsoring agency must be prepared to dedicate sufficient resources to support the project.

Coalition Coordinator

The sponsoring agency or co-agencies should designate a coordinator to manage and facilitate the coalition. Coalition members need to accept and understand the coordinator's role and duties.

The coordinator should:

- Maintain contact information of all the coalition members
- Communicate frequently with the members to keep them focused and involved
- Provide support to the members and assist in resolving problems
- Inform the sponsoring agency's leadership on the coalition's activities and progress
- Be the contact person for the coalition, especially when dealing with media
- Be the custodian of the coalition's plan
- Evaluate the coalition's progress
- Schedule the meetings, finalize the agenda, facilitate and document the meetings (formal meeting minutes)
- Evaluate the members' involvement and participation to ensure the right people are serving on the coalition
- Ensure deadlines are met
- Finalize and distribute coalition status reports

The coordinator should be committed to the coalition goals, open minded and neutral. The coordinator should see the "big picture" for the state's motorcycle safety effort. It is critical to avoid focusing on only one or two components. Since communication is essential for the success of the coalition, the coordinator should be a good communicator and "people person." The coordinator must encourage partnerships and motivate the members to make the coalition a success.

Coalition Structure

The coalition should have a defined structure. How is it going to operate? What is it expected to accomplish? Should it have bylaws or operating rules? Will membership be permanent or will members serve terms? How long will the coalition operate? How will its efforts be evaluated? How will coalition activities be funded?

The sponsoring agency must develop the coalition structure before soliciting members. The structure will determine who should serve on the coalition. The sponsoring agency may form a steering committee to help with initial planning. This steering committee should define the coalition's role. It should determine expected outcomes and identify potential members.

The sponsoring agency and steering committee should:

- Identify the state's motorcycle safety concerns
- Define the goals of the coalition
- Determine how the coalition will function
- Define the members' roles and expectations
- Identify the agencies, organizations and individuals that are essential for achieving the coalition's goals
- Identify how the coalition activities will be funded
- Develop a process to evaluate coalition members' involvement

Coalition Membership

The coalition membership will determine its success or failure. Inviting the appropriate agencies, organizations and individuals to serve on the coalition is critical. The membership must be committed to the coalition, understand their roles and be willing to dedicate resources to the coalition. *Simply attending meetings is not enough*.

The following are some groups and organizations that should be considered for the coalition:

- Highway Safety Office Regional Personnel
- Department of Transportation
- Local and State Law Enforcement
- Driver licensing and vehicle registration agencies
- Data collection and analysis staff
- Motorcycle dealers
- Motorcycle clubs and organizations

- Rider education sponsors
- Emergency medical services
- Highway and traffic engineers
- Regional and community based advocacy groups
- Media representatives
- Military and national guard

Most agencies and organizations will identify a representative to serve on the coalition. The organizations and the representatives should understand that active participation is expected. The representatives should be interested in motorcycle safety and understand their role. They should be able to commit their organization's resources to the coalition action plan.

Being a long-time motorcyclist is not a critical qualification for a coalition representative. Representatives must have an open mind and the ability to get things done. The coalition should consider creative initiatives and strategies.

The sponsoring agency must remember:

- Members are often employed full-time and have other responsibilities than motorcycle safety.
- Communication is essential for success. Determine the most effective means to communicate with the members and make the communication meaningful.
- Avoid meeting too frequently, for too long or at out-of-the-way locations. Members have other responsibilities and may not get reimbursed for travel.
- Recognize the members' contributions face-to-face, at meetings and with letters of recognition to their supervisors.

Encourage cooperation and communication by making members feel they are part of the team and that their contributions are important. Not everyone can serve effectively on a coalition. Members may need to be replaced. There must be a process for evaluating coalition members' contributions. Members should be given the opportunity to participate and perform. If members are unwilling or unable to be active participants, new members should be selected.

Coalition Meetings

The coalition steering committee should determine the logistics for the initial meeting. The first coalition meeting is critical in establishing the coalition goals and objectives. It sets the tone for future meetings and the functionality of the coalition. All meetings should be well-planned, high energy and informative. They should make the attendees feel part of the team and that they are contributing to the state's motorcycle safety effort.

Coalition meetings should provide the opportunity to overcome potential obstacles to the plan. The meeting organization and environment should encourage the members to participate. Coalition members should be encouraged to discuss issues and make suggestions. Avoid meetings dominated by presentations or "power plays."

The designated coalition coordinator should facilitate the meetings. The coalition members should see the coordinator as neutral, open and trustworthy. The coordinator should:

- Encourage sharing information and resources
- Encourage "brainstorming" and the free flow of ideas
- Involve everyone
- Keep the meetings focused while allowing open discussion
- Be willing to discuss controversial issues while being sensitive to everyone's opinion
- Help formulate and communicate decisions
- Be willing to delegate and share responsibility
- Document all meetings and share the meeting minutes and resources with the coalition members as soon as practical

Meetings should be based on the availability of the coalition members. The agenda should be distributed in advance of meetings for review. If new topics are going to be discussed, the membership should be provided with reference materials prior to the meeting. If members are expected to provide reports, they should be contacted in advance to determine the status of their report and whether they need assistance.

Coalition Action Plan

The coalition must develop an action plan to achieve its goals. Most coalition action plans require ample time to develop and complete. Action plans are seldom completed within one year. Most states develop a three to five year plan. Formulating and obtaining approval for the plan requires effort and time. The plan should be realistic and achievable.

The action plan should identify:

- Problems that will be addressed
- Strategies to address the problems
- Action steps for the strategies
- The organizations or individuals responsible for the strategies
- Timelines for strategies
- Funds needed to complete the strategies
- Sources for funding
- Potential obstacles and solutions for achieving the strategies
- Expected milestones and outcomes
- A process for evaluating the value and effectiveness of the plan

The plan should be reviewed periodically for needed revisions. Regular status reports should inform the coalition members and other stakeholders of the plan's progress.

Hints for a successful coalition:

- Clarify the goals
- Identify the role and responsibility of the coalition
- Select the correct sponsor (s)and coordinator(s)
- Select the right members and partners
- Encourage communication and cooperation
- Be creative and realistic
- Adjust to potential problems and obstacles
- Create and document an achievable action plan
- Evaluate the strategies, action steps and the coalition's action plan

Challenges to Establishing and Maintaining Successful Coalitions

There are some challenges that should be considered when establishing and maintaining a successful coalition. These challenges should not be viewed as barriers. These challenges can be addressed through organization and preparation.

Some challenges include, but are not limited to:

- Commitments from coalition volunteers for sharing of duties and tasks
- Ability of coalition members to attend face-to-face meetings
- Unclear focus or objectives to what needs to be accomplished
- Partners furthering their own agenda rather than the shared agenda of the coalition
- Ability to involve all stakeholders and maintain their interest
- Having too few members or too many members
- Lack of procedures for making decisions and solving disagreements when they emerge

For more information see Appendix D: Ohio State University Fact Sheet Coalition Facilitator Guide.

Appendix A: Coalition Survey Results and Summary

State	1. Does your State have a Motorcycle Safety coalition or a similar organization? If no, Skip to number six.	2. Do you have specific goals the coalition is to accomplish? If yes, please list them	3. Have you devised the structure of the coalition? ex: how long will the coalition exist, meeting locations, meeting frequency and length, decision making processes, meeting agendas, membership rules, etc.
Alaska	No		
California	Yes	Yes: Improve Motorcycle Safety	Yes
Colorado	Yes	Yes: the motorcycle operator safety advisory board's legislative charge is to meet at least quarterly to: recommend training methods to increase safety reduce motorcycle crashes and injuries; recommend training methods to increase program effectiveness; recommend improvements to the program and training; make recommendations on expenditures of fund moneys.	Yes: meetings are held at least quarterly in various locations throughout the state. Agendas are developed by requesting input from members. Advisory board members will be appointed by the executive director of the Colorado Department of Transportation. Advisory board members to be appointed are: two year term positions: two members who represent most vendors; one member who represents retail motorcycle dealers; one member who represents third-party testers; one member who represents instructor training specialists one year term positions: one member who represents the motorcycle riding community; one member who represents motorcycle training providers not affiliated with the program; one member who represents law enforcement agencies; one member who represents motorcycle insurance providers.
Connecticut	No		
Florida	Yes	Yes: To Help implement the strategies and action steps set forth in the Motorcycle strategic safety plan	Yes: There is no limit of time for coalition to exist. We meet quarterly for a total of 8 hours each meeting split into two four hour days due to travel. We discuss the plan and share ideas and we decide as group weather to implement or not (state safety office has final approval) There are coalition rules and responsibilities that are reviewed by all members.
Hawaii	No		
Maryland	Yes	Yes: Create five year plan to improve the safety of motorcyclists on MD roads.	Yes: The MVA has a steering committee. Agendas are planned by this committee. Items to vote on are identified and voted on at the

State	1. Does your State have a Motorcycle Safety coalition or a similar organization? If no, Skip to number six.	2. Do you have specific goals the coalition is to accomplish? If yes, please list them	3. Have you devised the structure of the coalition? ex: how long will the coalition exist, meeting locations, meeting frequency and length, decision making processes, meeting agendas, membership rules, etc.
			Coalition meeting. Future projects are discussed, approved and assigned to committees. Meetings are scheduled by the MVA and locations vary depending on where the Coalition would like to meet.
Massachusetts	No		
Michigan	Yes	Yes: Our Action Team goals are to reduce motorcycle rider crashes, serious injuries, and fatalities through education, enforcement, engineering, and emergency response. Michigan has a responsibility to develop and implement comprehensive strategies such as training programs for motorcyclists, public awareness and education campaigns, emergency medical services education, safety legislation, and making roadway design and maintenance conductive to safe motorcycling. Specific, measurable, attainable, relevant, and time-bound (SMART) criteria will guide in setting the objectives to meet the goals of reducing the unendorsed rider population to 15% by 2016 and to reduce KA's by 3.2% per year by 2016.	Yes: quarterly meetings are held at a specified location and follow a set agenda as well as round table discussion. Many public and private entities and partners attend to discuss items on the set agenda. Michigan has two co-chairs to the team that guide the meetings.
Minnesota	Yes	Yes: Motorcycle Safety Advisory Task Force Operating Policies and Procedures Section 1 Mission Statement The Motorcycle Safety Advisory Task Force represent Minnesota motorcyclists, the diversity of the motorcycling community, and geographic diversity whenever possible. The mission of the Motorcycle Safety Advisory Task Force is to advise and provide input to the Department of Public Safety on	Yes: Section 2 Advisory Task Force Membership The advisory task force shall consist of not fewer than twelve (12) and not more than fifteen (15) members, all serving a concurrent two year term. Members, or their families, may not be officers or directors of the DPS or full-time employees of the DPS or its divisions with direct oversight of, or responsibility for, the MMSP, or its advisory task force; or board members or officers or shareholders of any organization that receives a DPS contract for rider training or public information and media relations. Advisory task force members will be recruited through the

State	1. Does your State have a Motorcycle Safety coalition or a similar organization? If no, Skip to number six.	2. Do you have specific goals the coalition is to accomplish? If yes, please list them	3. Have you devised the structure of the coalition? ex: how long will the coalition exist, meeting locations, meeting frequency and length, decision making processes, meeting agendas, membership rules, etc.
		motorcycle safety issues and operation of the Minnesota Motorcycle Safety Program with the goal of improving the safety of motorcycle riders and their passengers on Minnesota roadways. In carrying out its mission, the task force will focus on three areas which are the responsibility of the Minnesota Motorcycle Safety Program (MMSP), the DPS's mechanism to improve motorcycle safety through the prevention of crashes, injuries and fatalities. These three focus areas are: 1. Motorcycle Rider Training 2. Motorcycle Rider Testing and Licensing 3. Public Information and Media Relations	Secretary of State's Office in accordance with established open appointment guidelines. General member qualifications include: • Endorsed motorcycle rider • Owner of a current Minnesota registered motorcycle • Committed to reducing motorcycle crashes, fatalities, and injuries through training and education • Willing to work cooperatively with the staffs of DPS, other motorcyclists, and interested parties • Willing to give personal time and commit to attending six meetings per year • Willingness to provide personal time for review and preparation for meetings and other meetings as required of the task force All new members will be provided with a copy of the advisory task force policies and procedures, a motorcycle laws card, a task force member contact list, a fact sheet and overview of the MMSP, the most current copy of the Minnesota Motor Vehicle Crash Facts and minutes of the last three meetings. Membership on the task force is completely voluntary with no monetary re-numeration of any kind for mileage and meeting attendance. Section 3 Advisory Task Force Appointees Commissioner's Designee The Commissioner of Public Safety shall appoint a Commissioner's Designee who will be the primary contact to the commissioner and the DPS. The Commissioner's Designee will work closely with the task force to provide information to the task force from the commissioner and the DPS and see that all recommendations are communicated to the commissioner or the appropriate DPS staff. Responses from the commissioner regarding recommendations by the committee shall come directly from the commissioner or the Commissioners Designee or other DPS staff. Appointee shall be a non-voting member of the task force. Advisor The term "advisor" applies to any individual so appointed by the task force to be in attendance at regular meetings to provide specific expertise. Advisors serve at the discretion of the task force and may change as needs for information change. There are no required terms to this position and the position is

State	1. Does your State have a Motorcycle Safety coalition or a similar organization? If no, Skip to number six.	2. Do you have specific goals the coalition is to accomplish? If yes, please list them	3. Have you devised the structure of the coalition? ex: how long will the coalition exist, meeting locations, meeting frequency and length, decision making processes, meeting agendas, membership rules, etc.
			voluntary without financial remuneration. Advisors are non-voting members of the task force. Staff Advisor The Staff Advisor (the DPS Information Officer or a person assigned by the DPS) serves as recording secretary for the task force and is responsible for seeing that meeting minutes, agendas, and necessary background information are sent to members at least one month before the next meeting. It is also the Staff Advisors responsibility to ensure the meeting minutes along with any recommendations are sent to the Commissioner's Designee within seven days after any meeting. The staff advisor shall be a non-voting member of the task force. Special Advisor to the Governor, Motorcycle Relations The Governor of the State of MN has the authority to appoint a Special Advisor to the Governor. This advisor advises both the Governor and the MMSP on issues related to motorcycle safety and motorcycle safety related legislation. Appointee shall be a non-voting member; however he or she may make, and or second motions. Presence of the Special Advisor to the Governor at a Committee meeting shall not affect whether sufficient membership is present for a quorum. Note that we have two advisors from the Minnesota Department of Transportation, one from our state college and university system, which hosts our training courses, one from our Driver and Vehicle Services Division who is the state's chief examiner, a legislative advisor from a lobbying MRO, and the program information officer and administrator from the Department of Public Safety. While we do not have law enforcement advisors, one of the task force members is a metropolitan area police officer and another is a rural county sheriff's deputy.
Nevada	No		
New Jersey	No		
North Carolina	No		
North Dakota	No		

State	1. Does your State have a Motorcycle Safety coalition or a similar organization? If no, Skip to number six.	2. Do you have specific goals the coalition is to accomplish? If yes, please list them	3. Have you devised the structure of the coalition? ex: how long will the coalition exist, meeting locations, meeting frequency and length, decision making processes, meeting agendas, membership rules, etc.
Ohio	Yes	Yes: Reduce motorcycle rider crashes Foster cooperation to achieve common goals like proper endorsement, training and use of protective gear.	Yes: Action team is tri chaired by our Program Coordinator, OHSP analyst, and MDOT analyst membership and participation are by invitation. Meetings last 3 hours and may be cancelled if the agenda or attendance is judged insufficient. 51% majority vote for action team decision.
Oklahoma	Yes	Yes: 1)Develop programs and initiatives to improve motorcycle safety based upon problem areas identified by data analysis 2) Promote multidisciplinary involvement of agencies and organizations responsible for or impacted by motorcycle safety issues in Oklahoma 3) Explore methods for improving and sustaining funding for motorcycle safety and education programs.	Yes: Membership in the MC Safety Committee is established in state statute. Meetings are held every other month with established agendas.
Oregon	Yes	Yes: The committee reviews, proposes, and makes recommendations concerning motorcycle-related legislation as well as serving as a public forum for motorcyclists. It serves to promote motorcycle safety and inform the public about motorcycling.	Yes: The Committee is established by Executive Order from the Governor. Each EO is for a period of three years. The EO specifies number of members, committee focus, elections and meeting schedule. The committee was initially established in 1981 and the EO has been renewed since then.
Rhode Island	No		
Texas	Yes	Yes: Coordinate and organize all efforts of motorcycle safety and make recommendations to government and legislative actions.	Yes: Quarterly meetings with the various committees and an annual forum of all members/stakeholders.
Vermont	No		
Virginia	No		
Washington	Yes	No: Here is the language from the statute which created the board: "There is created a	Yes: Some of this is governed by statute, some by the agency, some by the board itself, and some is not yet determined although the board

State	1. Does your State have a Motorcycle Safety coalition or a similar organization? If no, Skip to number six.	2. Do you have specific goals the coalition is to accomplish? If yes, please list them	3. Have you devised the structure of the coalition? ex: how long will the coalition exist, meeting locations, meeting frequency and length, decision making processes, meeting agendas, membership rules, etc.
		motorcycle safety education advisory board to assist the director of licensing in the development of a motorcycle operator training education program. The board shall monitor this program following implementation and report to the director of licensing as necessary with recommendations including, but not limited to, administration, application, and substance of the motorcycle operator training and education program." The board is currently creating a charter document that should include specific goals and measures.	has been around since the 1980's. This all should be addressed in the charter that is being created.
Wisconsin	Yes	Yes: Reduce impaired riding All riders Class M endorsed Motorcyclists as life-long learners Motorcycle awareness	Yes: How long: Perpetual Locations: Various Frequency: Quarterly Decision Making: Advises Secretary's office Agenda: By members Rules: Member rotation, etc.

State	4. Do you have a plan for ensuring the coalition's vitality? ex: methods for noting and addressing problems, sharing leadership, recruiting new members, etc.	5. How do you interact with your coalition partners?
Alaska		
California	Yes	Monthly meetings
Colorado	Yes: As stated in question three above all positions are term limited to help provide obtain well rounded perspectives from all of the Motorcycle community.	Other than actual face to face interaction during meeting most contact is done primarily via email.
Connecticut	No	
Florida	No	All Coalition members have a voice and all of their ideas are important to me so I listen to them all and we see what we can implement and what we can't interact with some on a weekly basis and sometimes only quarterly for others.
Hawaii		
Maryland	No	Emails and meetings. We have used conference calls, but these have not been that successful.
Massachusetts		
Michigan	Yes: Michigan has developed an "action plan", a living document that all Action Team members can share a roll in and to guide the team in specific initiatives and to work towards meeting those goals set. A lead partner is named in each project to take charge of those specific initiatives that their expertise fit.	Meetings are held every other month and communication is by phone and through email. We also partner up on initiatives.
Minnesota	Yes: Section 4 Meetings Regular meetings usually will be held in alternate months. The months, day, date, time, and location shall be determined by the task force with that information located on the top of each regular meeting agenda. A consideration of the meeting location will be parking and accessibility. All regular meetings will be operated based on Robert's Rules of Order and are considered open meetings. Members of the public are welcome to attend and comment. A specific time will be set aside for public commentary, with public commentary limited to five minutes per individual unless additional time is approved by a majority vote of committee members present. Attendance is critical for the task force to	We transitioned from an informal advisory committee in 2011 to a task force, which in Minnesota is a legal entity governed by statute and created through our Secretary of State's appointment process. We meet bi-monthly and have an annual agenda calendar targets we need to address at each meeting; although there are always other "current" items that are added to each meeting's agenda. Our meetings last two hours, and at this point in time, I'd say we have the best working group we've ever had. Here's our annual agenda calendar. Motorcycle Safety Advisory Task Force General Business Calendar

State	4. Do you have a plan for ensuring the coalition's vitality? ex: methods for noting and addressing problems, sharing leadership, recruiting new members, etc.	5. How do you interact with your coalition partners?
	function. A quorum for voting on all issues will be a minimum of eight (8) members. If a member has more than two absences in a single year, the member will be removed. Section 5 Amendments to the Operating Policies and Procedures The Motorcycle Safety Advisory Task Force Operating Policies and Procedures may be amended in whole or in part per the following procedure: • A proposed amendment needs to be submitted in writing by a member or advisor to the staff advisor to be placed on the agenda of the next regular scheduled meeting. The staff advisor will have written copies available for review by the membership. • At the meeting where the proposed amendment is presented to the task force, the member or advisor requesting the proposed amendment will present information regarding the need for the amendment. • After discussion by the task force, a motion must be made and seconded to place the amendment for a vote at the next regularly scheduled meeting, or any special meeting called by the Chair to address the proposed amendment. • The proposed amendment must be mailed to each task force member a minimum of 30 days prior to the next regularly scheduled meeting, or any special meeting called by the chair to address the proposed amendment. • The Commissioner's Designee will submit the proposed amendment to the Commissioner of Public Safety for comment at least 30 days prior to the next regularly scheduled meeting, or any special meeting called by the chair to address the proposed amendment. • At the scheduled meeting which will address the proposed amendment, a quorum must be present to vote on the proposed amendment. • A motion must be made and seconded to adopt the proposed amendment with discussion to follow regarding pros and cons of the amendment. After discussion is completed, a two-thirds (2/3) majority of all members present must vote in favor of its adoption for the motion to pass. • All amendments also must be approved by the Commissioner of Public Safety. • Upon acceptance by the task force and the commissioner, the Staff Advisor will provide updated copies of the	July: • New member orientation (odd years) • Advisory task force rider training event (even years) • Recommend upcoming campaign theme (even years) • Other items for discussion September: • Review and provide feedback on upcoming motorcycle safety campaign plan • Make recommendations for any new training initiatives November: • Review training report • Discuss/debrief past year's training effort • Discuss/make recommendations for next year's training effort • Other items for discussion January: • Review and provide focus group feedback on creative and upcoming motorcycle safety campaign plan (this meeting or the date may be moved to best accommodate this task) • Review examination and licensing report • Discuss the ride event for the May meeting • Other items for discussion March: • Preview upcoming training season • Preview upcoming safety campaign • Preview upcoming construction season • Finalize ride event for the May meeting • Present upcoming state fiscal year budget • Other items for discussion May: • Discuss upcoming state fiscal year budget and make

State	4. Do you have a plan for ensuring the coalition's vitality? ex: methods for noting and addressing problems, sharing leadership, recruiting new members, etc.	5. How do you interact with your coalition partners?
	Operating Policies and Procedures to all members, advisors, the Commissioner of Public Safety, and the Secretary of State; noting all revisions and their dates on the Table of Contents page. Section 6 Committee Member Code of Conduct • Participate fully by attending meetings and providing constructive input. • Speak your mind succinctly. • Listen and learn. • Be respectful to other meeting attendees. • Avoid distractions and interruptions. • Provide leadership and help keep the committee on topic and on time. • Represent the MMSP in a professional manner when out riding or interacting with other riders.	recommendations • Distribute and provide overview of previous year's finalized crash data • Review and discuss past year's crash data
Nevada		
New Jersey		
North Caroline		
North Dakota		
Ohio	Yes: To anchor the committee the chairs are held by state agency representatives. Team member may propose a new member to the chair who may approve the invitation. The open nature of the action team seems to keep it dynamic	At meetings or outreach and education events.
Oklahoma	No	
Oregon	Yes: The Committee's strategic plan addresses methods for sharing leadership. There is no established plan for noting and addressing problems nor recruiting new members.	Email primarily but also phone and in-person. Each meeting agenda includes a liaison report.
Rhode Island		
Texas	Yes: through the establishments of the various committees which deal with specific areas associated with problems.	I represent the Motorcycle Training Program and provide guidance and seek support for legislative changes to enhance our training program and funding.
Vermont		
Virginia		
Washington	Yes Some of this is governed by statute, some by the agency, some by the board itself, and some is not yet determined although the board has been	During quarterly board meetings and by email. Since they are a board, they are required to follow the state's open public meetings act which

State	4. Do you have a plan for ensuring the coalition's vitality? ex: methods for noting and addressing problems, sharing leadership, recruiting new members, etc.	5. How do you interact with your coalition partners?
	around since the 1980's. This all should be addressed in the charter that is being created.	significantly impacts
Wisconsin	Yes: New blood, new faces, diversified backgrounds Methods: Open discussion, topical projects Recruiting: Special interest, member rotation.	Liaison between coalition and Secretary's office.

State	6. What challenges/barriers do you perceive to establishing coalitions?	7. Does your state have a comprehensive Motorcycle Safety Plan to reduce motorcycle crashes, and fatalities?	8. How do you utilize your state's motorcycle crash/fatality data?
Alaska	Rights groups do not support outside (non-rider) influences in Motorcycle safety.	Yes	We tailor our safety plan based on the data.
California	n/a	Yes	
Colorado	Various members putting their personal agendas aside and focusing on the intent of the board / coalition.	Yes	
Connecticut	We seem to have so many coalitions that potential partners are already burdened.	No	It is used when creating and implementing projects found in our annual Highway Safety Plan
Florida	Not everyone agrees and you must learn to mediate at times but you can't let it get in the way of progress. People must agree to disagree and work on the common goal. That is hard to find at first but once you find the right people it runs pretty smoothly.	Yes	We use it to educate and steer us in the right direction. Sometimes data shows us a different way to go then where we were originally heading.
Hawaii	Lack of participation. Having an extremist member who will prevent constructive conversations and forward thinking and movement.	Yes	We share the information with the relevant agencies such as the training sites, police and public to make everyone aware of our local issues. We also use it as guidance for the SHSP and grant selections.
Maryland	Getting the right people on the committee and avoiding certain groups from controlling the actions and work of the committee	No	Crash information is the foundation of all initiatives
Massachusetts	Indifference, who to partner with, different agendas	No	We show this data at the motorcycle events that we attend. I also use this data to try to change policies and procedures as well as look at what more MREP can do for our target audience.

State	6. What challenges/barriers do you perceive to establishing coalitions?	7. Does your state have a comprehensive Motorcycle Safety Plan to reduce motorcycle crashes, and fatalities?	8. How do you utilize your state's motorcycle crash/fatality data?
Michigan	Most of all is the differences in opinions on what is needed and is best for Michigan motorcyclists in order to prevent and reduce crashes, injuries, and fatalities. Not every member of the action team has the same goals in mind, difference of opinions on what should be done to reduce crashes, fatalities, and injuries. Funding for projects and initiatives is a growing concern. Not many partners at the table bring much funding to the table.	Yes	We continuously review motorcycle crash data to look for trends and correlations to better help us develop our plans and initiatives to address that particular issue.
Minnesota	Since we're a task force, we're a bit more formal than a coalition. We rely on applications to the Secretary of State's Office for the membership selection pool, and while we can encourage people to apply, there is less control of membership than asking people to be a part of a coalition. In a sense, we don't get to invite who we want. However, we do get to select the 15 task force members from the pool of applicants.	Yes	We use it for problem identification, and our task force reviews it and makes recommendations based on the data to guide our next motorcycle safety campaign. We also utilize more detailed information from our FARS analyst for news releases throughout the year. For example, a large percentage of our fatal crashes were running off the road in a curve. Our police accident report does not specifically list that as a contributing factor, but we were able to bring that out in our news releases last year to highlight the need for more training and also for riders to be using better judgment.
Nevada	Need best practices to set it up....and time to do it.	Yes	To determine where to target media.
New Jersey	Organizing and leadership of coalition due to lack of time and support.	No	Just for statistics.
North Caroline	Our office keeps in touch with other interested parties, but we don't have a formal process for meeting.	No	
North Dakota	Keeping the coalition's together if you do not have a specific person paid to do this. We have had Safe Communities Coalitions statewide, trained them, etc., but as soon as we took away the funds the coalition's fell apart.	No	We use the data to determine the type of media plan necessary for the upcoming year and it tells us what area we need to focus on.

State	6. What challenges/barriers do you perceive to establishing coalitions?	7. Does your state have a comprehensive Motorcycle Safety Plan to reduce motorcycle crashes, and fatalities?	8. How do you utilize your state's motorcycle crash/fatality data?
Ohio	The preconception or expectation that everything is fixable and that the team should be impacting and changing what are long standing cultural paradigms instead of providing those of us right here right now to work better together to achieve what is achievable.	Yes	Our crash data drives the programs message each year by identifying the most at risk populations as closely as possible with the current data set. Data analysis drives discussions at action team meeting too.
Oklahoma		Yes	Information is used as needed depending on problem.
Oregon	Some members don't understand how a motorcycle safety program works. For example, some don't get why member outreach to clubs and organizations is important. This may be because it is a Governor-appointed committee.	Yes	Problem identification primarily. We use crash and fatality data in our media campaigns as well as in the rider education curriculum.
Rhode Island	Big Bad Bikers	Yes	
Texas	Texas has had a coalition for about 10 years now with varying levels of members it seems to all rest on about 30 members that has proven to be the backbone of the coalition. Groups/Clubs seem to drop away when personal agendas are not catered too.	Yes	Identify problem areas and or needs and collaborate for effective solutions, additions or changes.
Vermont	None	Yes	This data is not provided to my office on a regular basis so it is hard to provide an answer.
Virginia	Having the state sponsor the program. Former ADM did away with all broads and coalitions. We will see what the new administrator will do	No	We analyze the data and look at way to make the program better.
Washington	Some current barriers are not having all the necessary representation on the board, and a lack of clear direction by the board. Also, since they are a board, they are required to follow the state's open public meetings act which significantly impacts their ability to do any work since they can not discuss board business outside of the quarterly meetings.	Yes	We regularly analyze the data to determine policy changes, adjust training and testing standards, create outreach strategies and plans, create or change legislation, and train instructors on high risk/high consequence riding behaviors. This is just a few examples.

State	6. What challenges/barriers do you perceive to establishing coalitions?	7. Does your state have a comprehensive Motorcycle Safety Plan to reduce motorcycle crashes, and fatalities?	8. How do you utilize your state's motorcycle crash/fatality data?
Wisconsin	Everyone is busy, busy, busy Travel distance Reimbursement for travel expenses	Yes	Countermeasures Goals and objectives Motorcycle awareness

Appendix B: Best Practice Examples of State Motorcycle Safety Coalitions

Three best practice examples of state motorcycle safety coalitions are the Florida Motorcycle Safety Coalition, the Texas Motorcycle Safety Coalition, and the Michigan Motorcycle Action Team which are assisting in implementing the strategies and action plans of the state's motorcycle strategic safety plan and working to reduce motorcycle fatalities, injuries and crashes.

Appendix B includes:

- An overview of Florida's and Texas' Motorcycle Safety Coalitions and the Michigan Motorcycle Action Team
- Florida's Motorcycle Strategic Safety Plan (MSSP) Work Plan

Additional documents related to Florida and Texas' Motorcycle Safety Coalitions and the Michigan Motorcycle Action Team and are included as separate attachments include:

- Florida Motorcycle Safety Best Practices Guide, 2012
- Florida Motorcycle Safety Coalition Roles and Responsibilities
- Florida Motorcycle Strategic Safety Plan (MSSP), 2009
- Texas Strategic Action Plan for Motorcycles, 2013-2018
- Michigan Motorcycle Action Plan, 2013-2016

Overview of Florida's Motorcycle Safety Coalition

The Florida Motorcycle Safety Coalition is led by the Florida Department of Transportation (FDOT) Safety Office. This office was designated as lead because it:

- Is responsible for all statewide traffic safety programs
- Manages all federal grant funds
- Is responsible for Community Traffic Safety Programs (CTSP) and Law Enforcement Liaison (LEL)

The Florida Rider Training Program (FRTP) which is housed at the Florida Highway Safety and Motor Vehicles (FHSMV) has a representative on the Coalition but does not have a leadership role in the Coalition. FRTP is considered a partner.

The Florida Motorcycle Safety Coalition was established in 2008. With the coalition's efforts and mandatory rider education, from 2008 to 2010, Florida achieved a 30.3% reduction in the number of motorcyclists killed and a 21.5% reduction in the number of motorcyclists injured.

The coalition includes representatives from FDOT, the FHSMV, the Florida Department of Health (DOH), state and local law enforcement, emergency management, motorcycle safety interest groups, and motorcycle dealers.

FDOT State Safety Office manages Florida's Strategic Highway Safety Plan (SHSP). The Florida Motorcycle Strategic Safety Plan (MSSP) supplements and expands on the SHSP by providing more detailed objectives and strategies to improve motorcycle safety in Florida.

The Center for Urban Transportation Research (CUTR) at the University of South Florida provides technical and administrative support to the Coalition and assists it with implementing the MSSP. CUTR also oversees the State's motorcycle public information and education efforts, including the development, production, implementation, and dissemination of outreach materials. The CUTR:

- Collects, analyzes and interprets data
- Provides technical and administrative support to the Coalition
- Assists Coalition members to complete assignments and, as needed, manage grants
- Develops, tests and distributes media
- Plans, selects and staffs motorcycle safety events
- Conducts focus groups, observational studies and survey motorist, motorcyclist, rider training providers, RiderCoaches and students
- Drafts reports on Coalition activities and progress on the MSSP

The Coalition meets officially as a group four times per year. The first part of the meeting is dedicated to progress reports from the working committees. The second part is open discussions on motorcycle safety issues and next steps. Coalition members are assigned or volunteered to work on specific working committees.

Once a year, the Safety Office in collaboration with CUTR review the Coalition membership to determine if others need to be added or current members need to be replaced or eliminated. All coalition members are expected to be active participants.

Coalition activities are funded through 402, 405(d) and 405(f) grant funds.

FRTP does not receive any grant funds from the Safety Office. The FRTP activities are funded through the FHSMV operating budget.

The motorcycle priority areas for the Safety Office are speed, impaired operation, protective equipment and motorist awareness. Motorist awareness is included in the priority areas because of 405(f) funds. The Coalition's and the Safety Office's focus is on riders.

In addition to public information activities, law enforcement does do targeted, saturation and high visibility enforcement for motorcycles and motorcyclists. Since speed and impaired operation are priority areas, law enforcement are active participants in motorcycle events and local "bike nights." The Safety Office provides grant funds to law enforcement agencies for these motorcycle safety activities.

The coalition membership includes representatives from the following organizations:

- Florida DOT
- Department of Highway Safety and Motor Vehicles (DHSMV)
- State and Local Law Enforcement
- Institute of Police Technology and Management (IPTM)
- Florida Rider Training Program (FRTP)
- Department of Health
- Motorcycle Dealerships

- Florida Prosecuting Attorneys Association
- Safety Councils
- Emergency Management Agencies
- Motorcycle Enthusiasts Groups

Members of the Motorcycle Safety Coalition will assist in strategic planning and implementation of activities related to motorcycle safety by accomplishing the following:

- Attend Motorcycle Safety Coalition meetings on a regular basis;
- Serve as liaison to member organization;
- Assist with implementing the MSSP;
- Collect and provide appropriate information to the coalition to serve as a basis for decisions;
- Serve as a resource for program activity development;
- Advocate at all levels for effective policies proven to improve motorcycle safety;
- Serve as ambassadors for the work of the coalition and promote its mission whenever possible.

The Motorcycle Safety Coalition activities included: finalizing the MSSP; conducting GIS mapping and trend analyses of motorcycle crashes in high fatality counties; and producing a motorcycle traffic law enforcement video and "Quick Reference Guide to Florida Traffic Laws" (with information on traffic laws, motorcycle licensing requirements, helmet requirements, motorcycle violations, and a motorcycle DUI Detection Guide) for distribution to every law enforcement agency in Florida. In 2011, the Coalition created a Motorcycle check list which listed all laws pertaining to motorcycles in Florida.

The Coalition also created and implemented Florida's first motorcycle impaired riding campaign, "None for the Road," which changed to “Drink+Ride=Lose” in 2013 and the first statewide motorist awareness campaign, "Look Twice, Save a Life." Both featured 60 second public service announcements; print materials; and media campaigns utilizing television, radio, billboards, yard signs and bus stop benches.

In addition, the Coalition hosted a NHTSA Motorcycle Safety Program Coordination training course and NHTSA's Region IV Motorcycle Safety Forum, which brought together a wide variety of safety advocates to learn about the challenges and successes experienced by other states in the region. Further work was undertaken, including: conducting public opinion polls to measure the impact of the first full year of the law requiring the Basic Rider Course (BRC), evaluating the public information and education campaigns, and collecting information on motorcyclists' riding behaviors, developing RidesmartFlorida.com as a tool for all stakeholders in motorcycle safety, and promoting motorcycle safety awareness at major bike events across the state.

From attendance at motorcycle rallies, to public service campaigns, to law enforcement activities, the Motorcycle Safety Coalition has been very active in spreading the safety message. In addition to the increased outreach, many new partnerships were formed. Just a sampling of the new partners include: federal, state and local government agencies; universities across the state; the law enforcement community; motorcycle dealers; riding instructors and trainers; and motorcycle enthusiasts.

MSSP Business Plan
Data and Analysis

Florida's Motorcycle Safety Coalition Work Plan

Goal:	Collect and analyze data on motorcycle crashes, injuries, and fatalities and provide local and state agencies with the best available data, skills, and tools to make appropriate and timely decisions that improve motorcycle safety in Florida. (Leader: **Blake Herter**)				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Identify potential data sources and the agencies responsible for collecting, maintaining, and disseminating motorcycle-related crash data.	1A: List all agencies that compile motorcycle related data, the lag time in compiling the data & how the data are used	List created Y or N	In Progress	C. Lee	C. Lee to develop graphical representation of data. Will be setting up a meeting with DHSMV to clarify data needs.
	1B: Develop partnerships such as, trauma, insurance agencies, and DHSMV, for data sharing	Partnerships created, data exchanged	Completed	B. Herter E. Peters P. Byers	*Partnerships have been developed to facilitate data sharing. New partnerships will be looked at as needed.*
	1C: Identify motorcycle specific information to be added to the Florida vehicle registration form and the Florida traffic crash report	Information elements reviewed	Completed	C. Lee	*Due to new traffic report systems, this has been completed.*
Strategy 2: Identify and prioritize the state's motorcycle safety problem locations and behaviors.	2A: Conduct a "deep dive" into the data to determine locations and other contributing factors in Florida's motorcycle crashes	Report on data dive	Completed	C. Lee	*Deep dive is complete. CUTR currently working on county-level action plans.*
	2B: Continue the data strategy to evaluate the effectiveness of the MSSP as well as individual strategies and actions	Annual progress report/status update	Completed	E. Peters	*Annual report for NHTSA are completed in December of each year and distributed by February of each year.*
	2C: Conduct a study to determine the unendorsed rider population in Florida.	Public opinion survey results	Continuous	C. Lee	Done each year, results distributed in November of each year. Current trend is showing the % of unendorsed motorcyclists is decreasing each year. Will be working with LE to ensure that endorsement status is correctly noted in the crash reports.
	2D: Conduct a study to evaluate the crash experience of individuals obtaining a motorcycle endorsement through the new rider training program.	Report on results	In Progress	C. Lee	The training helps to change people's attitudes towards helmets, PPE, etc. Single vehicle crashes have stayed consistent in the past 10 years. C. Lee is continuing to study newly endorsed riders and crashes.

MSSP Business Plan
Data and Analysis

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 3: Promote inter- and intra-agency efforts to link crash, injury, licensing, violation, and registration records.	3A: Support efforts to promote data linkage		In Progress	E. Peters B. Herter	EMSTARS and DHSMV data are linked. In 2013, DOH will be using a new form for EMSTARS, There is a motorcycle component of the form. Need to work with DHSMV on FIRES data collection. Hope to have better results in July 2014.
	3B: Add endorsement data and training data to driver license records		Completed	R. Graves	
Strategy 4: Disseminate information and data to stakeholders and partners.	4A: Develop channels to disseminate data to motorcycle riders and riding trainees		Continuous	P. Lin D. Schultz	CUTR compiling list of websites for possible outreach with the website. RideSmartFlorida.com is being updated. Once updated, we will add links.
	4B: Support Community Traffic Safety Teams (CTSTs) by sharing information	Meeting presentations, handouts/resources	Continuous	E. Peters J. Steward J. Rouse	Coalition continues to Support CTST outreach efforts. Edie attends CTST meetings and CTSTs encouraged to attend coalition meetings. We distribute materials to CTSTs upon request

- Moved Data & Analysis 2C to Data & Analysis 4B

MSSP Business Plan
Program Management and Evaluation

Goal:	Manage motorcycle safety activities in Florida as part of a comprehensive plan that includes centralized program planning, implementation, coordination, and evaluation to maximize the effectiveness of programs and reduce duplication of effort. **(Leader: Edie Peters)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Develop programs to improve motorcycle safety based on problem areas identified by data analysis.	1A: Maintain a comprehensive list of motorcycle safety programs around the state and promote new programs that address identified problems that are not being adequately impacted by current activities		In Progress	C. Lee D. Schultz	C. Lee to work on compiling a list and graphical representation of motorcycle safety programs around the state.
	1B: Identify model state programs and implement a peer exchange program	1-networking with locals, 2-website, 3- forum	Completed	C. Lee	
	1C: Work with high impact counties to develop safety action plans to address motorcycle crashes, fatalities and injuries.		In Progress	C. Lee E. Peters	We continue working with high priority counties by partnering with the local CTSTs, Law enforcement, and LELs in the area to help promote motorcycle safety.
Strategy 2: Promote multidisciplinary involvement of agencies and organizations responsible for or impacted by motorcycle safety issues in Florida's motorcycle safety programs.	2A: Develop and facilitate a Motorcycle Safety Coalition		Completed	E. Peters	*Accomplished & Ongoing*
	2B: Develop roles, responsibilities, & expectations of Motorcycle Safety Coalition		Completed	E. Peters	
	2C: Continue to reach out to external partners including insurance agencies, trauma centers, military, dealerships, rider groups, etc.		Completed	E. Peters	*Continual effort to reach out to new external partners. Always looking for new partners to help with motorcycle safety.*
	2D: Work with NHTSA to incorporate motorcycles in nationwide campaigns	Partner with NHTSA data & analysis team to gain knowledge/better data collection understanding	Continuous	E. Peters	Partnered with LELs to add motorcycle DUI enforcement into their yearly DUI enforcement campaigns. We also run Drink+Ride=Lose media during those events.
Strategy 3: Explore methods for improving and sustaining funding for motorcycle safety programs.	3A: Assist with identifying funding sources and resources for state and local motorcycle safety programs		Continuous	E. Peters	Always looking for potential funding sources for our partners. FDOT was recently awarded the Demonstration to Promote Motorcycle Helmet Use grant.
	3B: Develop objective evaluation tools that may be used to determine the impact of projects on reducing motorcycle crashes, injuries, and fatalities		Completed	E. Peters	Make sure there's data to support the problem and data to identify the change, utilize data and analysis emphasis team w/ MSC to gain additional insight on problems/changes.

MSSP Business Plan
Personal Protective Equipment

Goal:	Promote personal protective gear and its value in reducing motorcyclist injury levels and increasing rider conspicuity. **(Leader: J. McGinnis)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Communicate the importance of helmet and protective gear use with all stakeholders	1A: Promote educational programs, public service announcements, and the development of educational materials and promotional items that support injury prevention	Continue to update and develop new PPE materials	Continuous	K. Bickford J. McGinnis C. Lee	The FRTP curriculum includes training on PPE. Coalition promotes through outreach and events. In 2014, working on new PSA geared towards PPE. FRTP can assist with PSA distribution through their schools and the DLAP program.
Strategy 2: Educate riders on types of protective gear available.	2A: Provide education on the importance of helmets and other personal protective gear	Continue to update and develop new PPE materials	Continuous	D. Schultz K. Bickford	Working to develop better visuals to show importance of helmets at events. Coalition promotes through outreach and events. The FRTP curriculum includes training on PPE. In 2014, working on new PSA geared towards PPE. Discussed distributing the peer-to-peer video to driver ed programs to target high school students.
Strategy 3: Encourage partners in the motorcycle safety field to lead by example.	3A: Amend contracts with FRTP Sponsors to include a commitment that all instructors wear personal protective equipment at all times when riding and that all sponsors have a quality assurance program in place		Completed	R. Graves	*New FRTP QA Program in place. FRTP & MSF require coaches to wear protective gear to, from, and during training, whether they are teaching or not. Rule 15A-12 replaces all contracts with schools.*
	3B: Regularly conduct quality assurance assessments of FRTP trainers	# of risk assessments, # of penalties being imposed	Completed	K. Bickford	*FRTP has implemented a new QA process. This involves video taping the class and having the rider coach do a self-evaluation afterwards with the video. FRTP will review both the video and self-evaluation and provide the proper level of follow-up necessary.*

MSSP Business Plan
Operator Licensing

Goal:	Ensure persons operating a motorcycle on public roadways hold an endorsement specifically authorizing motorcycle operation. **(Leader: Ray Graves & Kip Bickford)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Reduce the number of unendorsed riders.	1A: Continue distribution of information to registered motorcycle owners who do not have valid motorcycle endorsements or licenses	Amount of information distributed	Completed	D. Schultz C. Lee	DHSMV working on a pop-up reminder about MC endorsement (confirm). Suncoast Safety Council visiting Bike Nights to promote endorsement. CUTR working on new promo items to encourage riders to take the BRC. CUTR working to send out flyers to all motorcyclists regarding endorsement. 2017 plan for the website will have all components of licensing in one place (MyFloridaLicense).
	1B: Encourage universities to implement endorsement requirements before issuing parking permits for motorcycles	Number of Universities that are participating	In Progress	D. Schultz P. Lin J. McGinnis B. Fox	USF has pop-ups during online parking permit purchases that reference endorsements. Working with other universities UF & FSU to add information to freshman orientation packets. B. Fox has been in contact with Hunter Hughes of FSU who has expressed a desire to work with the coalition and have the university promote the coalition and laws regulating licensing and helmet use. It would benefit the coalition to develop a stronger, uniform and cohesive strategy on this for all colleges around Florida.

MSSP Business Plan
Operator Licensing

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 2: Promote distribution of materials supporting the need for proper licensing through dealerships and other partners.	2A: Educate dealerships on their responsibility to inform buyers of motorcycle licensing requirements		Continuous	D. Schultz C. Lee	Visiting dealerships throughout the state in conjunction with the observational project & educating them on RideSmartFlorida.com.
	2B: Develop materials that can be distributed via motorcycle dealerships, insurance companies, and other partners		Completed	D. Schultz C. Lee	CUTR will continue the effort to develop and disseminate materials and will concentrate efforts on gear shops.
	2C: Develop licensing information to distribute each time a motorcycle is registered		Completed	C. Lee R. Graves	CUTR sent out information on endorsement via mailers. DHSMV has a pop-up that reminds motorcyclists about endorsement when registering their motorcycle (confirm).
Strategy 3: Implement steps to ensure the integrity of the FRTP testing program.	3A: Evaluate knowledge and skills tests used for the rider training end-of-course test to ensure they are valid as licensing test to support the motorcycle licensing process		Completed	A. Hydeman	*FRTP working with MSF on new Rider Skills Test (RST) and the BRC update. Florida will be the first state with the new BRC.*
	3B: Conduct quality assurance examinations of FRTP sponsored programs		Completed	K. Bickford	*FRTP has implemented a new QA process.*
	3C: Evaluate language and content of contracts with rider training providers now by rule 15A-12 to identify the responsibilities and penalties for fraudulent activities		Completed	K. Bickford R. Graves	*Administrative Rules are being enforced.*
Strategy 4: Assess the risk of new riders being involved in a crash.	4A: Working on new task for this strategy.			C. Lee M. Welch	DHSMV can provide info on when the endorsement was added to the driver record. Need to better define "new rider". M. Welch to look into making it mandatory to enter endorsement status on crash reports.

MSSP Business Plan
Rider Education and Training

Goal:	Promote adequate rider training and preparation to new and experienced motorcycle riders by qualified instructors at state-approved training centers. (**Leader: Kip Bickford)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Conduct oversight of rider training to ensure it meets the needs of Florida's motorcycling environment.	1A: Provide FRTP with updates and supplemental materials on Florida specific issues for use in training courses		Completed	E. Peters	*Clarification provided by NHTSA team as to what specific issues they identified in FL and what sort of modifications they propose to curriculum and testing. Will be providing PSA's (anti-speeding) to FRTP to distribute at schools.*
	1B: Recommend and provide input to policies and procedures for the FRTP to be evaluated on an annual basis and for on-site administrative audits to be conducted at least annually		Completed	R. Graves FRTP M. Sullivan MSF/CMSP	*Coalition was provided with Rule 15A-12 for review.*
	1C: Conduct a study to evaluate the effectiveness of the Rider Training Program		Completed	C. Lee	*This continues to be done each year and report distributed annually.*
	1D: Increase FRTP staffing levels		Completed	K. Bickford	*FRTP is currently fully staffed.*
Strategy 2: Increase the availability of rider training.	2A: Promote additional training schools in underserved areas	Study counties without training sites and ascertain demand	Completed	R. Graves	*All areas are well covered (FRTP currently has 78 schools). There is not a county in FL that doesn't have a school within 25-50 miles.*
	2B: Promote additional rider coach training	Addressed by number of new RiderCoaches trained in 2009	Completed	K. Bickford	Sponsors are now able to set up their own Rider Coach Preps within FRTP guidelines. Hope to train 60 RiderCoaches per year. FRTP continues to do training as necessary. Currently have 600 active rider coaches, with 1400 on the books able to teach.

MSSP Business Plan
Rider Education and Training

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 3: Promote additional training for experienced riders.	3A: Encourage training by those who were grandfathered in but never took the new training and encourage riders to enhance their skills with the ERE.	Distribute Motorcycle Hangers	Continuous	D. Schultz	FRTP is currently working with MSF to offer the Experienced Rider Education Course (ERE). FRTP would like to work with the coalition on promoting this new course. New BRC will take effect sometime in 2014. K. Bickford will provide new curriculum to the coalition.
	3B: Encourage riders to enhance their skills and target those who received endorsements prior to the law change requiring training.	Distribute Materials promoting training	Completed	D. Schultz K. Larsson	Materials have been developed to encourage experienced rider training. Working with rider groups to encourage riders to attend skills training.
Strategy 4: Communicate the advantages of adequate training.	4A: Add a motorcycle component to driver education curriculums		Completed	R. Graves	A motorcycle component has been added to driver's ed programs curriculum. Need to contact Nicole Wilder regarding driver ed curriculum. Will look in the future to make it more motorcycle-focused.
	4B: Add a motorcycle component to Drug and Alcohol Traffic Education (DATE) course	Recommended w/ TLSAE. This is the required course for all new drivers.	Completed	R. Graves	
	4C: Promote rider training opportunities through coalition partners		Continuous	All Coalition Members	Coalition members participating in numerous events statewide. Currently distributing FRTP materials at events as well. Promoting more on Facebook and the website.

MSSP Business Plan
Rider Impairment and Speeding

Goal:	Reduce the number of alcohol, drug, or speed-related motorcycle crashes in Florida. **(Leader: Mark Welch)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1:Expand existing impaired driver programs to include motorcyclists and motorcycle events.	1A: Address motorcyclists in all statewide impaired driving campaigns	Add to existing DUI campaigns	Continuous	M. Welch D. DeSiato	LE guides and PSA's are on the website; distributing information in impaired driving campaigns. Continuing to work with LE Agencies on including motorcycles at DUI checkpoints. Have incorporated motorcycles into enforcement campaigns coinciding with NHTSA's campaign. Partnered with LEL's to put MC DUI's on their report. Doing checkpoints earlier to capture MCists. Looking to partner with Drive Sober campaign at sporting events.
	1B: Use motorcycle-specific messaging as part of larger enforcement waves and communication efforts		Completed	E. Peters	E. Peters continues to oversee distribution of motorcycle specific messaging and communications statewide. New campaign is Drink+Ride=Lose. Partnered with "All over Media" for better exposer of message. Messaging in bars, restaurants, billboards, truck wraps gas stations etc. during campaigns and large motorcycle events.
	1C: Distribute the detection cues pamphlet and video to targeted law enforcement personnel who have completed SFST training	Distribute LE Quick Reference Guides	Completed	E. Peters	*Quick Reference Guide annually updated and distributed to over 350 police/sheriff's offices annually.*
Strategy 2: Identify impaired riding and speed related trends and allocate funds to appropriately support impairment and speed programs.	2A: Conduct a study to compare motorcycle DUI and speed citations with those of all drivers	FHP has this data, but it is problematic to gather	In Progress	M. Welch C. Lee	30% of the people involved in motorcycle crashes are impaired. Working on the comparison with speed citations. C. Lee to follow up on speeding data.
	2B: Develop a media campaign to address the problems identified in the DUI and speed citation study		In Progress	C. Lee	New anti-speeding PSA has been produced. Initial distribution will be via movie theater advertising.

MSSP Business Plan
Rider Impairment and Speeding

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 3: Develop partnerships.	3A: Partner with bar owners to implement and advertise DUI/speed programs	Partner with bars to distribute materials	Continuous	D. Schultz E. Peters	Partnered with S.A.V.E. program in Hillsborough County and partnered with All Over Media to advertise the Drink+Ride=Lose message in bars/ restaurants.
	3B: Partner with rider groups, motorcycle dealerships, manufacturers, and insurance companies to promote safe riding habits		Continuous	D. Schultz D. DeSiato J. Provenzano	Continuing to promote new and existing campaigns at bike events, bike clubs, etc. Concentrating on identifying rider groups and developing partnerships to disseminate information.
	3C: Promote judicial and prosecutor education and partnerships to improve the quality of adjudication		Continuous	P. Evans R. Graves K. Grube	Annually DHSMV trains new judges and motorcycle issues are covered. Judge Evans and Grube continue to offer motorcycle related training at the Judge's Conferences. Coalition will continue to support this training with handouts. LE have been alerted about DWI scooters. Will be attending the November 2013 Judge's Conference to educate judges on motorcycles.

MSSP Business Plan
Legislation and Regulations

Goal:	Support legislative initiatives that promote motorcycle-related traffic laws and regulations. **(Leader: Winn Peeples)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Educate the legislature and support legislative initiatives to improve motorcycle safety.	1A: Support legislative initiatives for reducing motorist distraction towards motorcyclists while driving	1-Educate thru PSA's such as "Share the Road", push cards, etc. 2-Add Leon County to media buy during legislative session (w/ Share the road messages)	Continuous	D. Brooks	Distracted driving bill passed in July 2013 as a secondary offense.
	1B: Support legislation to increase safe operation of motorcycles	360 Degree Impact/Economic loss showing loss of productivity, state economics, trauma center impact both from a direct and indirect cost angle	Completed	A. Carle K. Grube	Mandatory training was implemented in 2008.
	1C: Support legislation requiring personal protective gear	Promote helmets for all riders and fall back on economic impact/loss to the state (specific to head trauma)	Continuous	B. Fox	No current legislation on this. Continue to educate legislators about the economic impact of motorcycle crashes. Looking for a stakeholder to help educate legislature. New economic impact newsletters have been developed and are distributed through the website and at events. Discussed contacting Senator Huegel. This task must be re-energized in 2014 and beyond. Dr. Byers and Blair Fox initially met with a state legislature who was willing to be a key advocate on passing legislation to make helmet use compulsory. Since that time, Blair Fox and Jim McGinnis have begun working with a state senator from Daytona to educate the legislative body and possibly change legislation.

MSSP Business Plan
Legislation and Regulations

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
	1D: Educate judges on importance of motorcycle safety.	Yearly presentations	Continuous	K. Grube	K. Grube educates each year at the judge's conference. Coalition to provide materials and a simulator at the December Judges Conference.
	1E: Define the specifications of the new quads and trikes to determine how to address the licensing and registration of these vehicles	Offer 3WBRC	Completed	P. Evans K. Grube R. Graves	Those riding trikes must have an endorsement or S-restriction license. P. Evans to follow-up on legislation for health insurance, which could potentially affect motorcyclists insurance. K. Grube working with the impaired driving coalition. R. Graves to send out an alert for field offices to alert them of the difference between the S license and regular MC endorsement.

MSSP Business Plan
Law Enforcement and Emergency Services

Goal:	Ensure state and local motorcycle safety programs include a law enforcement and emergency services component. **(Leader: S. Vanbeber & Cory Richter)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Encourage all law enforcement agencies to develop agency goals specific to motorcycle safety.	1A. Determine a baseline measure of agencies that currently have goals specific to motorcycle safety	Obtain baseline measurement of how many agencies are receiving and utilizing these tools.	In Progress	C. Lee S. Vanbeber C. Kane	The LEL program measures agencies that have goals specific to motorcycles. Roughly 50-60% of agencies have motorcycle-specific goals. Discussed having the coalition develop motorcycle-related policy for agencies to follow. We are currently in a reporting period for all LEL Challenges, Data from these challenges will be available from 2013 by May 2014.
	1B: Increase the number of agencies with goals specific to motorcycle safety	The percentage of increase annually above baseline	Continuous	S. Vanbeber C. Kane	Working with LEL's to increase the number of agencies through their program. Osceola Cty is offering motorcycle training to the general public. Broward County Sheriff's Office to begin offering motorcycle training to general public. Port St. Lucie PD is interested in developing a MC course for civilians similar to Osceola Co SO and has been in contact with Osceola SO. Through the use of LELs we encourage agencies to have goals specific to motorcycle safety but can't make them.
Strategy 2: Incorporate motorcycle safety into law enforcement education.	2A: Utilize "pre-packaged" training for law enforcement	The number of agencies provided with the training	Completed	S. Vanbeber C. Kane	Motorcycle checklists have been developed and are distributed as needed through the website.
	2B: Create a quick reference guide specific to motorcycles with statute references	The creation of a quick reference guide	Completed	K. Larsson S. Vanbeber C. Kane	Quick Reference Guide annually updated and distributed to over 350 police/sheriff's offices in September.

MSSP Business Plan
Law Enforcement and Emergency Services

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 3: Incorporate a motorcycle enforcement component into relevant education and enforcement campaigns.	3A: Include a motorcycle component in all relevant enforcement campaigns both at the state and local levels.	The number of campaigns conducted that include a motorcycle component	Completed	D. DeSiato S. Vanbeber C. Kane	Motorcyclists included in campaigns, such as DUI checkpoints and Law Enforcement Challenge. The checklist created by D. DeSiato is being distributed statewide. DWI Detection Cues have been distributed to LELs. All 22 trauma centers are working with EMS on the prom promise events. Always looking to update/create new training videos. 53% of agencies that participated in the LE Challenge are showing they are doing motorcycle training. Revised next LE guide to include mopeds/gopeds/scooters/etc.
	3B. Conduct high visibility enforcement through sobriety checkpoints and saturation patrols in locations where motorcycle fatalities and injuries are prevalent	The number of enforcement activities held at known problem locations	Completed	D. DeSiato M. Welch S. Vanbeber C. Kane	Encouraging LE to conduct checkpoints earlier and in areas with high motorcycle traffic. Motorcycle info has been added to FLEC, MUC and DUI Challenge to encourage agencies to include motorcycles in their campaigns.

MSSP Business Plan
Law Enforcement and Emergency Services

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 4: Partner with emergency services and trauma centers to provide public education on motorcycle safety.	4A: Identify an EMS spokesperson to promote partnerships	Number of spokespersons enlisted	Completed	C. Richter	*Spokespersons enlisted are the State Trauma Director and an EMS/Injury Prevention Representative.*
	4B: Identify a medical experts to discuss the risks associated with motorcycle riding	The number of experts participating	Completed	P. Byers J. Bacon C. Richter	*Medical experts enlisted are Dr. Patricia Byers and Dr. Schulmam.*
	4C: Address passengers under the age of 18		In Progress	J. Bacon E. Peters C. Lee	Working to break down data for 0 - 18 age group (specifically concerned with ages under 16). Also researching whether they are drivers or passengers. EMS for Children looking to partner with the coalition on an educational initiative "Too small to ride a motorcycle". CUTR will review individual crash reports for breakdown of cases involving minors. At this time, data shows less than 10 cases per year under 15yrs old.
	4D: Develop training for EMS for motorcycle injuries	Number of training sessions per year	Continuous	P. Byers	P. Byers developed "Survive the Ride" training for EMS on motorcycle injuries; training EMS personnel throughout the state. Working with agencies to implement tourniquet policies. Interventions showing statistically significant results with increase in gear usage. Working with IRB in order to do psychological testing of those who've sustained motorcycle injuries.

MSSP Business Plan
Roadway Engineering

Goal:	Incorporate motorcycle-friendly policies and practices into roadway design, traffic control, construction, operation, and maintenance. **(Leader: Fred Heery)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Utilize ongoing resources and best practices provided by the FHWA Motorcycle Advisory Council and other states.	1A: Establish a process for the periodic review of other state programs (state and non-state roads), procedures, and best practices to improve roadway engineering design related to motorcycle safety	Review and amend Plans Prep Manual, Green Book, & Design Standards	Continuous	P. Lin D. Schultz	Various best practice guides have been developed and are available for dissemination. Making Roadways Safer for Motorcycles video is available for additional training. CUTR currently researching crashes on horizontal curves, and will provide an update at the next mtg.
	1B: Examine current practices for maintaining state and local roadway construction, maintenance project areas, permit work and utility accommodation to ensure they are continuously free of debris and surface hazards that may be hazardous to motorcycles	Review 600 series, MOT, and Maintenance Requirements	Completed	F. Heery	UF has updated their training videos and this will be added to their curriculum at T^2. These videos are available statewide.
	1C: Review motorcyclist-specific signage and pavement that alerts motorcycle riders to dangerous areas for motorcycles	Added placard to the new traffic engineering manual	Completed	F. Heery	We do have motorcycle specific signage and pavement that alerts motorcycle riders to dangerous areas for motorcycles.
Strategy 2: Provide a mechanism for sharing information on crash locations and roadway conditions that present potential problems to motorcyclists with highway agencies.	2A: Examine crash data to identify and correct crash contributing factors involving motorcycles and roadway design, maintenance, or treatments	Perform official research that can be used to update design guidelines and standards	Completed/ Continuous	C. Lee E. Peters J. Provenzano	Contributing factors in top 10 crash priority counties have been identified. Currently, the highest contributing factor is human error. Also found that speeding seems to be an issue in high priority counties. Will look to work with E. Peters going forth with her speed program. CUTR will be receiving funding to work on a research grant regarding motorcycle crashes in curves. The research and anticipated implementation of findings could take 2 years.
	2B: Incorporate motorcycle safety considerations into roadway safety inspections or audits	DOT DSE review '02-'07 fatalities; identified "hot spots" Roadway Audits	Continuous	C. Lee J. Provenzano	D7 Road Safety Audits are now including a motorcycle summary (# of crashes in a corridor in a year)

MSSP Business Plan
Roadway Engineering

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 3: Educate the highway engineering and maintenance workforce on roadway conditions that may be hazardous to motorcycles.	3A: Continuing education for engineers to periodically include motorcycle safety design criteria updates	Include motorcycle components in Design Conference Segments	Completed/ Continuous	J. Provenzano F. Heery D. Rhodes	Reach local engineers through CTST meetings. Continue coordination with local maintaining agencies.
	3B: Include a motorcycle component in Maintenance of Traffic (MOT) Training for contractors, designers, and engineers	Include motorcycle components in construction/maintenance training, meetings, or reviews.	Completed/ Continuous	F. Heery J. Provenzano	T^2 has completed the video segments and is working to update the videos. D7 is working to add the motorcycle component to upcoming Work Zone Operation Review meetings, that will act as a pilot other districts can adopt. These meetings with construction personnel and contractors will discuss common work zone deficiencies with local projects.
Strategy 4: Consider motorcycles and their unique handling characteristics when designing and improving highways and structures.	4A: Encourage use of advance warning signs (specific to motorcycles) and pavement markings to warn motorcyclists of changes in pavement in construction zones	Create projects that will actively improve roads for motorcycles	Completed/ Continuous	F. Heery	Motorcycle Placards have been added to the Design Standards. D7 is using the design build push button contract to create a task to improve curve signing on local roads. This will hopefully serve as an example for other districts.
	4B: Continue to monitor/evaluate pavement heights and bridge connections with respect to motorcycle safety		Completed	P. Lin	*CUTR reviewed raised pavement markers and bridge joints and found no current issues. MUTCD just approved the use of orange rumble strips in work zones. Tip card has been developed to promote use of new motorcycle placard.*
	4C: Promote removal of roadway debris that may be hazardous for motorcyclists from the roadway and roadside	CTST to coordinate with local law enforcement for the importance of reporting debris to maintenance, or assisting in removal	Completed/ Continuous	D. Schultz	When roadway debris is reported, then local agencies dispatch street sweepers (due to budget cuts, only dispatched when requested).
	4D: Encourage use of high-traction pavement markings and surface materials for motorcycles during construction	Look at what is being done, what is available, and what could we do.	Continuous	F. Heery D. Rhodes	All markings on state roads require a traction/friction component, but not at the local level. Will need to check on the county level. Edie to check with CTST's about what is being done at the local level.

MSSP Business Plan
Rider Conspicuity and Motorist Awareness

Goal:	Increase the visibility of motorcyclists by emphasizing rider conspicuity and motorist awareness of motorcycles. **(Leader: Joe Steward & Darrin Brooks)**				
Strategy	**Tasks**	**Performance Measures**	**Timeframe**	**Task Leader**	**Current Status**
Strategy 1: Develop a comprehensive master plan of all rider conspicuity and motorist awareness efforts to reduce overlap and expand coverage of messages statewide.	1A: Review other states' efforts and implement an improved rider communications program	A list of other efforts collected	Continuous	E. Peters D. Schultz	Always looking to other states for new ideas. Have new Ride Bright campaign posters.
	1B: Implement effective campaign programs that provide education components addressing conspicuity to improve motorcycle safety	Number of conspicuity components addressed in education campaigns	Continuous	C. Lee J. Steward	New Ride Bright Campaign is being promoted currently through bar media and bus ads, and will continue to be through tip cards, promo items, and PSA's.
Strategy 2: Educate motorists on their responsibility to share the road with motorcycles.	2A: Aggressively market the "Look Twice. Save a Life. Watch for motorcycles." campaign to all	The number of modes of media in which the campaign is promoted	Continuous	K. Larsson D. Brooks	Marketed continually through tip cards, yard signs, & social media. Look Twice messaging has been updated. ABATE continues to promote the Look Twice message. Partnered with the Miami Dolphins to promote "Look Twice" campaign Fall 2013; possibly add a helmet campaign in later years.
Strategy 3: Promote new high-visibility technologies and equipment.	3A: Investigate and evaluate the use of high visibility gear, including modulating and high intensity lights. Publish the results	Include in event surveys	Continuous	C. Lee	Using study on high-visibility gear for educational posters/displays and promotional items. Need to find data on modulating headlights demonstrating their effectiveness.
	3B:Create and implement a survey to measure motorcyclist acceptance of different types of reflective materials	Number of tested	Completed	C. Lee	Event surveys conducted at all bike events. CUTR collecting and coding responses from all surveys distributed. The survey is used as a tool to measure conspicuity campaigns. Recent results show that only 7% of riders wear jacket with reflective properties.

MSSP Business Plan
Communications

Goal:	Develop and implement communications strategies that target high-risk populations and improve public awareness of motorcycle crash problems and programs. **(Leader: Dr. Pei-Sung Lin)**

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 1: Develop a master plan that identifies specific goals, measurable objectives, and evaluation plans for all communications projects dedicated to motorcycle safety.	1A: Develop and annually update a comprehensive plan for motorcycle safety campaigns		Completed	P. Lin D. Schultz	The business plan is the working plan and continues to be updated.
	1B: Develop internet resources to promote motorcycle safety	Promote comprehensive plan on website, through press releases made available on the site	Completed	M. Wells K. Smith C. Lee	M. Wells updates RideSmartFlorida.com regularly. C. Lee updates RideSmart social media. K. Smith updates FDOT social media through Facebook or twitter once a week
	1C: Conduct the rider survey annually and adapt it to trends and recent FDOT, DHSMV, and law enforcement activities	Evaluate findings from annual public opinion survey	Completed	C. Lee	*Done annually.*
	1D: Develop and implement motorcycle safety awareness campaigns and events throughout the year	Distribute PSA's, press releases etc. announcing/identifying campaigns and events pertaining to motorcycle safety	Completed	E. Peters K. Larsson C. Lee	The PSA campaigns in the 2012-2013 grant cycle will focus paid media efforts (Drink+Ride=Lose, Conspicuity, Anti-Speeding, and Look Twice) in high problem areas. Had new avenues of advertising this year: bar/restaurant ads, truck advertising, digital billboards. Also developed new graphics for Drink+Ride =Lose, Look Twice, and Ride Bright.
	1E: Review the list of approved variable message board messages and recommend additional messages related to motorcycle safety	Reviewed and updated in 2009	Completed	F. Heery	Look Twice for MC, and Share the Road are the 2 approved messages. Continue to work with local areas as events occur in their areas. Any new variable message board messages we think of can be submitted to F. Heery for consideration.

MSSP Business Plan
Communications

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 2: Establish strategic alliances with motorcycle safety stakeholders to enhance and broaden communications efforts.	2A: Partner with the Florida Motorcycle Dealers Association, motorcycle manufacturers, and rider groups.	Presentations at meetings (manufacturers and dealership association) to give info/update on the coalition and comprehensive plan. Reach rider groups though exhibits at local motorcycle events, rallies.	Continuous	D. Schultz	Coalition will supply current outreach materials to dealerships. Event surveys being collected throughout the year at various events. CUTR to provide press packets as required. CUTR to follow-up with dealerships to see if endorsement hangers are being utilized. CUTR to research sending endorsement info to those who've newly bought a motorcycle.
	2B: Partner with schools and universities to educate students on motorcycle safety	Develop list of partners. Attempt to implement required endorsement for motorcycle parking on college campuses	In Progress	D. Schultz P. Lin J. McGinnis	CUTR worked with USF, UF, FIU, and Univ of Miami and contacted other area universities on endorsement and general motorcycle safety education. Contacted USF Board of Trustees and got a very positive response. Partnering with UF/FSU to add endorsement information to freshman orientation packet & training at universities for mopeds. Sgt Raulerson from Gainesville PD working on Scooter pamphlet and PSA for UF.

Strategy	Tasks	Performance Measures	Timeframe	Task Leader	Current Status
Strategy 3: Coordinate communications efforts in impaired riding and speeding with statewide high visibility enforcement efforts.	3A: Devote paid media funding related to motorcycles for statewide impaired and speeding saturation enforcement messages	"Drink+Ride=Lose" and "Share the Road" media campaign contracts in place in high fatality counties. Partner with public TV, news stations.	Completed	E. Peters K. Larsson K. Smith	There are currently 3 paid media campaigns for these efforts: “Drink+Ride=Lose”, Ride S.M.A.R.T., and a new anti-speeding campaign.
	3B: Integrate variable message sign campaigns with major Florida bike events, e.g. Bike Week and Thunderbeach	1-Utilize/update variable message board list of approved messages, 2-promote use of motorcycle safety messages w/ highway safety engineers @ AAMVA, AASHTO, RSA training	Completed	P. Lin D. DeSiato	Variable message signs are being used statewide to coincide with major bike events.
	3C: Develop educational tools and materials to be used for social marketing	Develop a "rider responsibility" campaign	Completed	C. Lee K. Smith M. Wells	C. Lee and K. Smith manage all social marketing venues. FaceBook and Twitter are set up as one-way communications currently. Coalition members need to send updates to E. Peters to be posted on the social media websites. Using "Like Our FB" banner at events. RideSmartFlorida.com website was completely revamped in Fall 2013.

Overview of Texas' Motorcycle Safety Coalition (TMSC)

The Texas Motorcycle Safety Coalition (TMSC) was established in December of 2008 by individuals who were interested in forming a motorcycle safety working group to collectively create action steps to reduce the number of deaths and injuries resulting from motorcycle crashes.

The TMSC serves as a public forum for addressing strategies to improve motorcycle safety; discusses effective programs, regulations, and other opportunities to improve motorcycle safety; reviews, proposes, and makes recommendations concerning motorcycle-related legislation; and serves to promote rider safety and inform the public about being aware of motorcycles and sharing the road safely. Representatives from engineering, planning, enforcement, education, emergency response, research, government agencies and organizations, and motorcyclists including riders, motorcycle groups, and organizations actively participate in the TMSC.

The TMSC Board coordinates initiatives and strategic planning for the coalition. The coalition oversees the implementation of the Texas Strategic Action Plan for Motorcycles. TMSC standing committees include Safety Awareness, Education, Legislative, Roadway Engineering and Design, Research, Nominations, Resolutions, and Policies and Bylaws.

TMSC works collaboratively with the Texas Department of Transportation (TxDOT), Texas Department of Public Safety (DPS), Texas A&M Transportation Institute (TTI), National Highway Traffic Safety Administration (NHTSA), Texas Motorcycle RoadRiders Association (TMRA), Texas Motorcycle Rights Association (TMRA2), Texas Confederation of Clubs and Independents (TxCOC&I), and other motorcycle safety stakeholders.

The partnership includes:

- Texas Department of Transportation
- Texas Department of Public Safety
- Texas A&M Transportation Institute

Outreach includes posting the Texas Strategic Action Plan for Motorcycles on www.LookLearnLive.org (a dedicated website to promote motorcycle safety in Texas) to generate awareness and support. Other opportunities include advertising in Texas motorcycle magazines such as TMRA Folly, the Clubhouse, Ride Texas, etc. and through presentations at traffic and motorcycle safety conferences.

Accomplishments of the TMSC include:

- TMSC members comprised the majority of the working group that mediated the requirements of Senate Bill 1967, an omnibus motorcycle safety bill passed in the 81st Legislative session.
- TMSC introduced "I Ride for Tomorrow," a biker's pledge to "ride responsibility, ride sober, ride smart, and ride safe."
- TMSC hosts an annual Texas Motorcycle Safety Forum to bring together safety advocates to discuss current motorcycle safety issues, share information about

ongoing activities, and identify strategies and opportunities for improving motorcycle safety.
- TMSC members participate in promoting motorcyclist safety and motorist awareness at outreach events throughout the state.

Also refer to Texas' Strategic Action Plan for Motorcycles, 2013-2018, which is attached as a separate PDF document.

Overview of the Michigan Motorcycle Action Team

Michigan Motorcycle Action Team consists of local, state, federal, and private partners. Some of their goals include reducing motorcycle crashes, achieving proper endorsement, and the proper training and use of protective gear.

Michigan Action Team is co-chaired by the Motorcycle Safety Program Coordinator, Michigan Office of Highway Safety Planning (OHSP), and the Motorcycle Rider Safety Training Program Coordinator, Michigan Department of State (MDOS). The chairs are held by state agency representatives. The Team interacts with their partners at meetings or outreach and educational events.

The Michigan Action Team's program message is driven by their motorcycle crash data each year. The crash data identifies the most at risk populations as closely as possible with the current data set.

Partnership includes:

- AAA
- ABATE
- Accident Scene Management
- AMA/D14
- American Legion of Michigan
- Detroit Police Department
- Grand Blanc Township Police Department
- Grand Rapids Police Department
- GWRRA
- MDOS
- MDOT
- Michigan Motorcycle Dealers Association
- Michigan National Guard
- MSF
- MSP
- OHSP
- PAAM
- SMARTER
- United States Air Force
- United States Army
- Wayne State University

Also refer to the Michigan Motorcycle Action Plan 2013-2016, which is attached as a separate PDF document.

Appendix C: Other Examples of State Motorcycle Safety Coalitions

There are many state motorcycle coalitions and advisory committees currently in place who are working together to share their experiences, resources, and funding to achieve the goal of implementing comprehensive, data-driven motorcycle safety programs and countermeasures to achieve a significant reduction in motorcycle operator traffic crashes, fatalities and injuries. These states include Alaska, Idaho, Maryland, Minnesota, Oregon, Pennsylvania and Virginia.

- **Alaska Motorcycle Safety Advisory Committee (AMSAC)**

  The Commissioner of the Alaska Department of Transportation and Public Facilities (DOT&PF) established the Alaska Motorcycle Safety Advisory Committee (AMSAC) in 2007 as a means to use knowledge and experienced individuals in the issues of motorcycle safety and roadway operations to advise the department on rider education and training, impaired motorcycle driver enforcement, motorist awareness of motorcycles, road hazards unique to motorcycles, and other matters relating to motorcycle safety. In general, the AMSAC is a review body that provides the DOT&PF with motorcycle highway safety-related recommendations.

  The mission of the AMSAC is to provide a data-based sustainable plan to prevent motorcycle related fatalities and injuries in Alaska.

  Objectives and Strategies of the AMSAC include:

  - Promote rider education and encourage licensing of all motorcycle operators
  - Increase funding for motorcycle safety programs and initiatives
  - Encourage motorcycle operators and passengers to use protective equipment and increase visibility
  - Encourage Motorcycle Operators and Passengers to Use Protective Equipment and Increase Visibility
  - Improve roadway engineering practices for motorcyclists
  - Eliminate impaired motorcycle riding
  - Raise awareness of motorcyclists' safety needs among motorists
  - Educate out-of-state and military motorcycle operators about safe riding

Accomplishments of the Committee:

- Pushed for a bill declaring May as Motorcycle Awareness Month in Alaska then arranged to have the Governor sign it into law at the annual motorcycle awareness rally.
- Convinced AK-DOT to enforce its own regulations regarding non-skid properties of road marking paint. Now all bids must provide testing to guarantee its non-skid substance meets specifications as set forth in the RFP's.
- Worked with Alaska State Troopers to change their policy regarding helmet to helmet communications. Now motorcyclists are legally permitted to use helmet communication systems in Alaska.
- Worked with Alaska State Troopers to produce a Don't Drink and Ride television PSA.

- Purchased and distributed 1000's of Watch for Motorcycles bumper stickers.
- Presented Share the Road safety presentation at the Annual Governors Highway Safety Seminar.
- Advised Alaska Legislators on numerous Motorcycle Safety issues.
- Provided testimony to legislative hearings concerning motorcycle safety issues.
- Attended public functions to promote Share the Road and Watch for Motorcycles.
- Currently working with DMV to recognize several non MSF rider education courses as acceptable to be licensed in Alaska. Currently Alaska only recognizes MSF.

Committee Members
The committee consists of 7 members appointed by the DOT&PF Commissioner, representing motorcycle manufacturers/sales, licensed motorcycle operators and at least two certified instructors of motorcycle safety training. In addition to the seven appointed members, the committee includes the Governor's Highway Safety Representative, one representative from the Division of Motor Vehicles and one representative from state or local law enforcement.

- **Idaho *STAR* Motorcycle Safety Program Advisory Committee Charter**

  The advisory committee consists of five persons representing various interests in motorcycle safety including, but not limited to, motorcycle riding enthusiasts, dealers, and law enforcement personnel. The committee advises the state coordinator and STAR Program Director in developing, establishing, and maintaining the program as well as monitoring program implementation. The committee reports to the state coordinator and program director as necessary with recommendations.

  The advisory committee chairperson is the director of the Idaho ***STAR*** Program. The chairperson presides over the committee, appoints subcommittees, and subcommittee chairpersons when appropriate, and is responsible for taking the committee's recommendations to the state coordinator.

  The chairperson also coordinates and provides for the committee:
  - Meeting agendas
  - Meeting schedules
  - Meeting minutes
  - Staff assistance

  Advisory Committee Objectives
  1. To ensure that the state coordinator and ***STAR*** program director are informed of the views and philosophies of individuals with an interest in motorcycle safety.
  2. To act as a communication channel between the state coordinator, the program director, motorcycle safety organizations, motorcyclists and others with an interest in motorcycle safety.
  3. To make recommendations to the state coordinator and program director on important decisions concerning the Idaho ***STAR*** Program development, implementation, and operation.

Primary Responsibilities
The committee functions in an advisory capacity to the state coordinator and the program director. While considerable importance will be given to committee recommendations, the final disposition of these recommendations rests with the state coordinator and the program director to accept, modify, or reject part or all of the recommendations.

Committee members are expected to participate in Idaho ***STAR*** Program projects and provide reports, as necessary, to the committee.

The committee will:
- Participate, in an advisory capacity, in the selection of an appropriate program delivery format for a statewide motorcycle safety program
- Review progress, problems and findings by the state coordinator and program director

Term of Office
To maintain committee continuity, each appointee will remain on the committee for a period of three years, with staggered appointments of one to three years for the first committee.

Committee Meetings
The committee meets as determined by the chairperson, with no less than one meeting scheduled per quarter. Meeting schedules will be flexible to accommodate the membership and may be held in various locations throughout the state.

Committee Actions
Items resulting in committee action will be reflected by the committee vote. A quorum is required for the committee to vote. The presence of a majority of the voting members (at least 3 of the 5) shall constitute a quorum for all committee voting.

- **Maryland Motorcycle Safety Coalition**

The Maryland Motorcycle Safety Coalition has been in existence since November 2012. The purpose of the Coalition is to develop and administer a five year comprehensive plan to improve the safety of Maryland motorcyclists.

The Maryland Motorcycle Coalition is a diverse group of stakeholder organizations and agencies all of whom share a commitment to motorcyclist safety. Coalition members represent motorcycle rider organizations and associations, motorcycle dealerships, driver safety associations, rider training centers, transportation and traffic safety organizations and agencies, emergency medical service systems, law enforcement, and research.

The mission of the Coalition is to identify critical strategies to prevent crashes, injuries and fatalities that involve motorcyclists. The Coalition is charged with establishing a five-year strategic plan that addresses key elements of motorcycle safety, including:

- Motorcycle Operator Licensing;
- Motorcycle Rider Education and Training;

- Motorcycle Operation under the Influence of Alcohol or Other Drugs ;
- Motorcycle Personal Protective Equipment;
- Legislation and Regulations;
- Law Enforcement;
- Highway Engineering;
- Motorcycle Rider Conspicuity and Motorist Awareness Programs;
- Communication Program;
- Program Management; and
- Program Evaluation and Data

The Maryland Motor Vehicle Administration (MVA) is responsible administering the Coalition. Currently, there representatives from the following organizations serving on the Coalition:

- AAA Mid-Atlantic
- ABATE of Maryland
- Andrews Air Force Base
- Baltimore Metropolitan Council
- Maryland State Police
- Anne Arundel Police Department
- DC, Maryland and Virginia Sports Bike Coalition
- Howard Community College (rider training provider)
- Maryland Chiefs of Police Association
- Maryland Dealers Association
- Maryland Goldwing Road Riders Association
- Maryland and Delaware Riding Association (Harley Owners Group)
- Maryland Institute for Emergency Medical Systems
- University of Maryland, National Study Center
- Prince George's County Police
- Maryland State Highway Administration
- Maryland Highway Safety Office
- NHTSA Region III Office
- Motor Vehicle Administration

The Coalition meets four times per year. The initial priority areas identified by the Coalition were:

- Impaired Operation
- Highway Engineering
- 2014 Public Awareness and Motorist Awareness

At the June 2014 Coalition meeting the initiatives for the priority areas will be reviewed and the next priority areas identified.

- **Minnesota Motorcycle Safety Advisory Task Force**

  The Minnesota Motorcycle Safety Advisory Task Force represents Minnesota motorcyclists and the diversity of the motorcycling community. The mission of the Task Force is to provide feedback to the Department of Public Safety on the operation of the Minnesota Motorcycle Safety Program and motorcycle safety in general in an effort to improve motorcycle safety. The Task Force focuses on three on three areas stemming from the Minnesota Motorcycle Safety Program which are:
    - Motorcycle Rider Training
    - Motorcycle Rider Testing and Licensing
    - Public Information and Media Relations

  The Advisory Task Force has no fewer than twelve (12) and no more than fifteen (15) members who serve a concurrent two year term. These members will be recruited through the Secretary of State's Office as long as established guidelines are met.

  The Minnesota Motorcycle Safety Advisory Task Force holds meetings to interact with their membership which are held publicly. The Task Force also holds meetings to interact with their collation partners. These meetings are held bi-monthly and last for two hours.

  The Task Force use Minnesota's motorcycle crash/fatality data for problem identification. The Advisory Task Force reviews the data and makes recommendations to guide the next motorcycle campaign.

- **Oregon's Governor's Advisory Committee on Motorcycle Safety (GACMS)**

  The Governor's Advisory Committee on Motorcycle Safety (GACMS) is composed of stakeholders from the public and private sector who represent law enforcement, motorcycle clubs and organizations, the Oregon Driver and Motor Vehicles Division (DMV), and ODOT. DMV and ODOT serve as ad hoc (non-voting) members. The Governor appoints the eight members to this Committee.

  This Committee's mission is to advise the Governor and the Oregon Department of Transportation on all aspects of motorcycle safety and motorcycle safety legislation, and to evaluate all State programs that deal with motorcycling. The Committee serves to promote and protect motorcyclists' safety by informing the public about motorcycles and promoting motorcycle education.

  Other responsibilities of the Committee include:
    - Review current and proposed legislation and advise and counsel the Governor;
    - Provide an open public forum for motorcyclists to voice ideas, concerns, or suggestions for
    - improved motorcycle safety in Oregon;
    - Evaluate ODOT motorcycle safety, licensing, and public information programs, and advise and counsel the Governor accordingly;
    - Investigate and respond to constituency concerns regarding environmental hazards to

- motorcyclists' safety, such as highway construction and maintenance, rail crossings, or roadway sealants;
- Conduct hearings, as necessary, on issues affecting motorcyclists' safety;
- Promote and improve motorcycle and public safety.

- **Pennsylvania Coalition of Motorcyclists (PCOM)**

  Pennsylvania Coalition of Motorcyclists (PCOM) is involved in making sure that motorcyclists are protected from discriminatory legislation and in ensuring they have their freedom choice. PCOM also endorses many driver's education programs as well as safety programs that target motorcyclists.

  Mission of PCOM
  - PCOM is involved in sponsoring, raising funds, time, energy & event's to support charities.
  - PCOM are involved in protecting motorcycle access to all roads legally traveled upon by any motorized vehicle. Turnpike toll reduction to one half the charge to autos.
  - Enforcement of covered load laws to reduce damage done to autos and motorcycles by material which falls or blows off uncovered loads.
  - Modification of mandatory helmet law to allow adults the right to choose whether or not they wish to wear a helmet.
  - Endorsement of motorcycle safety programs and driver awareness in driver's education programs.
  - Requiring traffic sensors to record the presence of a motorcycle and replacement of those which currently do not register when only a motorcycle is present.
  - Opposing emissions testing for motorcycles and antique autos.
  - Assisting other rights organizations whenever possible.
  - Opposing any law which seeks to undermine the basic freedoms guaranteed by the Constitution of the United States or which give the government arbitrary power to abuse the rights of individuals.

- **Virginia Coalition of Motorcyclists (VCOM)**

  Virginia Coalition of Motorcyclists (VCOM) is the political action committee founded by Tom McGrath in 1992. VCOM is the only state-based alliance of bikers in Virginia dedicated to defending and promoting all the issues that concern motorcyclists on and off the road – personal liberty, safety, freedom of expression, political recognition, and respect.

  VCOM is an alliance of bikers dedicated to defending and promoting all the issues that concern motorcyclists. VCOM's mission is to solicit support at the state and local levels that will defend and promote the rights of Virginia motorcyclists, and to keep our supporters politically informed, allowing them the opportunity to express their opinions to their representatives when important issues arise.

  Each year, in August or September, VCOM conducts a round table discussion with various groups of motorcyclists to consider a legislative agenda for the coming General Assembly.

In January, after the Legislative Session begins, VCOM holds its annual Motorcycle Lobby Day. In preparation for Motorcycle Lobby Day, VCOM holds a training session the day before. The session is a half day seminar on our issues and how to lobby for our agenda. Motorcycle Lobby Day takes place on the third Monday in January.

Accomplishments of the Coalition

- The right for motorcyclists to use communication devices on motorcycles.
- The right to park two motorcycles in a single metered parking space.
- The right to travel on toll roads or toll bridges without having to pay extra to pull a trailer or having a side car.
- The right to be warned about steel plates in the road by special signs and markings on the plates
- The right to equal access to all roads and parking facilities where taxpayer money was or is used to build or maintain the road or facility.
- The right to use modulating headlights and flashing brake lights.
- The right to handicap plates for motorcycles.
- The right to treat a stop light as a stop sign after two cycles of red in opposing direction or two minutes.
- Abolished the harsh two abreast reckless driving law that prohibited motorcyclist riding two abreast in a single lane or stopping at a light next to each other.
- Banned the use of Motorcycle Only Check Points in the Commonwealth.
- Defeated a bill which would have prohibited anyone under 8 years old from being a passenger on a motorcycle.
- Defeated a bill which would have required multiple lights on the rear of motorcycles.
- Ensured that money charged by DMV for the M endorsement goes into a special fund which can only be used for motorcycle training classes.
- Made mandatory the inclusion of Motorcycle Awareness as a component of all Drivers Ed curriculums in the Commonwealth.

Members of the Coalition

- Jim Cannon, Director and lobbyist for Virginia motorcyclists, instructor with the Virginia Rider Training Program
- Tom McGrath, Founder, motorcycle lawyer for Motorcycle Law Group
- Matt Danielson, Lawyer for Motorcycle Law Group, Lobbyist for motorcyclists in Virginia

Appendix D: Ohio State University Fact Sheet Coalition Facilitator Guide

CDFS-2

Charles H. Bell
Penne Smith

Coalitions and collaborations don't just happen. They come about because of a common problem and goal. But it still takes a person (or small group of persons) to provide the impetus to bring a group together and start things moving.

This person (or persons) may or may not also assume the role of facilitator.

The facilitator conducts meetings, is able to bring diverse ideas together, and also helps the group in working toward mutually identified and achievable goals. Also, the facilitator should be perceived by the coalition participants as trusted and neutral.

- ROLE OF THE FACILITATOR

The most important role of the facilitator is to lay the groundwork for trust to grow as the partnership develops. Openness and informality, the absence of "power plays," and sharing ideas help create on-going relationships. The facilitator builds a foundation of trust and commitment by:

- Teaching people to think in new ways about sharing information and resources.
- Establishing brainstorming sessions to allow all ideas to flow without worrying about methodology.
- Helping tie together various comments questions and concerns raised in discussion.
- Being sure everyone is aware of decisions being reached.
- Involving the "quiet" people during the meetings.
- Being process and goal oriented. Keeping the meetings and discussion focused on the objective of the group. Being alert and sensitive to the fine line between diversionary and related helpful discussion.
- Discussing controversial issues thoroughly. Rather than pushing things through, attempt to reach a consensus.
- Being aware of decision-making processes and those used by other coalition members.

- QUALITIES OF FACILITATORS

If the coalition is to succeed, the facilitator must recognize the usefulness and importance of sharing with others across and within systems. Qualities of a successful facilitator are:

- A positive mental attitude, especially when people predict failure before the project is given a chance to succeed.
- Strong commitment to the goals of the group.
- Ability to listen and reflect on what was presented.

- Neutrality. If controversial issues arise he or she needs to ensure everyone in the group has equal opportunity to express their views in an atmosphere of comfort and confidence.
- Awareness of what is not being said and how to have it stated.
- Awareness of when to facilitate and when to participate.
- Ability to "seize the moment." When to conclude the discussion and move to the next step by consensus.
- Good interpersonal communication skills including equal treatment and listening.

FACTORS WHICH INHIBIT COALITIONS

- Competitiveness.
- Dominating rather than shared leadership that discourages group decision making.
- Inflexibility in scheduling meetings and activities.
- Lack of understanding about how schools and community agencies operate.
- Hidden agenda for personal advancement.
- Cynicism about the advantage of information sharing.
- Time constraints and pressure to "push things through" without giving adequate time for discussion to work through conflicts.
- More emphasis on talking than listening.
- Preferring to do things alone rather than spending time negotiating.
- Prescribing actions for a partnership (coalition) from the top down.
- Lack of procedure for making decisions and solving disagreements when they emerge.

A TIP FOR THE FACILITATOR

Keep a journal. It can:

- Track the process of coalition development. It will help analyze, compare and determine overall progress.
- The abilities of the facilitator can determine the success of a coalition group. Walking the tightrope of neutrality, developing trust, and guiding the group toward consensus goals will go a long way toward having a successful coalition.

A COMMITTEE IN DISGUISE

Starting and maintaining a coalition is no big mystery. It is similar to starting and maintaining a committee where there is a need and people interested in finding a solution. The United States started as a coalition of colonies with a need (problem) and people interested in finding a solution.

Though the functions of a committee and a coalition are very similar, the word "committee" may need to be avoided. Negative comments have often been made about committees. For example: "The camel is just a horse put together by a committee." "The fewer committee meetings the better." "Too much of my day is used up in useless committees."

- ELEMENTS FOR SUCCESS

  - **Common Goals**-What is the expressed need (or "problem equals . . .") the group agrees is a priority. What is the desired change? These need to be understood by all involved.
  - **Communication**-Use common language that everyone can understand. Avoid professional jargon. Each member needs to know what is taking place and what is expected. For example, minutes of meetings should be distributed to all members.
  - **Each Member is Important to the Coalition**-Each participant should be able to perceive themselves as an important part of the whole, contributing to its success.
  - **Opportunity to Participate**-Each member should have input into goals, methods and decisions, as well as discussion.
  - Ownership-Feeling a part of the coalition and responsibility for some action is an important result of participating in the decision-making process.
  - **Delegation**-Delegate to each entity a part they can control. That provides an opportunity for individual accomplishments as well as contributes to the overall success of the coalition.
  - **Efficient, Effective Meetings**- Keep the meetings moving toward the agreed goals. Each should show progress toward the overall target(s) and participants should recognize this progress when they leave.
  - **Process and Pattern**-Establish a format for conduct of meetings and decision-making early in the development of the coalition.
  - **Shared or Situational Leadership** -It is important that many persons or groups share leadership responsibilities.

While attention to group goals and objectives is essential, developing and maintaining committees and coalitions is also an interpersonal process. This requires close attention to group process and skills.

- SUMMARY

The principles that relate to effective coalition functioning coincide with the principles of effective committee functioning.

- YOUR ROAD MAP TO SUCCESS

Before you start a trip, you may need a road map to tell you how to get to your destination. A coalition also should have a plan for how they want to meet their goals. This fact sheet will help develop your plan as a coalition, to be successful.

This fact sheet will:

- Provide a process for coalitions to develop a course of action for establishing realistic goals/objectives.
- Provide a method to accomplish realistic goals set by the coalition.

• CHARACTERISTICS OF GOALS

It is important that members of the coalition keep certain characteristics in mind as they develop goals. As each is developed, put it to the test. Does it include the following characteristics? Goals must be:

- **Believable**-They should describe situations or conditions that the coalition believes can he achieved. Avoid the "pie-the-sky" goals that members do not believe nor find possible to do.
- **Attainable**-It should be possible to do the goals in the designated time.
- **Tangible**-The goals should he capable of being understood or realized.
- **On a Timetable**-A completion date should he included in the goal statement.
- **Win-Win**-The goals must allow all members of the coalition to be successful.

After the goals have been established, allow the members to review them before they are written in final form. Input and acceptance is a vital ingredient to successfully accomplishing the group's goals.

• ESTABLISHING COALITION GOALS

By the time goal setting takes place members or organizations should have already participated in a needs assessment. From this the group:

- Develops a list of priorities (worksheet on brainstorming) .
- Shares what problems or needs are being addressed by their agency/organization (individual goals.
- Identities group goals. Finds new problems to address and enhances present work on problems.

Group goals need to be a blend of individual goals. It is vital that all members of the coalition participate in goal development. This will:

- Help meet member’s needs and interests.
- Show how individual action can lead to group goals.
- Stimulate cooperation and commitment.

It is also important for all coalition members to:

- Allow each group member to keep their identity and specialties. Draw on each other's strengths.
- Not allow hidden agendas to jeopardize the work of the coalition. Members should be honest, up-front and willing to modify their ideas for the goals of the coalition.
- Recognize everyone for their involvement. A coalition is a cooperative effort to address a problem and the same is true for the recognition.

- TURNING GOALS INTO ACTION

It is vital for the coalition members to write the group's goals. Goals that are in one's head are merely dreams, but written goals are a commitment.

Goals are turned into action by working from the long term to the short term. Decide what must be done and in what order. Next decide what will be done during a specific period. Design small specific bite-size programs and activities that support the short-term goals. If order is important decide a sequence for your activities. These questions will help:

- Where does the group want to be in one year? Six months?
- What "bite-size" programs or activities will move the coalition toward this position?
- What program or activity should be done at the next meeting?

- SUMMARY

The general goal of a coalition is the positive change in people and programs. By developing sound goals the coalition will have a road map that will enable you to address issues of today and tomorrow.

Structure - Construction of a Coalition

- CDFS-11

Penne Smith
Charles H. Bell

Structure may refer to the form by which the collaboration accomplishes its mission. The people, who lead, participate in and eventually implement the activities of interagency initiatives, affect the growth and development of joint efforts.

The coalition is essentially a mechanism for increasing the power or leverage of groups or individuals. The object is to get more out of the coalition than is put into it.

Situations, although difficult or impossible for the individual to overcome alone, can be dealt with simply and rapidly by acquiring the right allies. This is coalition building.

Begin by analyzing the problem: What do you want to achieve? Who can help (or hurt) your efforts? What are the rewards for becoming part of a coalition? What action is needed to meet the objectives?

A coalition should be structured to:

- Involve all key players.
- Choose a realistic strategy.
- Establish a shared vision.
- Agree to disagree in the process.
- Make promises that can be kept.
- Build ownership at all levels.

- Institutionalize change.
- Publicize successes.

• WHO SHOULD INITIATE A COALITION?

The initiating organization will experience success in effecting collaboration if it can show the credibility of the employees and their commitment to collaborative efforts. Those who form the coalition must develop a loyalty to the core group that is strong enough to cope with competing pressures from their organizations.

Obviously, no collaborative experience is identical with any other. The greater the functions complement (as contrasted to being similar) the collaborative venture and the individual members, the greater the likelihood of cooperative action.

• SUPPORT FOR THE COALITION

The social and political climate in a neighborhood or community is the first factor likely to influence an interagency initiative.

Bringing key decision makers into the coalition at the beginning gets them interested in the issue. It also helps keep it alive through constant visibility with community leadership and the press. Involving key decision makers gives credibility to the project.

Three fundamental items are needed by coalitions to develop enough political power to influence change- unless, of course, one has a lot of money with which to buy access and influence. The key ingredients are information, numbers of people and widespread coordinated activity. Coalitions need information- about what is or ought to be proposed, its implications, the alternatives, the forces on both sides of the issue, and so forth.

Ask policy-making boards locally or statewide to support your coalition efforts. You may want to:

- Obtain agreement on plans.
- Develop awareness of services within agencies within the local community.
- Involve officials in problem-solving.
- Seek advice and evaluation.
- Share planning, implementation and local support received.
- Ask elected officials to endorse policies and plans.

• WHO SHOULD BELONG TO THE COALITION?

Collaboration begins with the selection of resource people who have experience in dealing with the particular issue and understand the common goal. They have the authority and power to influence change and the energy and enthusiasm for keeping the momentum alive.

Initial contacts usually work best if they are between agency administrators. This follows protocol and allows the administrator to delegate the responsibility. It avoids the administrator hearing about the contact from someone lower in the agency, becoming suspicious and defensive, and scuttling the effort before it begins or initially putting it on bad footing.

Broad-based representation- including youth -is critical. Failure to establish mutual goals and objectives is a major reason collaborations fail. Collaboration rests upon the principle that each person has something to offer.

Traits like patience, persistence, initiative, flexibility, risk-taking, empathy, self- assurance and self-realization are critical to working in a collaborative relationship with others.

Begin by determining all the natural allies- individuals or groups who share the concern and support a similar position. Continue by seeking all types of persons, groups and social structures likely to be affected by the issue or position taken both affirmatively or negatively. Do not forget to include all potentially interested and civic-minded groups who might stand to gain indirectly by supporting the issue or constituents.

- HOW TO RECRUIT MEMBERS

The first thing one must know to work with another agency is what it is and does. Face-to-face meetings can address the initial unknowns and allow staff from both agencies to get as much detailed information as necessary.

Building upon existing efforts saves time, resources and creates strong working relationships.

Develop a strategy for selling potential members on the idea of organizing a coalition around issues. The organizer must be clear about how the members of other organizations, their public image, their organizational goals, and so on will be enhanced by involvement in the coalition.

One must be prepared to discuss with each potential member organization the following issues:

- The relationship of this coalition to issues or activities already undertaken or contemplated by the organization.
- Evidence that the issue to be pursued by the coalition is best served through a coalition rather than through existing organizational efforts.
- The immediate and long-range consequences for the public, government, beneficiaries and so forth.
- The specific impact the organization is likely to experience because of the coalition effort and the effect it will have on the coalition.
- The major decisions that must be made about the coalition and its goals.
- An assessment of the resources (staff, financial, in-kind) available to and necessary for the coalition to function adequately.

If you are not familiar with or have a negative impression of another agency, the first step is to become acquainted. The main objective of an initial contact is to open communication.

Finally, another way of identifying groups is by administering a community information questionnaire. This also gathers data about the political, social, economic and power bases in the district. This information could serve as a starting point for determining the constituencies from which coalition members will be recruited.

• KEEPING THE MOMENTUM ALIVE

Formally-organized coalitions have a governing board that establishes policy and generates funds. To maintain credibility, the board's composition should represent all community segments the coalition wishes to embrace.

Once the board is established, a common practice is to form committees to oversee the coalition's projects. Tasks can be allocated among committees that enlist the help of additional participants.

There is yet to be a collaborative effort that functions perfectly, but there is encouragement. Collaboration is a new growth area that is stimulated the more it is practiced.

• FORMAL VERSUS INFORMAL COALITIONS

Once agencies decide to work together, they also must agree on whether their coalition will be primarily cooperative or collaborative in nature.

A collaborative strategy is where the need and intent is to change the way services are designed and delivered throughout the system. In communities not yet ready for collaborative partnerships, initiatives to coordinate existing services offer a reasonable starting point for change.

Three types of collaborative missions exist: service-oriented, where direct services are provided; system-oriented, where efforts are targeted at improvement of the service delivery systems; and dual mission, which encompasses both service and system initiatives. Service and system collaborations differ radically.

Designed to address immediate needs and to improve tangible services, service collaborations chart more circumscribed, easily-accomplished tasks than those generally undertaken by system collaborations. Feedback is more immediate, gratification quicker and impact more visible. Conversely, the accomplishments of system collaborations' tend to be longer in process, more abstract and less visible. Thus, evaluation needs to discern carefully among service, system and dual mission efforts, with attention to their differing challenges, timeliness, processes and outcomes.

• MAINTAINING THE COALITION

Flexibility is the essential condition of a successful collaboration. No matter how carefully goals are defined at the outset, they are routinely challenged, making goal reassessment an ongoing necessity. Early "fiascos" or "aborted efforts" demand flexibility in responding to failure and the re-contouring of collaborative activities. The most effective collaborations appear to be strengthened, not defeated, by disappointments and challenges.

Coalitions need to exist only as long as it is useful to its members. But, when it disintegrates before achieving its goal, it usually has fallen victim to one of these defects:

- Failure to keep members informed about the policies and actions of the organization. Lack of information is a prime reason for believing the coalition has been ineffective and therefore for dropping out. To keep the information flowing, it is often necessary to publish newsletters, set up telephone networks or hold frequent discussion meetings-even when no decisions have to be made.

- Lack of interim rewards for members. The failure of a coalition to show some concrete results short of ultimate victory often discourages its members. To provide interim reinforcement, it may be necessary to sponsor social events: boat cruises, hayrides, cocktail parties and picnics. Important public figures, such as local office holders, may be asked to attend these activities to show support for the coalition's goals. Such gatherings are essentially surrogates for more tangible rewards, but may work well as stopgap measures.
- Loss of key leaders. An organization may develop a serious vulnerability if one dominant leader prevents others from sharing power. In a well-structured alliance, the leadership role is diffused so the loss of any one person would not be fatal.
- Serious irreconcilable splits over the coalition's direction. Such splits may suggest the coalition was weak to begin with, perhaps because it lacked requirements for cohesion, such as ideological ties. Splits tend to occur during moments of crisis when two seemingly attractive policy alternatives present themselves, or a frustrating defeat is suffered.
- Change conditions. When circumstances arise that were not present when the coalition was formed, it may be unable to adapt. It perishes because its members recalculate the costs and benefits in light of the new circumstances, and the results encourage defection.
- Delay. Unless a coalition is intended to be permanent, the members expect it to achieve its main objective within a reasonable time.

• RECORDING MEETINGS

A decision should be made early in the planning to set up a mechanism for sending out notices of meetings and recording and distributing meeting minutes. Keeping meeting minutes is important to communicate key ideas that have been discussed, document resolutions and record other important actions.

It is not always possible for everyone to attend all the meetings, so minutes should always be sent to the members. Keeping everyone informed about how the coalition is developing will do a great deal to keep communication channels open.

• USE OF VOLUNTEERS

The greatest pool of unused resources for meeting human service needs is the pool of untapped volunteer time and energy. The Gallup Poll shows that the majority of Americans above the age of 14 are ready and willing to give volunteer time for community service.

Every day volunteers and other social practitioners and people-helpers develop innovative, creative and experimental ways to help their clients. Usually, however, they have no way to document their new practices. They simply exchange them verbally and informally, and many get lost. It is estimated that thousands of inventive social practices are lost each year for lack of a good way to share them.

Organizations using volunteers need to develop methods for bringing these social inventions to light. A cross-agency conference could bring together volunteers in a particular field, such as those working with 16 to 21 year-olds. They can share what they have found to be successful in working with this age group. Someone can record each respondent's name and address and his or her successful practice, so it can be used by others. Such a conference is also a good way to

begin or strengthen collaboration between agencies, as it demonstrates their interdependence and enriches them both.

- SUMMARY

The people or groups recruited into the coalition, the support for and where this support comes from in the community and the design form the structure of the coalition. These need to be planned with purpose so the coalition can be a successful venture.[1]

[1] Bell, H. Charles., Smith, Penne. Coalition Facilitator Guide. *Ohio State University Fact Sheet.* *http://ohioline.osu.edu/bc-fact/0002.html*

ATTACHMENT B

SMSA Guidelines for Motorcycle Safety Related Data Collection

Motorcycle Safety Related Data

A Guideline Document for States to Collect Motorcycle Safety Data

Developed by the National Association of State Motorcycle Safety Administrators

Motorcycle Safety Programs Committee

December 2015

Contents

Executive Summary

The National Association of State Motorcycle Safety Administrators (SMSA) developed *A Guideline Document for States to Collect Motorcycle Safety Data* as an introduction to data collection for State motorcycle safety efforts. The Guideline combines information from SMSA State members and professionals who gather and analyze data in various State programs. This document will assist agencies and individuals involved in motorcycle safety activities to identify information they need, who collects it and how it can be used for planning; to assist in the allocation of resources and evaluating motorcycle safety efforts.

Since rider training is the predominate motorcycle safety activity in most States, the majority of data files and fields are associated with gathering course, licensing, vehicle registration and crash information. Many States already collect this information, but may not have integrated it into their motorcycle safety efforts. The Guideline Document identifies the data files and explains why specific data fields are important.

This project included an electronic survey of State motorcycle safety programs. Twenty-nine States completed the survey. The information gathered through the survey was helpful in determining the information that States are collecting at the present time. This survey also help identified where States may want to improve upon their current data collection efforts.

The SMSA appreciates the effort from the States that completed the survey and thanks Cindy Burch and Tim Kerns from the Charles “McC” Mathias National Study Center for Trauma and EMS, Shock, Trauma and Anesthesiology Research – Organized Research Center for developing and summarizing the survey, and Dr. Chanyoung Lee from the Center for Urban Transportation Research at the University of Southern Florida for his ideas and guidance.

Motorcycle Safety-Related Data

Accurate and up-to-date information (data) is the foundation for making good decisions related to problem identification, countermeasures, program evaluation and resource allocation. Without good information (data), decisions may be based on anecdotes, opinions and personal biases. Before trying to fix something, it is critical to accurately identify what needs to be fixed. Information (data) quantifies what needs to be fixed and helps determine which implemented solutions were effective. Information (data) alone does not solve the problem. Information enables the program manager to focus resources and efforts to achieve maximum success.

There is no ideal universal data model that will work for every State or program due to technological, structural and political differences. Program managers need to determine the data elements that are needed for accurate problem identification and evaluation of projects or programs. Working with data collectors and users will help develop an effective and usable data collection and analysis process.

Here are some questions a program manager should answer before developing a data collection and analysis process.

- What information is needed?
- Why is this information important?
- Is this information already being collected and by whom?
- How can this information be obtained?
- Who will collect, organize, analyze, interpret, store and communicate this information so it may be used?
- How often is this information needed?

All States have an elaborate traffic records data collection system and a Traffic Records Coordinating Committee (TRCC). The TRCC is a group of data system owners, managers and users that work together to improve data breadth, depth and quality. Modifying or creating new data systems can be expensive and take some time. Working with the TRCC members will help identify the best approaches for collecting and analyzing needed information.

Although access to real-time and linked data across several disciplines would be ideal, it is not always necessary. Even data collection systems that are electronic and “real-time” still require some lag time to conduct quality control efforts. Allowing time for review, correction and confirmation of collected information helps ensure the accuracy of the information. Periodic downloads that can be accessed for *ad hoc* or scheduled reports should provide the program managers most of the necessary information for problem identification and evaluation of their programs.

Collecting, organizing, analyzing, interpreting and presenting data requires special knowledge and experience. Not everyone can do these things. Some States employ in-house trained analysts and others contract with outside organizations such as a university or research organization to collect, analyze, interpret and store data. These organizations can dedicate

resources to develop and manage the data system. They can create standard, periodic and *ad hoc* reports, provide interpretation of the findings and other support to the program manager. This model has been proven to be very effective and efficient because it is a collaboration of several disciplines. Data analysts concentrate on statistics, report the information and empower program managers to implement effective countermeasures.

SMSA Data Survey

SMSA surveyed its State Members to determine the information they are collecting and how it is being used in their motorcycle safety efforts. Seventeen State Members responded to this survey. The results of this survey are in Appendix A.

Rider Training Data Collection

Every State motorcycle rider training program has a course registration system. Some are managed by the State and others by the training centers. These systems generally collect personal, course and completion information. Everyone certified or licensed by a State to provide rider training courses should be collecting the same information through the course registration process. Ideally, there would be a universal centralized course registration system managed by the State agency responsible for managing the rider training effort.

A central collection and storage system allows this information to be analyzed and used for problem identification, planning and evaluation. Allowing a variety of course registration systems with different data fields makes it difficult to sort information, draw conclusions and implement data-driven changes. For example, if one registration system collects years of riding experience and another does not, it may not be possible to understand if previous experience is related to a student's success in a course.

All the survey respondents reported using rider training course registration information for planning. The data fields used in all the survey respondents' course registration databases were name, address, course location, course type, course dates (start and completion) and instructor ID. Other important data fields not being collected by all the respondents include:

- date of birth (13/14),
- driver license number (13/14),
- current licenses/endorsements (7/14),
- currently owns a motorcycle (1/14),
- reason for taking course (2/14),
- riding experience (4/14),
- previous training (2/14),
- number of times/types training completed (5/14),
- license or license waiver issued (4/14).

The following are suggested data fields for a universal, centralized course registration system.

Data Field	Guidance	Rationale
Enrollee's name	Most course registration systems collect the enrollee's name. The name that appears on the enrollee's driver's license is the preferred name. Nick names or abbreviated names can interfere with data extractions.	The driver's license name is the "official name" recognized by the State and more specifically by the States driver licensing agency. It is the name that will appear on citations, crash reports, court actions, and vehicle registration documents. It may also be the name used by insurance companies.
Enrollee's address	Most course registration systems collect an address. This address should be the one that appears on the driver's license. Individuals do provide incorrect addresses.	An address also helps identify a specific person and usually appears on vehicle registration documents, crash reports, driver license files, citations, and court documents. An address can be used for surveys and to plot residence against crash and citation location.
Date of birth	Not all course registration systems collect the enrollee's date of birth. Date of birth will allow the tracking of the enrollee's age beyond the completion of a course. It will also help with linking the course record to the driver license record if other information is incorrect.	A specific way to record the date of birth should be created. Generally, following the process used by the States driver licensing agency is the best approach.
Gender	This can be gathered with a check box.	This information helps identify the training customer and can help identify trends in who enrolls.

Data Field	Guidance	Rationale
Driver's license status	Does the enrollee have a motorcycle learner's permit, full license, regular car license or CDL? And is the license valid (suspensions or revocations)?	This information can usually be gathered with a simple check-off list. It may also help identify why an individual enrolls in a course.
Course enrolled in	The course descriptions need to be accurate and consistent.	Knowing the course or courses an individual enrolls in will help determine the most popular course and the experience the individual is seeking.
Training center where the course of conducted	Most course registration systems collect this already.	
Dates of course	Most course registration systems collect this already.	
Reason(s) for enrolling in course	This can be collected through a drop-down check-off list with a space for comments.	This helps identify why individuals enroll in rider training. This information is helpful for planning and justifying a rider training effort.
Motorcycle ownership	Does the enrollee currently own or have access to a motorcycle? Ideally, the year, model and size of the motorcycle is helpful. Collecting the registration tag number and VIN could be beneficial.	Motorcycle ownership can be a motivation to complete the course and demonstrates the enrollee is reasonably serious about getting involved with motorcycling. It also may help in determining course offerings. Enrollees with a motorcycle may not always need the basic course. More than likely they will have some riding experience.
Previous training and riding experience	This may be collected through a check list. The categories must be clear and easy to understand.	The enrollee's may have previous formal or informal training and some riding experience. This helps identify who may be

Data Field	Guidance	Rationale
		enrolling in the courses. Ideally, knowing where they completed training, the type of training, and type of riding experience can help identify your customers.
Phone numbers	Remember, some individuals do not provide accurate phone numbers. This is probably a small group. Since course enrollment and possible notification of course changes depend on an accurate phone number, most individuals provide a correct phone number.	Phone surveys can be a good tool to gather information regarding participants and their opinions.
Email address		Email is a method to gather information from the course enrollees and can support a rider training evaluation process.
Driver's license number	Most courses collect this information. This identifier is the most accurate way to link the person back to their license and/or vehicle registration file.	This information is very helpful with linking to other data sets (i.e. crash, citation, etc.) for outcome research.

Course Completion

Data Field	Guidance	Rationale
Course code and unique identifiers (training center, course number, etc.)	Course name or description must be specific.	This will identify the most popular courses and if the enrollee completes several courses.
Date course was completed	Most States already collect this information.	
Instructor(s)	Instructors' ID – who taught the course.	This helps if evaluation of the instructor is warranted.
Knowledge test score	Pass or fail should be avoided. Raw scores	This will help establish pass rates and provide

Data Field	Guidance	Rationale
	(numeric) are easier to match and track. There should also be an indicator that the knowledge test score passed or failed the required criteria.	indicators if the knowledge test should be revised. This may also help in predicting enrollee riding experience and behavior.
Skills test scores	Ideally, the cumulative raw scores for each skill activity should be collected. There should also be an indicator that the skill test score passed or failed the required criteria.	This information can help identify skill development issues and possibly enrollee riding experience and behavior.
Completion certificate number	These certificates are used to obtain a motorcycle license. The certificates should be tracked and documented in the driver license file.	This helps track certificates issued and submitted for a license and helps reduce the potential for duplication and fraud.
Attendance	The course completion section of the system should be able to track: • No shows • Drop outs • Counseled out • Completed but no license waiver Tracking total hours completed may also be beneficial.	This information may also be used to evaluate rider behavior.
Make up testing	All make up tests include number of tests, scores and completion status.	Repeat testing could prove to be a valuable indicator regarding the course's difficulty and the type of individuals enrolling in the course.

Motorcycle Licensing

All motorcycle licensing information should be tracked and maintained in historical (never deleted or over-written) files. Individuals moving into the State and obtaining a motorcycle license without completing rider training are still motorcyclists in the State and have valuable information. Most of the survey respondents reported incorporating driver licensing information into their analyses.

The following are suggested data fields that should be included when analyzing motorcycle licensing.

Individuals Moving into the State with a Motorcycle License

Data field	Guidance	Rationale
Name	Most driver license systems collect this information automatically.	This can be helpful with outcome analyses and research.
Address	Most driver license systems collect this information automatically.	This can be helpful with outcome analyses and research.
Date of birth	Most driver license systems collect this information automatically.	This can be helpful with outcome analyses and research.
Gender	Most driver license systems collect this information automatically.	This can be helpful with outcome analyses and research.
Date of application	Most driver license systems collect this information automatically.	
Previous state's license	The name of the State and that driver license number should be collected.	This would help in gathering historical information regarding the applicant and driving record information.
Number of years the applicant held a motorcycle license	The applicant can estimate the time or the State's license may indicate the original issue date.	Historical information regarding a motorcyclist being licensed in a new State is helpful in evaluating behaviors related to experience.
Currently own a motorcycle	A checklist – yes or no.	This may help predict future involvement with motorcycling and help identify those who ride but do not own a motorcycle.

Data field	Guidance	Rationale
Type of motorcycle owned	Although this will appear in the vehicle titling and registration files, not everyone titles or registers a motorcycle immediately.	This would help determine active motorcyclists and allow researchers to understand any behaviors that are unique to the type of motorcycle ridden.
Training	Did the applicant complete formal or informal training? When, where, and type of course?	Many applicants will have completed some type of training. Understanding the training they received will help track trained and untrained motorcyclists.
Testing	Was the applicant required to complete and pass any testing additional State licensing tests to obtain a full license? The type of testing required should be identified and the number of attempts needed to pass the testing.	This will help evaluate the rider behavior and possibly correlate with crash and citation outcomes.
New driver license number and types of licenses held	The new State's driver license number should be recorded, as well as the types of licenses held (car, CDL, etc.). Most licensing systems automatically collect this information.	

New Applicant – Never Held a Motorcycle License

Data Field	Guidance	Rationale
Name	Most driver license systems collect this information automatically.	This can be helpful with outcome analyses and research.
Address	Most driver license systems collect this information automatically.	This can be helpful with outcome analyses and research.
Email address	Although not always collected, this information is helpful.	This will be useful for follow-up contact and surveys.

Data Field	Guidance	Rationale
Phone number	Most driver license systems collect this information automatically.	This will be useful for follow-up contact and surveys.
Date of birth	Most driver license systems collect this information automatically.	This will be helpful with outcome analyses and research.
Gender	Most driver license systems collect this information automatically.	This will be helpful with outcome analyses and research.
Date of application	Most driver license systems collect this information automatically.	
Motorcycle ownership	A checklist – yes or no.	This will help identify those who ride but do not own a motorcycle.
Type of motorcycle owned	Although this will appear in the vehicle titling and registration files, not everyone titles or registers a motorcycle immediately.	This would help determine active motorcyclists and allow researchers to understand any behaviors that are unique to the type of motorcycle ridden.
Training	Did the applicant complete any formal or informal training?	
Knowledge test score and attempts	The raw test score number, pass or failed indicator and the number of attempts to pass the knowledge test are important. There should also be an indicator that the knowledge test score passed or failed the required criteria.	This will help establish pass rates and provide indicators if the knowledge test should be revised. This may also help in predicting enrollee riding experience and behavior.
Date permit issued	This information is typically recorded.	Helpful in determining length of permit stage before license is obtained.
Date(s) of skill testing	The dates and scores for each skill attempt should be collected.	This tells how many attempts it took to obtain a license, if the applicant never completed the licensing process, and time between each testing session.

Data Field	Guidance	Rationale
Type of licensed issued	Regular two wheel motorcycle, three wheel, other.	This is important to identify if the person was properly licensed if/when they are involved in a motorcycle crash or receive a citation.
Date motorcycle license issued.		Helpful in determining length of licensure before receiving a citation or being involved in a crash.

Vehicle Registration

Every State titles and registers vehicles operated on public roadways. The data fields for the vehicle titling and registration files should be reviewed and understood. In some States, the vehicle titling and registration files are separate and not stored in the same agency. The business rules for these separated files may be unique to the agency managing the file and affect your ability to obtain or analyze the files.

Almost all of the survey respondents reported using this data for some purpose or activity (15/17).

The following data fields should be considered when analyzing motorcycle titling and registration.

Data field	Guidance	Rationale
Owner and co-owners names	Several individuals may own a vehicle and if the vehicle titling and registration files are managed by an agency other than the driver license agency, the name requirements could be different.	This helps identify owners that do not ride, riders that do not own or when they are the same individual.
Owner and co-owners address	This information is typically collected.	This is useful for follow-up contact and surveys.
Email address	Many States have moved to emailing vehicle registration notices.	Email addresses can be used for contacting and surveying motorcycle owners.

Data field	Guidance	Rationale
Motorcycle insurance	Many States require the name of the insurance company, broker name and insurance policy number.	
Vehicle identification number (VIN)	This information is typically collected.	This can be used to link to other data sets that include vehicle-specific information for analysis.
Title number	This information is typically collected.	
Manufacturer	This information is typically collected.	This can be helpful for outcome analyses that incorporate motorcycle make and model.
Engine size	Engine size is usually on the Certificate of Origin and is recorded on the title. Engine size normally is recorded on all titles for a motorcycle or any other vehicle.	Helpful for outcome analyses that incorporate engine size as an indicator of power.
Date of title and registration	This information is typically collected.	This helps identify if the motorcycle was registered at the time of crash involvement or if a rider receives a citation.
Mileage at registration or transfer of title	Recording mileage is a legal requirement.	This can help determine exposure.
Previous State where motorcycle was titled and registered.	Ideally, the State name and registration tag number should be collected.	This may help with data linkage between States when files are available.

Crash Reports

Each State captures information about traffic crashes on at least one crash report form. The form is typically based on NHTSA's Model Minimum Uniform Crash Criteria (MMUCC) guidelines. However, States may modify the crash report to meet specific needs identified by stakeholders who are typically members of the State TRCC. Modifying a State's crash report can be time-consuming, expensive and difficult so recommendations to that effect should be carefully proposed and be supported with evidence. As more States move to electronic crash reporting, revisions may be done in a quicker fashion and additional data fields added, but the introduction of new/different data fields will affect trend analyses.

Probably the most informative part of a crash report is the incident narrative. This section usually provides details that may not be available or be missed in some of the other data fields. Some States have supported special projects to review and analyze the crash report narratives. Generally, this is only done for fatal motorcycle crashes or a small sample of other types of crashes due to the time it takes to review and document the information in a narrative. There are also some concerns regarding the protection of personal information. Since the narratives may include valuable information, periodically reviewing the fatal and injury-producing motorcycle crash reports should be considered if access is granted. Since those narratives may include that personal information, special permission may be required to view the reports. States that have done such reviews have been able to better define their motorcycle crash problem. These periodic reviews could also help to identify key data elements that possibly could be coded and considered data fields for ongoing analysis. In most States, the TRCC is involved in developing and revising the States motor vehicle crash report. If revising the State's crash report is too expensive and time-consuming, consideration should be given to creating and using a supplemental report for motorcycle crashes.

Almost all survey respondents (16/17) reported using crash report data for analytical purposes. All the respondents identified the following variables in their state crash database:

- crash date/time
- driver date of birth
- gender
- safety equipment use (driver and passenger)
- vehicle make

Not all the survey respondents were aware that crash severity (11/14) and first harmful event (9/14) are included in the crash database. Understanding the variables collected in a crash report will help analyze the information and support accurate problem identification.

Data Analyses

All of the data sources discussed above are valuable to program development and evaluation but not all are available or required to effectively conduct a program. Depending on the accessibility of information within a State, the most appropriate and

beneficial data needs to be identified. Of the seventeen survey respondents, the majority reported using data for problem identification and program evaluation purposes, which are critical components to a successful program. Only six reported using data for resource allocation, which is strongly encouraged. Once the problem is identified, data should drive funding decisions so the money is placed where it can do the most good. Almost all respondents reported preferring to view information as numbers or graphs/charts, most likely because visual representations of information may be easier to share with partners.

Less than half of the survey respondents reported using citation or medical information. However, almost all the respondents identified an interest in using citation data. Citation information may be used to identify operator behavior and to measure enforcement activities. For example, if crash data indicates impaired operation is a concern, checking citation and adjudication information may determine if more enforcement initiatives are needed. Survey responses indicated there is an interest in doing observational surveys regarding the use of protective riding equipment and expanding the crash report to include more information about the use or non-use of that equipment. Determining how to accurately and consistently collect protective riding equipment could require some additional discussion and study.

Most respondents knew where to find national data. Unfortunately, that information is focused on fatal crashes only (Fatality Analysis Reporting System – FARS) and does not include information on injury or property damage crashes involving motorcycles. However, most respondents (13/16) also knew where to find detailed State-level crash data. Almost all States have analytical resources to assist with data needs and twelve of the respondents knew which agency to contact in their data needs.

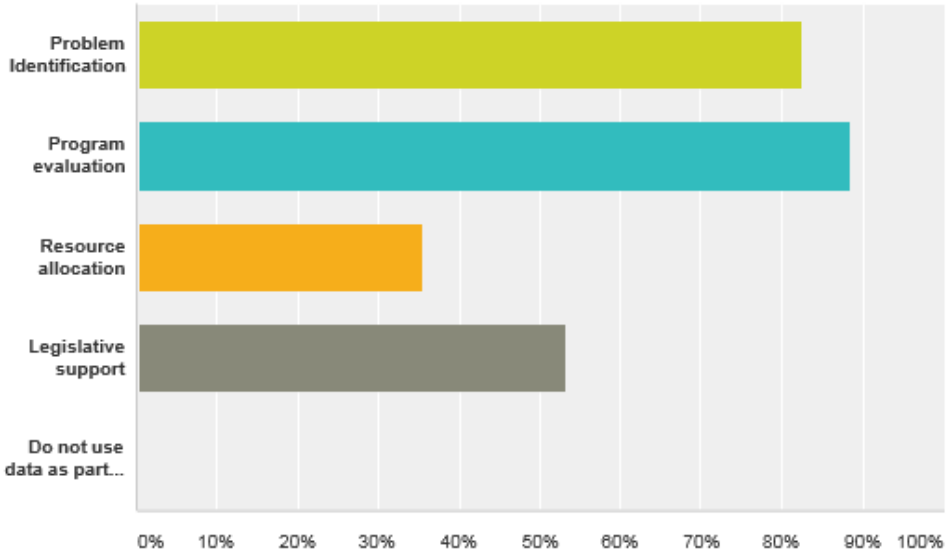
Acknowledgements

The SMSA thanks the seventeen State members who responded to the Data Survey. Your information helped identify data that is collected by State motorcycle safety programs and how it is used. The SMSA also thanks Cindy Burch and Tim Kerns from the Charles “McC” Mathias National Study Center for Trauma and EMS, Shock, Trauma and Anesthesiology Research-Organized Research Center for their support and for developing and summarizing the survey, and Dr. Chanyoung Lee from the Center for Urban Transportation Research at the University of Southern Florida for his guidance.

Appendix A: Results of the Data Survey

Q1 Do you currently use data as part of your job? If so, for what purpose? (Check all that apply)

Answered: 17 Skipped: 0

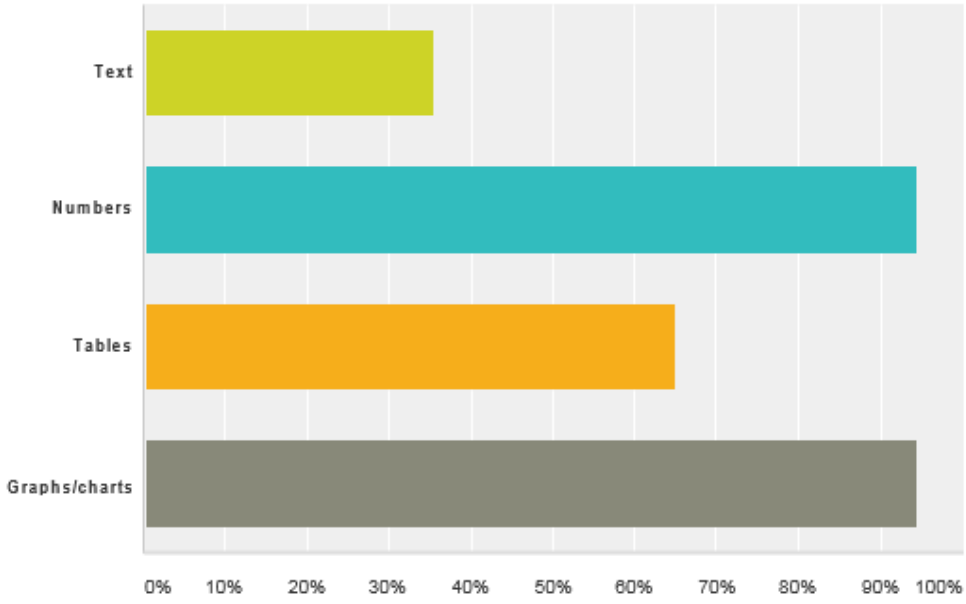


Answer Choices	Responses	
Problem Identification	82.35%	14
Program evaluation	88.24%	15
Resource allocation	35.29%	6
Legislative support	52.94%	9
Do not use data as part of job	0.00%	0
Total Respondents: 17		

#	Other (please specify)	Date
	There are no responses.	

Q2 How do you prefer to view information? (Check all that apply)

Answered: 17 Skipped: 0

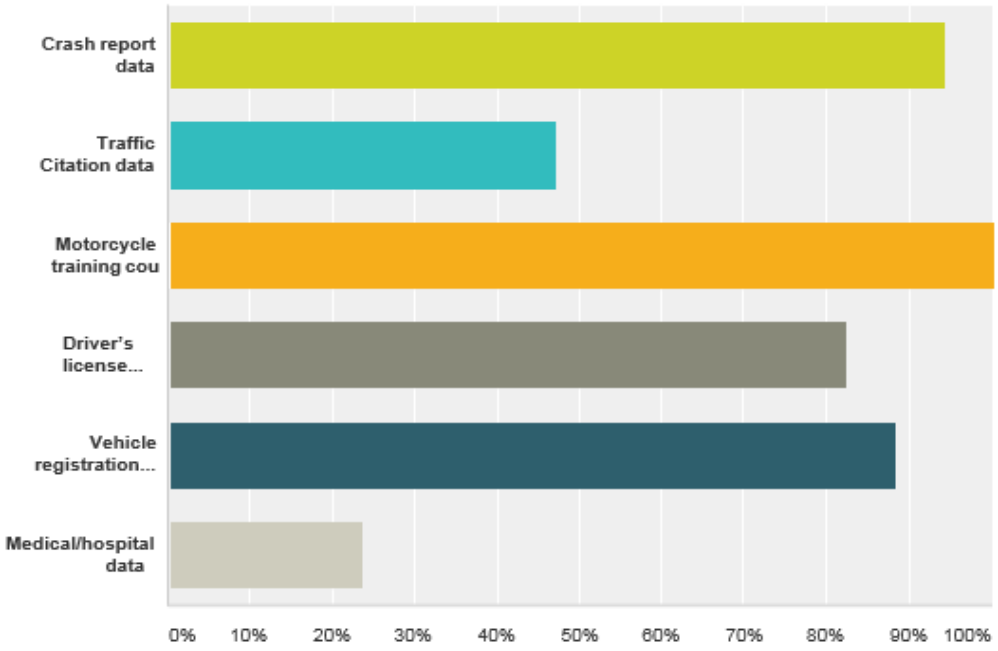


Answer Choices	Responses	
Text	35.29%	6
Numbers	94.12%	16
Tables	64.71%	11
Graphs/charts	94.12%	16
Total Respondents: 17		

#	Other (please specify)	Date
	There are no responses.	

Q3 Which of the following types of information HAVE YOU USED? (check all that apply)

Answered: 17 Skipped: 0

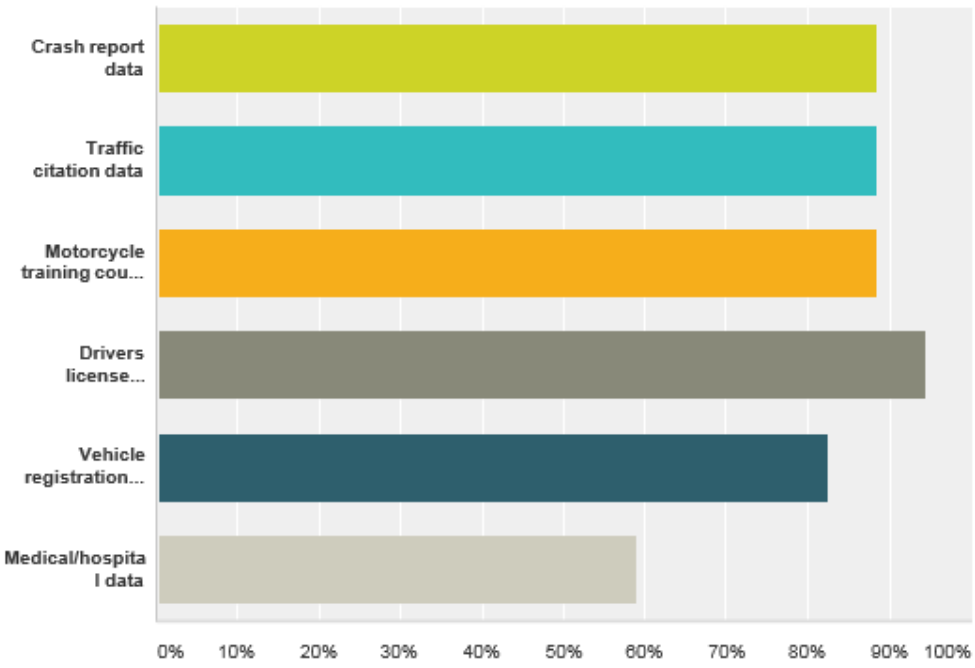


Answer Choices	Responses	
Crash report data	94.12%	16
Traffic Citation data	47.06%	8
Motorcycle training course information	100.00%	17
Driver's license information (including motorcycle licenses and driver histories)	82.35%	14
Vehicle registration information (including motorcycle ownership)	88.24%	15
Medical/hospital data	23.53%	4
Total Respondents: 17		

#	Other (please specify)	Date
1	customer service data, exposure data, budgeting data	6/12/2015 5:15 PM

Q4 Which of the following types of information WOULD YOU LIKE TO USE? (check all that apply)

Answered: 17 Skipped: 0



Answer Choices	Responses	
Crash report data	88.24%	15
Traffic citation data	88.24%	15
Motorcycle training course information	88.24%	15
Drivers license information (including motorcycle licenses and driver histories)	94.12%	16
Vehicle registration information (including motorcycle ownership)	82.35%	14
Medical/hospital data	58.82%	10
Total Respondents: 17		

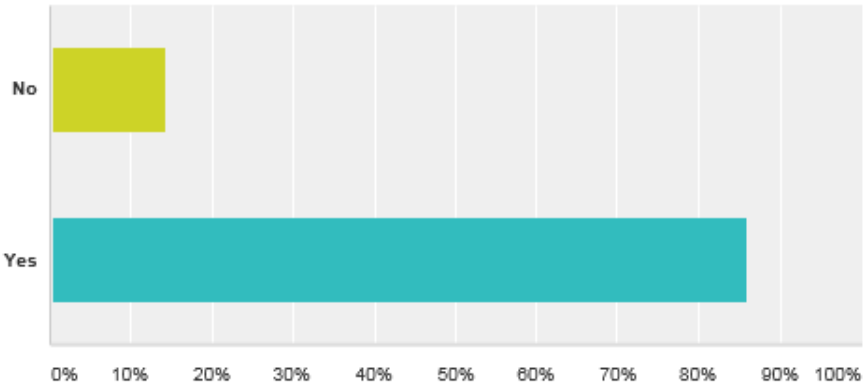
Q5 Describe other data you believe would be beneficial to you.

Answered: 14 Skipped: 3

#	Responses	Date
1	None at this time	6/23/2015 8:11 AM
2	Data which is more "real time" would be very beneficial. We currently utilize data that is from 2013.	6/19/2015 4:32 PM
3	None at this time	6/17/2015 3:52 PM
4	Link to BMV and my database to show MC training	6/16/2015 9:54 AM
5	Proper riding gear, observational survey	6/15/2015 3:12 PM
6	As long as the crash report is thorough - by that I mean - was the person(s) wearing helmets or had MC endorsement	6/15/2015 10:42 AM
7	To be able to match motorcycles reqistered vrs endorsement	6/15/2015 9:35 AM
8	Coroner report, Toxicology Report, State and Local Police reconstruction reports	6/15/2015 9:12 AM
9	Good summary data as well as individual year data	6/15/2015 8:45 AM
10	Crash Reconstruction Reports	6/15/2015 8:35 AM
11	not sure but any data related to motorcycle info would help	6/15/2015 7:16 AM
12	Collisions/incidents by training course type, skills tests given	6/12/2015 5:58 PM
13	Medical	6/12/2015 3:37 PM
14	State by state VMT data; data on protective gear use;	6/12/2015 1:47 PM

Q6 Do you know where to find national figures related to motorcycle safety?

Answered: 14 Skipped: 3

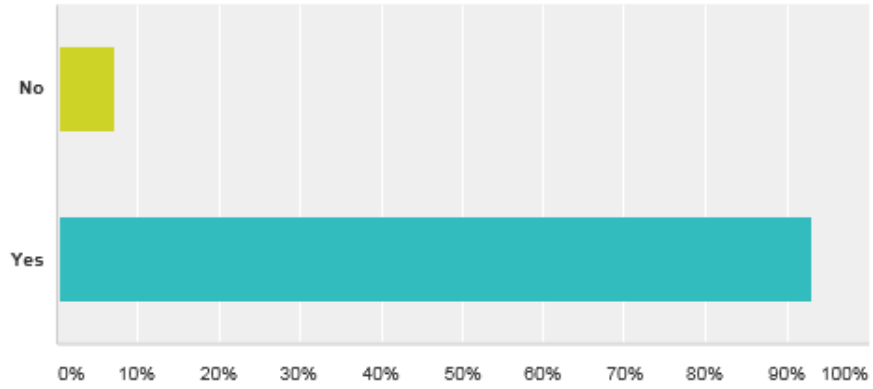


Answer Choices	Responses	
No	14.29%	2
Yes	85.71%	12
Total Respondents: 14		

#	If yes where?	Date
1	NHTSA & FARS	6/23/2015 8:11 AM
2	NHTSA Website	6/19/2015 4:32 PM
3	NHSTA	6/16/2015 9:54 AM
4	NHTSA	6/15/2015 3:12 PM
5	NHTSA and AMMVA	6/15/2015 9:35 AM
6	NHTSA and Transanalytics reports	6/15/2015 8:45 AM
7	NHTSA MSF SMSA	6/15/2015 8:35 AM
8	NHTSA, DOT	6/15/2015 7:16 AM
9	SMSA, NHTSA, Direct contact with other state programs	6/12/2015 5:58 PM
10	FARS	6/12/2015 3:37 PM
11	NHTSA and FARS	6/12/2015 1:47 PM

Q7 Do you know where to find motorcycle safety figures for your State?

Answered: 14 Skipped: 3

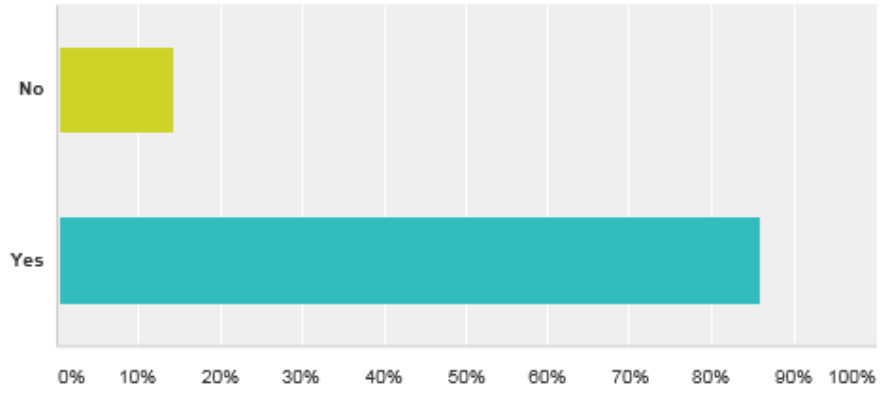


Answer Choices	Responses	
No	7.14%	1
Yes	92.86%	13
Total Respondents: 14		

#	If yes where?	Date
1	AOT or GHSP	6/23/2015 8:11 AM
2	Traffic Safety Division	6/19/2015 4:32 PM
3	The Department of Records (Highway Patrol) is the keeper of crash/fatal data for our state.	6/17/2015 3:52 PM
4	NHSTA and STATE DATA BASE	6/16/2015 9:54 AM
5	My Division	6/15/2015 3:12 PM
6	Highway Safety Office	6/15/2015 9:35 AM
7	DOT DMV	6/15/2015 8:35 AM
8	NHTSA	6/15/2015 7:16 AM
9	Agency contacts at State Patrol, Department of Transportation, Traffic Safety Office, Department of Licensing, Department of Health	6/12/2015 5:58 PM
10	Texas Dept. of Transportation (TxDOT)	6/12/2015 3:37 PM
11	DPS Office of Traffic Safety	6/12/2015 1:47 PM

Q8 Do you know who to call if you have questions about obtaining or understanding traffic safety data?

Answered: 14 Skipped: 3

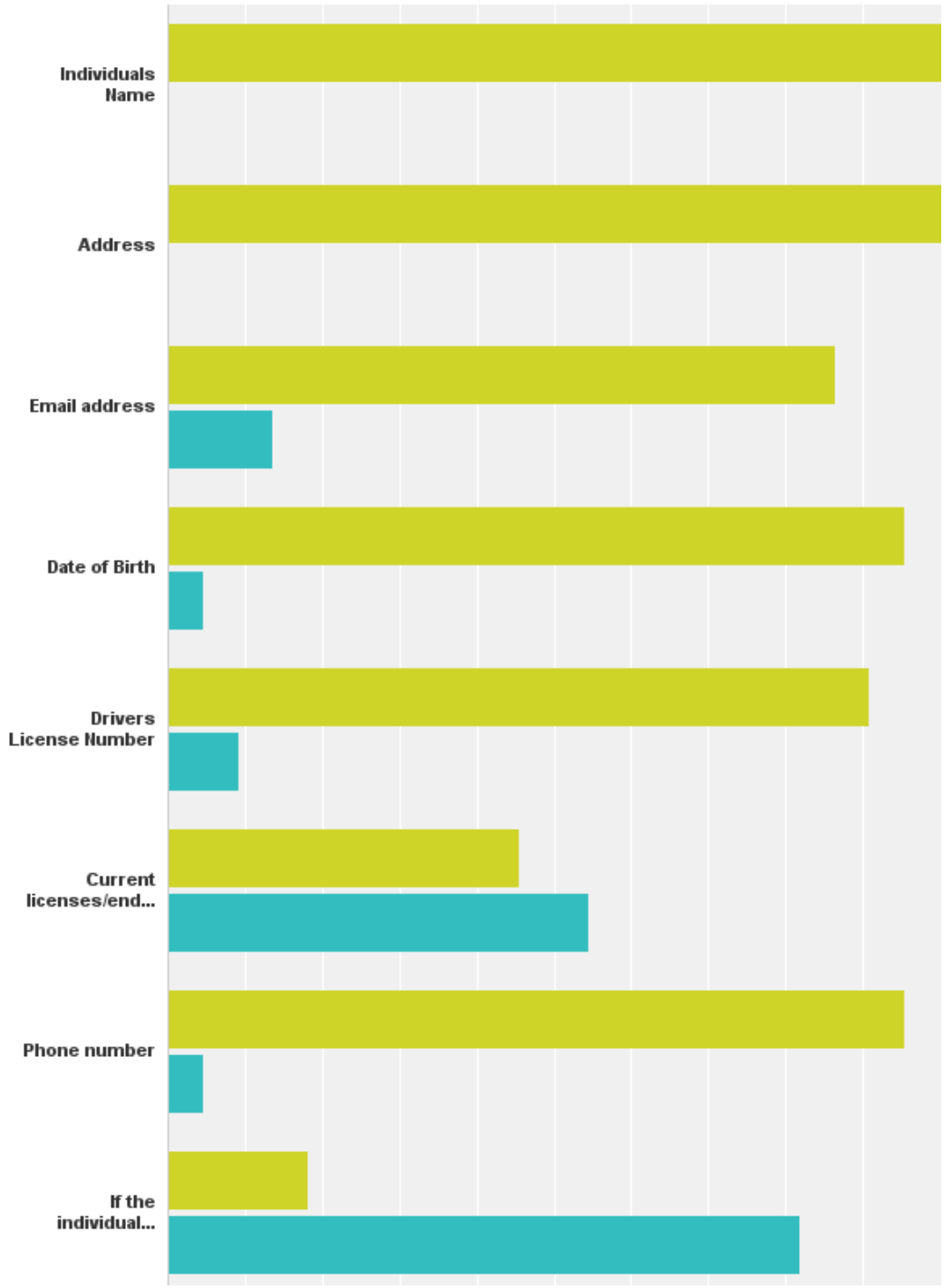


Answer Choices	Responses	
No	14.29%	2
Yes	85.71%	12
Total Respondents: 14		

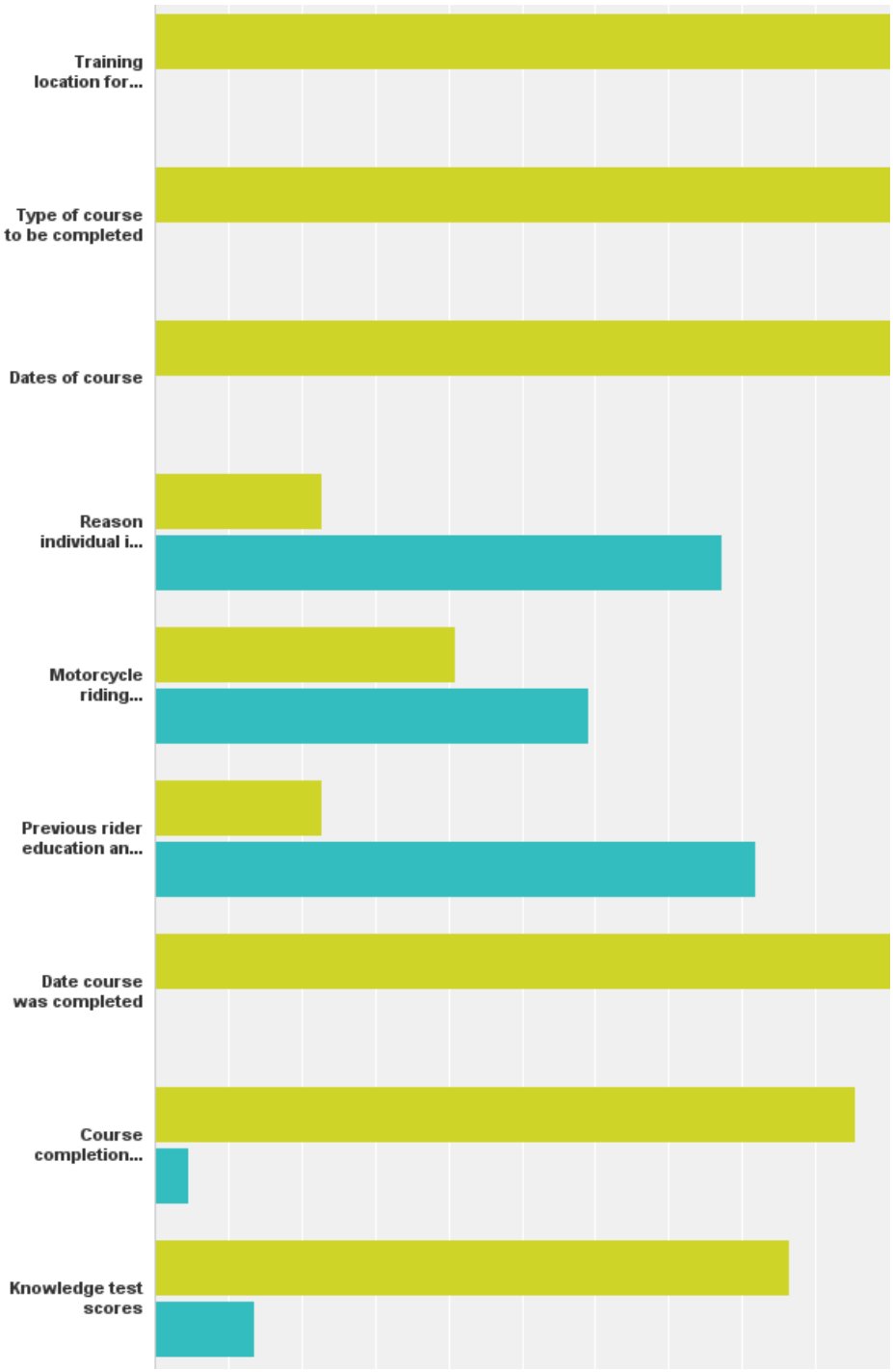
#	If yes where?	Date
1	AOT or GHSP	6/23/2015 8:11 AM
2	Traffic Safety Division	6/19/2015 4:32 PM
3	Department of Records	6/17/2015 3:52 PM
4	OHIO DEPT PUBLIC SAFETY	6/16/2015 9:54 AM
5	Our Data Analyst in my Division	6/15/2015 3:12 PM
6	Highway Safety Division	6/15/2015 9:12 AM
7	NHTSA	6/15/2015 7:16 AM
8	Varies based on the data, agencies listed in question 7	6/12/2015 5:58 PM
9	Texas DPS	6/12/2015 3:37 PM
10	DPS Office of Traffic Safety or NHTSA	6/12/2015 1:47 PM

Q9 Does your rider education and training course registration process collect the following information?

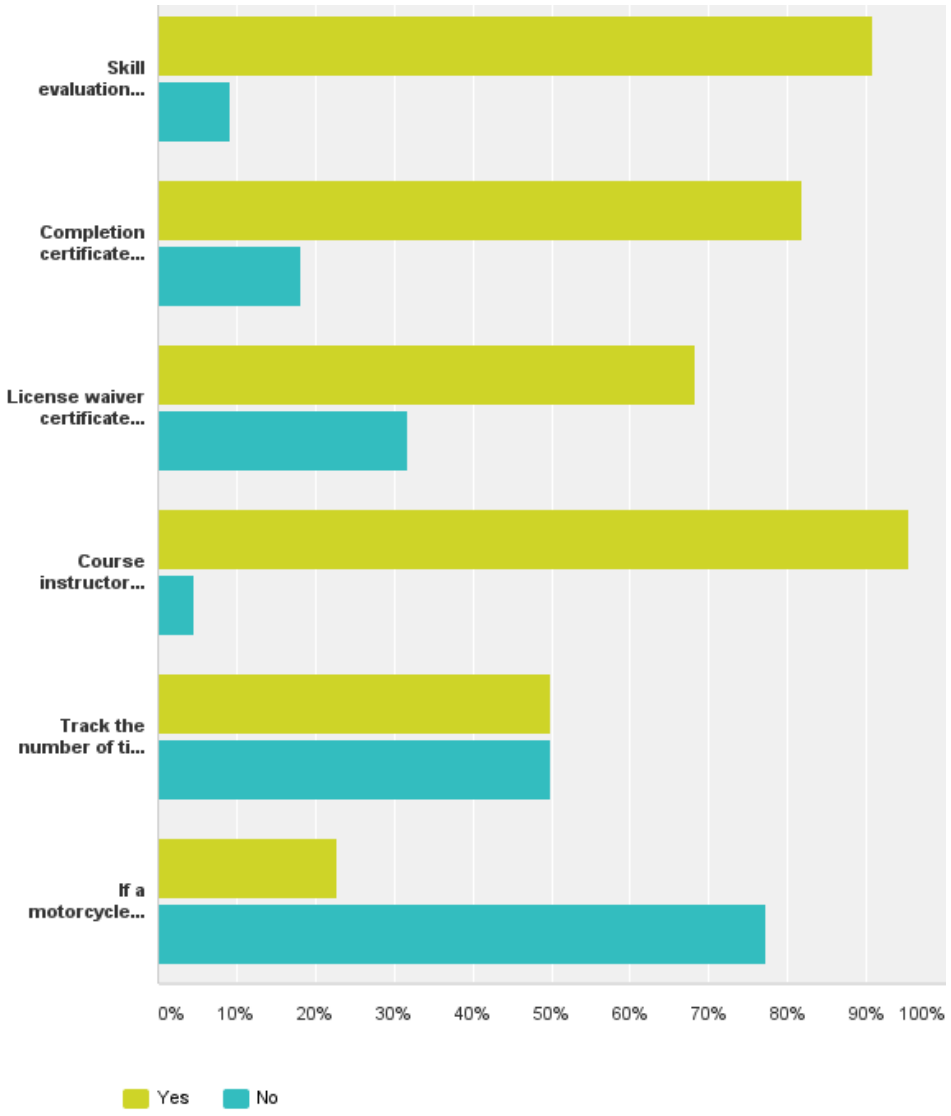
Answered: 14 Skipped: 3



Q9 Does your rider education and training course registration process collect the following information? – Continued



Q9 Does your rider education and training course registration process collect the following information? – Continued



Q9 Does your rider education and training course registration process collect the following information? – Continued

	Yes	No	Total Respondents
Individuals Name	**100.00%** 22	**0.00%** 0	22
Address	**100.00%** 22	**0.00%** 0	22
Email address	**86.36%** 19	**13.64%** 3	22
Date of Birth	**95.45%** 21	**4.55%** 1	22
Drivers License Number	**90.91%** 20	**9.09%** 2	22
Current licenses/endorsements held	**45.45%** 10	**54.55%** 12	22
Phone number	**95.45%** 21	**4.55%** 1	22
If the individual currently owns a motorcycle	**18.18%** 4	**81.82%** 18	22
Training location for course	**100.00%** 22	**0.00%** 0	22
Type of course to be completed	**100.00%** 22	**0.00%** 0	22
Dates of course	**100.00%** 22	**0.00%** 0	22

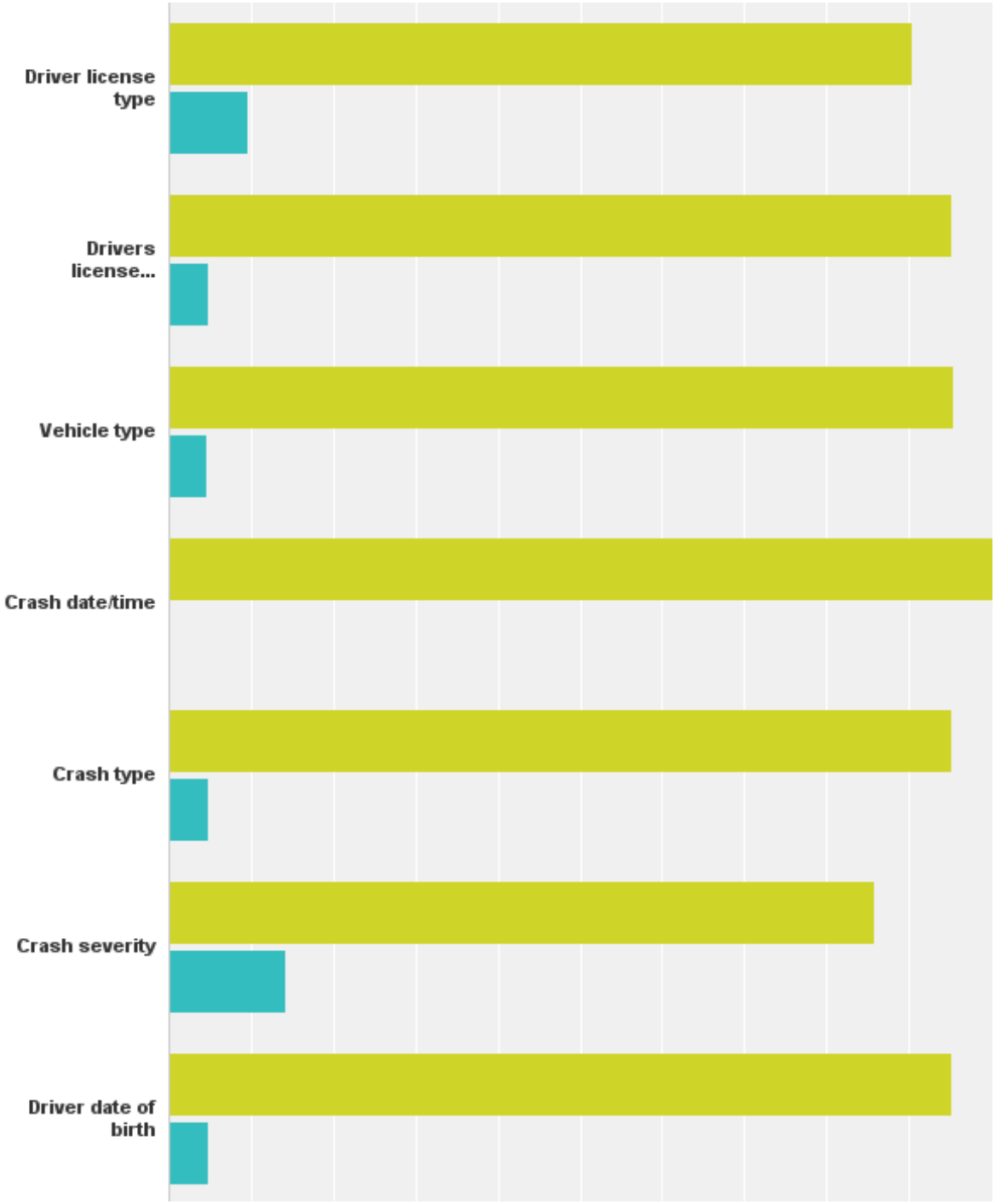
Q9 Continued

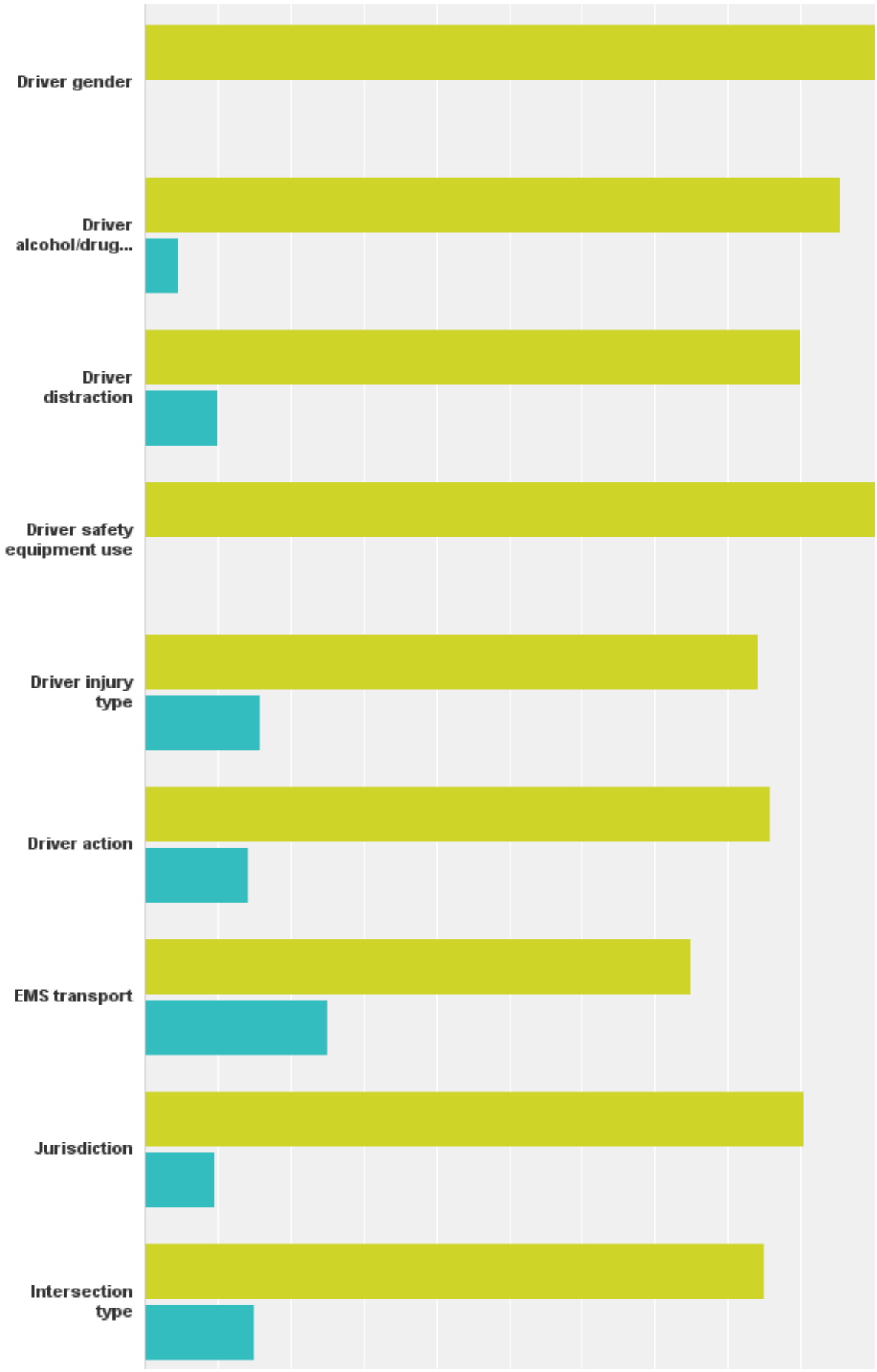
Reason individual is enrolling in course	**22.73%** 5	**77.27%** 17	22
Motorcycle riding experience	**40.91%** 9	**59.09%** 13	22
Previous rider education and training completed	**22.73%** 5	**81.82%** 18	22
Date course was completed	**100.00%** 22	**0.00%** 0	22
Course completion status - dropped, no show, passed, license waiver issued	**95.45%** 21	**4.55%** 1	22
Knowledge test scores	**86.36%** 19	**13.64%** 3	22
Skill evaluation scores	**90.91%** 20	**9.09%** 2	22
Completion certificate numbers	**81.82%** 18	**18.18%** 4	22
License waiver certificate number	**68.18%** 15	**31.82%** 7	22
Course instructor identification numbers	**95.45%** 21	**4.55%** 1	22
Track the number of times an individual completed training and the training completed	**50.00%** 11	**50.00%** 11	22
If a motorcycle license was issued to the individual	**22.73%** 5	**77.27%** 17	22

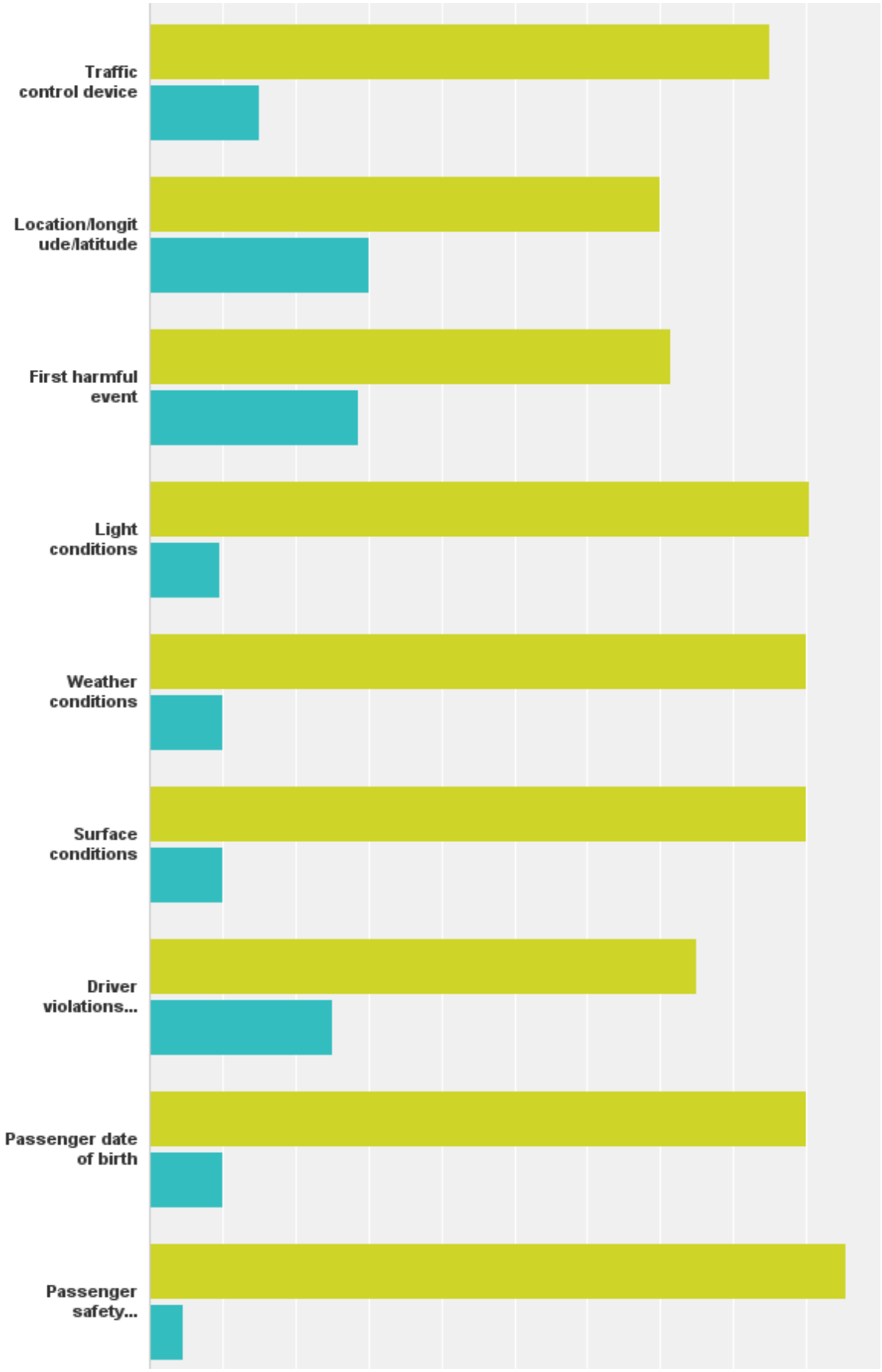
#	Other (please specify)	Date
1	In course accidents	6/17/2015 3:52 PM
2	Individual schools track the information. MREP just receives the number of students who took the courses.	6/15/2015 9:12 AM
3	**The checked information is what is consistently reported to the state program by contracted training schools.** Each school may actually collect more information than what is marked above.	6/12/2015 5:58 PM

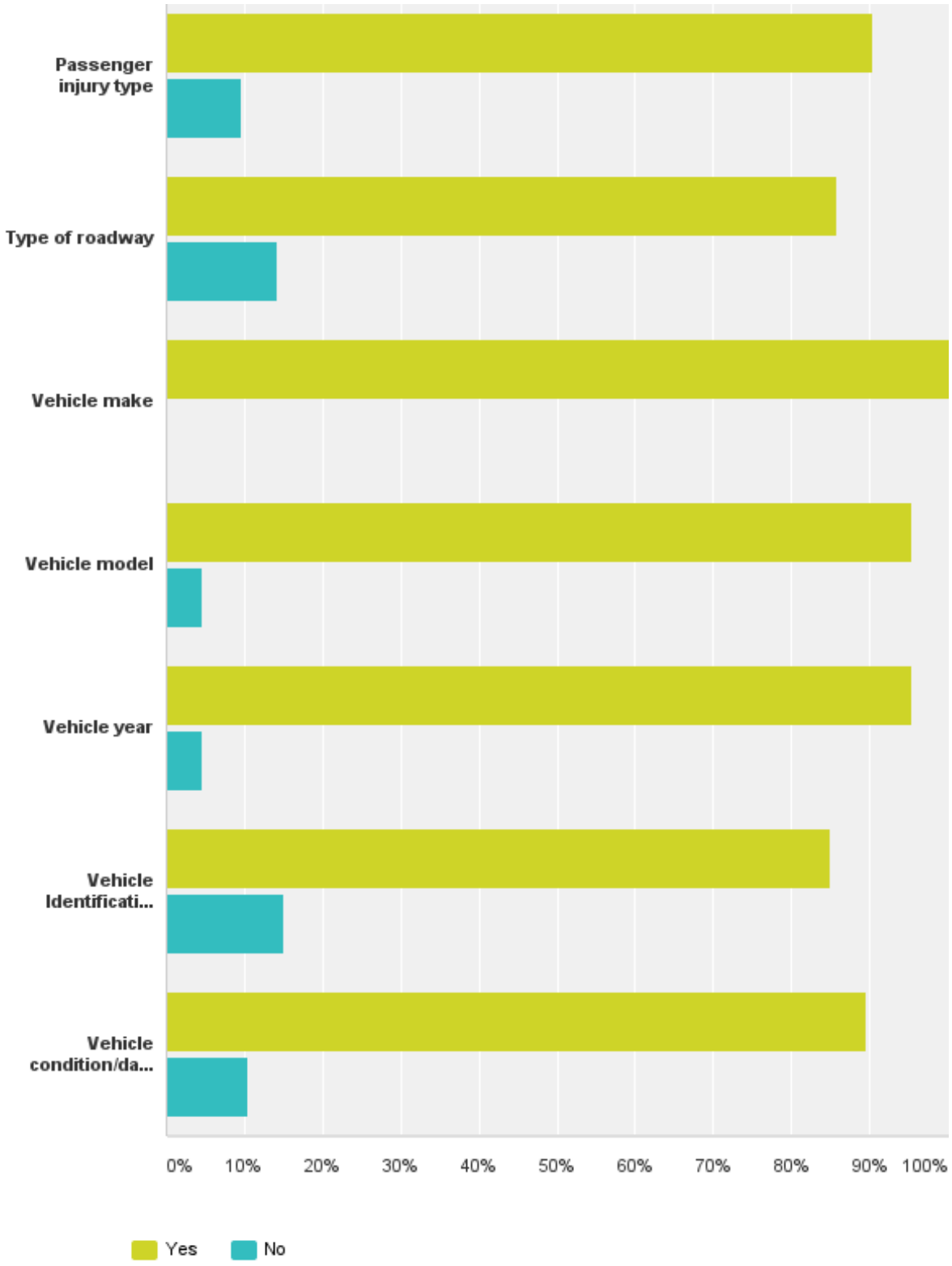
Q10 Do you know if your State crash report file contains the following information?

Answered: 14 Skipped: 3




Driver gender
Driver alcohol/drug...
Driver distraction
Driver safety equipment use
Driver injury type
Driver action
EMS transport
Jurisdiction
Intersection type


Traffic control device
Location/longitude/latitude
First harmful event
Light conditions
Weather conditions
Surface conditions
Driver violations...
Passenger date of birth
Passenger safety...


Passenger injury type
Type of roadway
Vehicle make
Vehicle model
Vehicle year
Vehicle Identificati...
Vehicle condition/da...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Yes
No

	Yes	No	Total Respondents
Driver license type	**90.48%** 19	**9.52%** 2	21
Drivers license endorsement	**95.24%** 20	**4.76%** 1	21
Vehicle type	**95.45%** 21	**4.55%** 1	22
Crash date/time	**100.00%** 22	**0.00%** 0	22
Crash type	**95.24%** 20	**4.76%** 1	21
Crash severity	**85.71%** 18	**14.29%** 3	21
Driver date of birth	**95.24%** 20	**4.76%** 1	21
Driver gender	**100.00%** 22	**0.00%** 0	22
Driver alcohol/drug use	**95.45%** 21	**4.55%** 1	22
Driver distraction	**90.00%** 18	**10.00%** 2	20
Driver safety equipment use	**100.00%** 22	**0.00%** 0	22
Driver injury type	**84.21%** 16	**15.79%** 3	19
Driver action	**85.71%** 18	**14.29%** 3	21
EMS transport	**75.00%** 15	**25.00%** 5	20
Jurisdiction	**90.48%** 19	**9.52%** 2	21
Intersection type	**85.00%** 17	**15.00%** 3	20
Traffic control device	**85.00%** 17	**15.00%** 3	20

Location/longitude/latitude	**70.00%** 14	**30.00%** 6	20
First harmful event	**71.43%** 15	**28.57%** 6	21
Light conditions	**90.48%** 19	**9.52%** 2	21
Weather conditions	**90.00%** 18	**10.00%** 2	20
Surface conditions	**90.00%** 18	**10.00%** 2	20
Driver violations issued	**75.00%** 15	**25.00%** 5	20
Passenger date of birth	**90.00%** 18	**10.00%** 2	20
Passenger safety equipment use	**95.45%** 21	**4.55%** 1	22
Passenger injury type	**90.48%** 19	**9.52%** 2	21
Type of roadway	**85.71%** 18	**14.29%** 3	21
Vehicle make	**100.00%** 22	**0.00%** 0	22
Vehicle model	**95.45%** 21	**4.55%** 1	22
Vehicle year	**95.45%** 21	**4.55%** 1	22
Vehicle Identification Number (VIN)	**85.00%** 17	**15.00%** 3	20
Vehicle condition/damage	**89.47%** 17	**10.53%** 2	19

#	Other (please specify)	Date
1	I only receive data on fatalities	6/15/2015 9:35 AM
2	Much of the information marked above is only included if the officer add it into the narrative which occurs regularly but not always.	6/12/2015 5:58 PM

December 2015

ATTACHMENT C

The SMSA Motorcycle Safety State Self-Assessment Tool

2013

SMSA Motorcycle Safety State Self-Assessment

National Association of State Motorcycle Safety Administrators

August 2013

INTRODUCTION

NHTSA Technical Assessment of a State Motorcycle Safety Program – State Assessment Process

The National Highway Traffic Safety Administration (NHTSA) Technical Assessment of a State Motorcycle Safety Program – State Assessment Process is designed to evaluate the State's motorcycle safety efforts using the NHTSA Uniform Guidelines for Highway Safety Programs, Highway Safety Program Guideline No. 3 Motorcycle Safety. The State requests the Assessment through NHTSA. Since 1995 twenty-eight (28) State Technical Assessments have been completed.

The Assessment is completed by a team of national experts. At the conclusion of the six day on-site portion of the Assessment, the Team provides a final written report. The Report addresses all eleven components in Guideline No. 3, identifies the State's accomplishments and makes recommendations for improvements. This final report may be used by the State to develop its strategic plan for motorcycle safety. Ideally, a State should consider completing a Technical Assessment every five years.

SMSA Motorcycle Safety State Self-Assessment

In 2013, the National Association of State Motorcycle Safety Administrators (SMSA) developed a Motorcycle Safety State Self-Assessment tool. The Self-Assessment tool is based on a Technical Assessment and allows the State evaluate its motorcycle safety effort on a regular basis. A State may also use the Self-Assessment tool to prepare for a formal NHTSA Technical Assessment.

State Motorcycle Safety Programs

The State highway safety program should include a comprehensive motorcycle safety program that aims to reduce motorcycle crashes and related deaths and injuries. Each comprehensive State motorcycle safety program should address all components in Guideline No. 3. Guideline No. 3 identifies eleven components for a comprehensive approach to motorcycle safety:

I. PROGRAM MANAGEMENT
II. MOTORCYCLE PERSONAL PROTECTIVE EQUIPMENT
III. MOTORCYCLE OPERATOR LICENSING
IV. MOTORCYCLE RIDER EDUCATION AND TRAINING
V. MOTORCYCLE OPERATION UNDER THE INFLUENCE OF ALCOHOL OR OTHER DRUGS
VI. LEGISLATION AND REGULATIONS
VII. LAW ENFORCEMENT
VIII. HIGHWAY ENGINEERING
IX. MOTORCYCLE RIDER CONSPICUITY AND MOTORIST AWARENESS PROGRAMS
X. COMMUNICATION PROGRAM
XI. PROGRAM EVALUATION AND DATA

Utilizing the SMSA State Self-Assessment Tool

Each component of the SMSA Motorcycle Safety State Self-Assessment tool has sub-elements that are evaluation criteria. For each evaluation criteria, there is an "Evidence" requirement. The evidence you provide in the Self-Assessment determines if you meet the evaluation criteria.

You should avoid assigning a rating to the evaluation criteria until you complete the evidence portion. The rating scale for the evaluation criteria is:

- ✓ Yes – Your State meets the evaluation criteria
- ✓ Partial – Your State meets some of the evaluation criteria, but not all
- ✓ No – Your State does not meet any of the evaluation criteria.

Since all State motorcycle safety programs are unique, try not to expect a perfect score. You can use the Self-Assessment tool information to plan and make improvements to your motorcycle safety program.

The SMSA Motorcycle Safety State Self-Assessment tool will be updated on a regular basis. To view the most current version of this assessment tool, please visit the SMSA website at www.smsa.org.

I. Program Management

Each State should have centralized program planning, implementation and coordination to identify the nature and extent of its motorcycle safety problems; to establish goals and objectives for the State's motorcycle safety program; and to implement projects to reach the goals and objectives.

1. The State has designated a lead agency to administer, control and oversee ALL aspects of the State's motorcycle safety program.

Evidence:	**Self-Assessment:**
a. Identify the agency responsible for administering, controlling and overseeing your State's motorcycle safety program.	
b. List the motorcycle safety responsibilities and duties of this agency.	
c. Identify other agencies that have responsibility for the State's motorcycle safety program and list their responsibilities.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. The goals and objectives for the State's motorcycle safety program have been developed and published.			
Evidence:	**Self-Assessment:**		
a. Identify the goals and objectives for the State's motorcycle safety program.			
b. Where they are published?			
c. Who has access to this information and can they provide input?			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

3. All elements of the State's motorcycle safety program are annually funded.			
Evidence:	**Self-Assessment:**		
Identify the funding source and annual budget for each element of the motorcycle safety program.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

4. Data on motorcycle crashes, injuries and fatalities is collected, analyzed and used to identify problem areas.				
Evidence:	**Self-Assessment:**			
a. Identify the agencies and organizations responsible for collecting and analyzing this data.				
b. Describe how this data is used to develop plans, projects and priorities				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

5. Motorcycle problem areas are identified and prioritized.				
Evidence:	**Self-Assessment:**			
Describe how the State identifies and prioritizes motorcycle safety problem areas.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

6. Projects, activities, initiatives or countermeasures based on the prioritized problem areas have been developed, implemented and are being evaluated.			
Evidence:	**Self-Assessment:**		
List the problem areas and describe each current project or activity addressing the problem.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

7. Essential partners have been identified and are committed to assist, contribute and collaborate on the State's motorcycle problem areas.			
Evidence:	**Self-Assessment:**		
a. List the agencies and organizations involved and contributing to the State's motorcycle safety program.			
b. Describe the role and responsibilities of the agencies and organizations.			
c. Describe the process used to encourage and maintain the collaboration and partnerships with these agencies and organizations.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

8. Motorcycle safety projects and activities are integrated with other highway and general motorist safety efforts.			
Evidence:	**Self-Assessment:**		
Describe how motorcycle safety is included and integrated into the State's highway safety and general motorist safety efforts.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

9. Motorcycle safety efforts are incorporated and integrated into the State's Strategic Highway Safety Plan and Highway Safety Plan.			
Evidence:	**Self-Assessment:**		
Describe how motorcycle safety is included in the State's Strategic Highway Safety Plan and Highway Safety Plan.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

10. Motorcycle safety program's projects, campaigns and activities are routinely measured and evaluated.			
Evidence:	**Self-Assessment:**		
a. Identify the agency or organization responsible for measuring the impact, value and effectiveness of the motorcycle safety program.			
b. Describe the standards or criteria used to measure and evaluate the motorcycle safety program.			
c. How often is the program evaluated?			
	Rating:	**Yes** ☐	**Partial** ☐ **No** ☐

Summary for Program Management:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Program Management area for your State's motorcycle safety program.	Yes	Partial	No

II. Motorcycle Personal Protective Equipment

Each State should encourage motorcycle operators and passengers to wear all the recommended personal protective equipment whenever they are riding a motorcycle.

1. Motorcycle operators and passengers are encouraged to wear FMVSS 218 compliant helmets when operating a motorcycle on public roadways.

Evidence:	**Self-Assessment:**
a. Describe your State's motorcycle helmet requirements.	
b. Describe your State's efforts to encourage the use of FMVSS 218 compliant helmets.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. Helmet and other personal protective equipment usage rates are determined on routine basis and used to develop campaigns and activities that encourage the use of this equipment.

Evidence:	**Self-Assessment:**
Describe your States process to measure helmet and other protective equipment usage rates.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

3. Campaigns to encourage the use of proper personal protective equipment are included in the State's motorcycle safety program.			
Evidence:	**Self-Assessment:**		
Describe the campaigns and efforts employed to encourage the use of proper personal protective equipment.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

4. Motorcycle dealerships, organizations and clubs are included in the State's efforts to encourage the use of proper personal protective equipment.			
Evidence:	**Self-Assessment:**		
Identify the organizations your State collaborates and partners with to promote and encourage the use of proper personal protective equipment.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

5. State laws or regulations addressing the use of personal protective equipment are enforced.				
Evidence:	**Self-Assessment:**			
a. Describe your State's personal protective equipment enforcement practices.				
b. Provide information on the number of citations issued and adjudicated for the enforcement of personal protective equipment.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

6. Motorcycle personal protective equipment is integrated and incorporated into the State's occupant protection efforts.				
Evidence:	**Self-Assessment:**			
Describe how motorcycle personal protective equipment is integrated into the State's occupant protection efforts.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

7. Information from motorcyclists on their use, perception and feelings on personal protective equipment is gathered and is used in the development of campaigns.				
Evidence:	**Self-Assessment:**			
a. Describe the process for gathering information from motorcyclist regarding personal protective equipment.				
b. Describe how this information has been used in personal protective equipment campaigns.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

8. The effectiveness and value of the State's personal protective equipment efforts are measured and evaluated on a routine basis.				
Evidence:	**Self-Assessment:**			
Describe the process used to measure and evaluate the State's personal protective equipment efforts.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Motorcycle Personal Protective Equipment:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Motorcycle Personal Protective Equipment area for your State's motorcycle safety program.	Yes	Partial	No

III. Motorcycle Operator Licensing

Every person operating a motorcycle on public roadways should hold a valid motorcycle license or endorsement.

1. A State agency is responsible for administering and overseeing the licensing process and is the custodian of all the licensing and driver records.

Evidence:	Self-Assessment:
Identify the State agency responsible for administering and overseeing the State's motorcycle licensing process, including the rider training waiver program, and is the custodian for driver licensing records.	

Rating:	Yes ☐	Partial ☐	No ☐

2. The State motorcycle licensing process applies to everyone operating a motorcycle and includes knowledge and skill tests and medical criteria for obtaining a motorcycle license or endorsement.

Evidence:	Self-Assessment:
Describe your State's process for applying for and obtaining a motorcycle license or endorsement.	

Rating:	Yes ☐	Partial ☐	No ☐

3. The State provides a motorcycle operator's manual that contains critical and essential information on motorcycle operation and is available to all applicants seeking a motorcycle license or endorsement.			
Evidence:	**Self-Assessment:**		
a. Identify the Motorcycle Operator's Manual used by the State.			
b. Describe the process used to review and update the Motorcycle Operator's Manual.			
c. Identify the State-specific information incorporated into the Motorcycle Operator's Manual.			
d. List the State-specific motorcycle crash information and unique riding conditions included in the Motorcycle Operator's Manual.			
	Rating:	**Yes** ☐	**Partial** ☐ **No** ☐

4. All applicants are required to pass a knowledge test on critical motorcycle operating knowledge, State laws and "rules of the road" as part of the State's licensing process.	
Evidence:	**Self-Assessment:**
a. Describe how the knowledge test questions are developed, evaluated and updated.	
b. How many questions are on the knowledge test?	
c. Who develops, validates, evaluates and updates the knowledge test questions?	
d. How many questions must be answered correctly to pass the knowledge test?	
e. How many individual applicants take the motorcycle license knowledge test each year?	
f. What is the "first time" pass rate on the motorcycle licensing knowledge test?	
g. Are there any limits on the number of times an applicant may take the motorcycle licensing knowledge test?	
h. Is the motorcycle licensing knowledge test waived if the applicant completes rider training?	
i. Is the knowledge test given in the rider training course the same test used by the State licensing agency? If not, describe and justify the variance.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

5. Applicants are issued a learner's permit that:

- **a. Allows them to practice operating a motorcycle on public roadways to gain riding experience.**
- **b. Includes restrictions that reduces the risk to the applicant and encourages the completion of the licensing process.**
- **c. Has a specific end date.**
- **d. Has a procedure to provide learning and practice opportunities for applicants repeatedly failing the licensing skill test.**

Evidence:	**Self-Assessment:**
a. How many motorcycle learner's permits are issued annually?	
b. How many of the annually issued learner's permits result in an applicant obtaining a motorcycle license or endorsement?	
c. Describe the restrictions imposed on the operator during the learner's permit phase of licensing.	
d. How many days may an applicant hold the learner's permit before it expires and becomes invalid?	
e. Describe the assistance or remediation procedure for applicants having difficulty passing the licensing skill test.	
f. Describe how the State's rider training licensing waiver may impact the learner's permit phase of the licensing process.	
g. How many days is the required to hold the learner's permit before they can attempt the skill test.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

6. Applicants are required to pass a skills test that evaluates basic and critical motorcycle operating skills.	
Evidence:	**Self-Assessment:**
a. Describe the motorcycle licensing skill test applicants must pass to obtain a motorcycle license or endorsement.	
b. Is this the same skill test administered to students in a rider training course?	
c. What is the first time pass rate for the motorcycle licensing skills test?	
d. Describe how the skills test has been validated and measured for reliability.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

7. Everyone operating a motorcycle on public roads holds a valid motorcycle license or endorsement.	
Evidence:	**Self-Assessment:**
a. Describe the process used to verify that anyone owning a motorcycle holds a valid motorcycle license.	

b. Describe the activities or projects that have been implemented to encourage unlicensed operators to complete the licensing process.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐
8. All examiners administering the motorcycle licensing skill test are trained to administer the test and are required to pass periodic quality assurance review.				
Evidence:	**Self-Assessment:**			
a. Describe the training licensing examiners are required to complete to administer the motorcycle licensing skill test.				
b. Describe the quality assurance review all examiners must complete to administer the motorcycle licensing skill test.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

9. Applicants are encouraged to complete the motorcycle licensing process.				
Evidence:	**Self-Assessment:**			
Describe the process for encouraging applicants to complete the licensing process and restricting the number of learner's permits an individual may obtain.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

10. Licensing laws are strictly enforced by law enforcement and the judicial system.				
Evidence:	**Self-Assessment:**			
Describe how law enforcement and the judicial system enforce the motorcycle licensing laws				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Motorcycle Operator Licensing:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Motorcycle Operator Licensing area for your State's motorcycle safety program.	Yes	Partial	No

IV. Motorcycle Rider Education and Training

Each State should establish and administer a motorcycle rider education and training program that prepares entry level riders to operate a motorcycle on public roads, provides lifelong learning opportunities for existing operators and provides information regarding crash causation factors and counter measures specific to the State.

1. The State's rider education and training program has a sustainable and adequate funding source.

Evidence:	**Self-Assessment:**
a. Describe how your State's rider education and training program is funded, including a list of all the funding sources.	
b. What is your State's annual rider education and training program budget?	
c. Describe any issues with the rider education and training annual budget that may interfere with your State achieving its rider education goals and objectives.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. An agency has been designated to administer and oversee the State's rider training and education program.			
Evidence:	**Self-Assessment:**		
a. Identify the agency responsible for administering and overseeing the State's rider education and training program and list its responsibilities.			
b. May the designated State agency contract with an outside vendor to manage the State's rider education and training effort?			
c. Describe the vendor's responsibilities.			
d. Describe your State's process for evaluating the vendor's performance.			
	Rating:	**Yes** ☐	**Partial** ☐ **No** ☐

3. The State has the authority to develop, approve and modify curriculums used in the rider education and training program.			
Evidence:	**Self-Assessment:**		
a. Describe the State's authority and responsibility regarding the development, approval and modification of curriculums used in its rider education and training program.			
b. Has the State adopted the Model National Standards for Entry Level Rider Training? If not, why?			
c. Describe how State crash data is incorporated into the rider education and training curriculums.			
	Rating:	**Yes** ☐	**Partial** ☐ **No** ☐

4. Rider education and training is available to all interested individuals, including entry level riders, existing riders and riders with special interests.	
Evidence:	**Self-Assessment:**
a. Describe how the State accommodates individuals seeking quality rider education and training.	
b. List all the rider education or training courses allowable through your State's rider training effort.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

5. The State administers and oversees the training and certification/licensing of rider education and training instructors.	
Evidence:	**Self-Assessment:**
a. Identify the agency responsible for training and certifying/licensing instructors for the State's rider education and training program.	
b. Does your State have authority to cancel or suspend an instructor's certification or license?	

c. Describe your State's process for canceling or suspending an instructor's certification or license.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

6. The State manages and oversees the rider education and training quality assurance program that ensures the instruction provided meets established State standards.

Evidence:	**Self-Assessment:**			
Describe your State's rider education and training program quality assurance effort.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

7. The State collects and maintains data from its rider education and training program that is used to continuously measure and evaluate the program.			
Evidence:	**Self-Assessment:**		
Identify the data collected and used to measure and evaluate the rider education and training effort.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

8. The rider education and training program is evaluated on a continuous basis to ensure the State's goals and objectives are met and to verify that the program is having a positive impact on reducing motorcycle crashes, injuries and fatalities.			
Evidence:	**Self-Assessment:**		
Describe your State's rider education and training evaluation program and summarize the findings from the last evaluation report.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Motorcycle Rider Education and Training:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Motorcycle Rider Education and Training area for your State's motorcycle safety program.	Yes	Partial	No

V. Motorcycle Operation Under the Influence of Alcohol or Other Drugs

Each State shall have a program to reduce operating a motorcycle while impaired.

1. The State collects, analyzes and publishes information on impaired motorcycle operation.

Evidence:	**Self-Assessment:**
a. Describe how your State collects and analyzes data and information on impaired motorcycle operation.	
b. Is operating a motorcycle while impaired a problem in your State?	
c. Provide the crash information on impaired motorcycle operation.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. The State's motorcycle safety program has an ongoing effort to reduce impaired motorcycle operation.

Evidence:	**Self-Assessment:**
a. Describe your State's program to reduce impaired motorcycle operation.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

3. Funding is available on an annual basis for impaired motorcycle operation countermeasures and projects.			
Evidence:	**Self-Assessment:**		
a. Describe how your State's impaired motorcycle operator program is funded.			
b. What is your State's annual budget for countermeasures and projects to reduce impaired motorcycle operation?			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

4. Motorcycle impaired operation is integrated into the State's impaired driver program.			
Evidence:	**Self-Assessment:**		
Describe how motorcycle impaired operation is included and integrated into the State's annual impaired driver efforts.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

5. Impaired motorcycle operation is included in the State's high visibility enforcement and communication programs.			
Evidence:	**Self-Assessment:**		
Describe how impaired motorcycle operation is included in the State's high visibility enforcement and communication programs.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

6. Training for judges and prosecutors on impaired motorcycle operation is provided on a regular basis.				
Evidence:	**Self-Assessment:**			
Describe how judges and prosecutors are incorporated into the State's impaired motorcycle operator programs.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

7. Law enforcement is trained and uses high visibility and targeted enforcement activities to reduce impaired motorcycle operation.				
Evidence:	**Self-Assessment:**			
a. Describe how law enforcement agencies are involved in reducing impaired motorcycle operation.				
b. How many citations are issued and adjudicated annually for impaired motorcycle operation?				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Motorcycle Operation Under the Influence of Alcohol or Other Drugs:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Motorcycle Operation Under the Influence of Alcohol or Other Drugs area for your State's motorcycle safety program.	Yes	Partial	No

VI. Legislation and Regulations

Each State should enact and enforce motorcycle-related traffic laws and regulations. Specific policies should be developed to encourage coordination with appropriate public and private agencies in the development of regulations and laws to promote motorcycle safety.

1. The State has legislation and regulations for the operation of a motorcycle.

Evidence:	**Self-Assessment:**
a. Describe your State's process to review and update existing laws and regulations, propose new law and regulations, and how public and private organizations are included in these processes.	
b. Provide a list of the laws and regulations that address motorcycle operation, titling and registration, licensing, equipment and operation on public roads.	
c. Describe your State's process to ensure these laws and regulation are being enforced and how this information is used to identify problem areas and priorities.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Legislation and Regulations:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Legislation and Regulations area for your State's motorcycle safety program.	Yes	Partial	No

VII. Law Enforcement

Each State shall collaborate and partner with law enforcement agencies to enforce laws, conduct special high visibility and targeted enforcement efforts and participate in awareness and communication campaigns that encourage safe motorcycle operation.

1. Law enforcement agencies are involved in the State's motorcycle safety program and have projects supporting safe motorcycle operation.

Evidence:	**Self-Assessment:**
List the law enforcement agencies actively involved in the State's motorcycle safety efforts; describe the role they play and activities they complete.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. Training is available for law enforcement on investigating motorcycle crashes, identifying motorcycle crashes causation factors, pursuing and stopping motorcyclists, providing testimony, conducting high visibility enforcement activities and conducting communication and education campaigns.

Evidence:	**Self-Assessment:**
Describe the training available for law enforcement that supports the State's motorcycle safety efforts.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

3. Law enforcement is included and a partners in the State's motorcycle safety efforts.				
Evidence:	**Self-Assessment:**			
Describe how law enforcement is incorporated into the State's motorcycle safety program.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

4. Law enforcement actively enforces laws associated with safe motorcycle operation, such as proper licensing, required equipment, impaired operation, aggressive driving, vehicle inspection, etc.				
Evidence:	**Self-Assessment:**			
Provide information on citations issued annually to motorcyclists.				
	Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Law Enforcement:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Law Enforcement area for your State's motorcycle safety program.	Yes	Partial	No

VIII. Highway Engineering

Each State shall incorporate highway and infrastructure engineering into its motorcycle safety program. This engineering component should consider the needs of motorcycle operators through design, construction, operation and maintenance.

1. State and local highway departments support the State's motorcycle safety program.

Evidence:	Self-Assessment:
Describe how State and local highway departments are integrated into the State's motorcycle safety program and the support they provide.	

Rating:	Yes ☐	Partial ☐	No ☐

2. State and local highway departments collect, analyze and share information on design, construction, operation, maintenance and motorcycle crashes.

Evidence:	Self-Assessment:
Describe the data and information collected by State and local highway departments related to motorcycle operation and how it is used to support the State's motorcycle safety program.	

Rating:	Yes ☐	Partial ☐	No ☐

3. State and local highway departments use information developed by the Federal Highway Administration regarding motorcycle operation in their design, construction, maintenance, operation and public information plans.			
Evidence:	**Self-Assessment:**		
Describe the State and local highway departments policies regard safe motorcycle operation and list their current efforts to improve the safety of motorcyclist on public roads.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

4. State and local highway departments have programs that allow motorists and motorcyclists to report hazardous road conditions and have a process to rectify the conditions in a timely manner.			
Evidence:	**Self-Assessment:**		
Describe the State and local highway departments programs to report hazardous road conditions.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Highway Engineering:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Highway Engineering area for your State's motorcycle safety program.	Yes	Partial	No

IX. Motorcycle Rider Conspicuity and Motorist Awareness Programs

Each State should implement communication and awareness efforts to encourage motorcycle operators and motorists into taking responsibility for controlling their vehicle, concentrating on the driving task and being courteous and more observant of the traffic mix.

1. The State has on-going communication, awareness and educational efforts to encourage motorcyclists and motorists to assume responsibility for their own safety, to obey traffic laws, to be courteous to all road users and to concentrate on the driving task.

Evidence:	**Self-Assessment:**
Describe your State's program to make all motorists and motorcyclists aware of their responsibility to safely operate their motor vehicles and to protect themselves and other road users.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. The State has a multi-faceted, on-going education and communication effort to encourage motorcyclists to be more conspicuous in traffic and more responsible for their actions.

Evidence:	**Self-Assessment:**
Describe your State's educational and communication efforts to encourage motorcyclists to take more responsibility for their actions and safety.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

3. The State incorporates driver responsibility and courtesy into its driver's licensing manual, motorcycle operator manual, driver education and improvement courses and traffic safety efforts.	
Evidence:	**Self-Assessment:**
Describe how your State incorporates driver responsibility and courtesy into its educational, awareness and licensing efforts.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Motorcycle Rider Conspicuity and Motorist Awareness Programs:

Action: Based on this self-assessment, describe any improvements you would consider implementing in the Motorcycle Rider Conspicuity and Motorist Awareness Programs area for your State's motorcycle safety program.	Yes	Partial	No

X. Communication Program

Each State should have a multi-year communication plan based on the established priorities for the motorcycle safety program that provides consistent messaging to targeted groups through a variety of media and activities.

1. The State has established priorities and target groups for the motorcycle safety program communication program.

Evidence:	**Self-Assessment:**
Describe your State's motorcycle safety priorities and identify the target groups for its communication program.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. The State has identified a variety of media methods and proven approaches to communicate the motorcycle safety program priorities and policies to the targeted groups.

Evidence:	**Self-Assessment:**
Identify the media and approaches used to communicate the priorities and policies to the targeted groups.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

3. The State has established a process to measure, evaluate and modify the communication program to ensure the correct messaging is being communicated to the target groups.	
Evidence:	**Self-Assessment:**
Describe your State's process for measuring and evaluating it multi-year communication plan.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Communication Program:

Action: Based on this self-assessment, describe any improvements you would consider implementing in the Communication Program area for your State's motorcycle safety program.

Yes	Partial	No

XI. Program Evaluation and Data

Each State should establish an effective and efficient method to collect, link and analyze all the essential data and information to identify motorcycle safety problem areas, track trends, establish priorities, measure and evaluate implemented countermeasures, use resources and make improvements for its motorcycle safety program

1. The State has identified all the essential data sources and data and has established a formal process to measure and evaluate all aspects of its motorcycle safety program.

Evidence:	**Self-Assessment:**
a. List the data sources and data collected to measure and evaluate the State's motorcycle safety program.	
b. Describe the process used to measure and evaluate the outputs, outcomes, value and effectiveness of the State's motorcycle safety program.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

2. The State has identified and procured the services of an agency/organization to objectively measure and evaluate is motorcycle safety program.

Evidence:	**Self-Assessment:**
Identify the agency/organization responsible for measuring and evaluating the State's motorcycle safety program.	

Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

3. The State has developed and published standards and criteria to measure and evaluate its motorcycle safety program.			
Evidence:	**Self-Assessment:**		
Describe the standards and criteria used to measure and evaluate the State's motorcycle safety program.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

4. The State has established an effective approach to periodically gather information from motorists, motorcyclists and the general public on its motorcycle safety efforts.			
Evidence:	**Self-Assessment:**		
Describe your State's approach to gather information from motorists, motorcyclists and the general public on the motorcycle safety program.			
Rating:	**Yes** ☐	**Partial** ☐	**No** ☐

Summary for Program Evaluation and Data:			
Action: Based on this self-assessment, describe any improvements you would consider implementing in the Program Evaluation and Data area for your State's motorcycle safety program.	Yes	Partial	No

Conclusion

States should continuously evaluate their Motorcycle Safety Program. A Self-Assessment will help identify your accomplishments and areas where improvements could be made. The Self-Assessment may also help integrating motorcycle safety into your State's Strategic Highway Safety Plan, annual Highway Safety Plan and prepare you for a NHTSA Technical Assessment. A Self-Assessment probably should be completed every 3 to 5 years.

The SMSA Motorcycle Safety State Self-Assessment will be updated on a regular basis. To view the most current version of this assessment tool, please visit the SMSA website at www.smsa.org.

ATTACHMENT D

National Highway Traffic Safety Administration (NHTSA) Model National Standards for Entry-Level Motorcycle Rider Training

Model National Standards For Entry-Level Motorcycle Rider Training

Developed By
Windwalker Corporation and Highway Safety Services, LLC

Funded By
The National Highway Traffic Safety Administration

Table of Contents

I. Purpose of the Standards

Specific, strong, and measurable education standards are tools to ensure students receive the level of information and experience necessary to properly prepare them for real-world riding situations. In addition to providing that foundation, the Model National Standards for Entry-level Motorcycle Rider Training ("Model Standards") permit greater flexibility in course development and delivery. The Model Standards also facilitate growth and improvement in State education systems.

The Model Standards establish baseline content that all entry-level riders should be taught in motorcycle rider training classes held in United States. States are encouraged to work with curriculum developers to not only include lessons that meet the Model Standards but to also go beyond the standards where needed to address specific State crash causes and trends Tailoring curricula to specific State needs, in addition to delivering baseline content, will produce informed students and safer riders.

II. How to Use the Model Standards

The model standards are educational standards, not a curriculum. The sections and tasks set forth in this document are written sequentially from simple to complex. The standards may not be written in the exact sequence a curriculum developer may choose to place them in a curriculum design. However, in order to meet the model standards, all standards and tasks identified in this document must be included in the developer's curriculum design and material.

Curriculum developers are encouraged to address some tasks, such as rider responsibility, the use of protective gear, distractions, and the dangers of using alcohol and other drugs while operating a motorcycle, in multiple places throughout the developer's curriculum design.

A curriculum developer will need to determine what formats, activities, resources, and tests should be employed to support the model standards, including how much time should be spent on a particular issue and where instruction should take place, i.e., in the classroom, on the range, on the street, or online.

Individual standards for each section are identified with **bold** headings. Each standard subsequently includes goal statements and task descriptions. These model standards are meant to fulfill the needs of *entry-level* riders — they may not completely reflect the skill set of *intermediate*, *advanced,* or *expert* riders. The model standards are grouped into the following six sections:

1. Motorcycle Pre-ride Tasks

The rider understands and follows State and local laws, rules, and regulations. The rider understands the procedures for getting ready to ride a motorcycle, the risks associated with operating a motorcycle, and the importance and function of proper personal protective equipment.

2. Vehicle Control Skills

The rider understands motorcycle controls and information displays. The rider demonstrates proper techniques for mounting, starting, stopping, dismounting, and securing a motorcycle. The rider demonstrates proper techniques for clutch and throttle control, riding in a straight line, slowing,

stopping, turning, and shifting a motorcycle. The rider demonstrates proper techniques for normal stopping in a curve, turning from a stop, and making tight turns.

3. Street Strategies

The rider understands the hazards associated with riding, the process of searching the roadway environment to identify hazards and escape routes, strategies for avoiding hazards, and the correct responses for dealing with hazards.

4. Roadway Management Skills

The rider understands proper techniques for slowing quickly, stopping in the shortest distance, cornering, and swerving. The rider understands space and path-of-travel management and proper techniques for making lane changes, passing, and adjusting to surface hazards. The rider understands proper techniques to adjust to rain, wind, and conditions of reduced traction and visibility.

5. Tasks Related to Carrying Passengers, Cargo, Group Riding, and Touring

The rider understands proper techniques and considerations for riding in a group. The rider understands the adjustments necessary for carrying passengers and cargo. The rider understands considerations for long-distance riding and touring. The rider understands that beginners should limit exposure to group riding, carrying passengers, and riding long distances until the rider has gained skill and experience.

6. Factors Adversely Affecting Rider Performance

The rider understands the effects of alcohol and other drugs on rider performance and the legal, social, personal, economic, and safety consequences of operating a motorcycle under the influence of alcohol and other drugs. The rider understands and avoids factors that adversely affect rider performance.

Many common factors contribute to motorcycle crashes. The Model Standards address many of these factors, but tasks are not assigned for every possible contributing factor. As mentioned earlier, it is imperative that curriculum developers work in cooperation with States to identify and address contributing factors most common in State crash data. Cooperation among curriculum developers and States will facilitate the development of curricula that includes additional tasks that will better prepare students for real-world riding situations and hazards they are likely to encounter on the road.

III. Moving Forward

The objective of this project was to develop Model Standards based on input and recommendations of recognized subject-matter experts. The individuals who participated in the development of this document are subject matter experts in curriculum development, operator licensing, rider training, traffic safety, and research.

The intent of the Model Standards is to improve rider education, not to make it easier, cheaper, or faster for an entry-level rider to obtain the proper license or endorsement. Some programs that adopt the

model standards may choose to make their entry-level rider training more ambitious and comprehensive.

Furthermore, the implementation of these standards alone is insufficient to achieve the goal of a high-quality rider training program. A true performance-based education system also needs a complementary set of administrative standards for the program delivery. Critical factors such as administrative control, authority, instructor qualifications, and instructional settings need equal attention. The National Highway Traffic Safety Administration plans to facilitate the development of rider education administrative standards as a next step to ensuring quality and consistency in rider training systems.

IV. History and Background

In 1968, NHTSA identified operator licensing as the primary countermeasure to reduce motorcycle fatalities. Keys to the licensing process were training and testing to ensure motorcyclists had the basic skills and knowledge needed to safely operate motorcycles.

In 1973, the Motorcycle Safety Foundation (MSF) released its Beginning Rider Course. The course curriculum was based on "...what is presently known about motorcycle operation." The Beginning Rider Course material also stated, "These materials are not intended to be the final answer concerning motorcycle curriculum development. However, they will serve until a full research effort is completed."

From 1974 through 1979 research projects led to the creation of the MSF Motorcycle RiderCourse, introduced in 1975 and finalized in 1979. The research included:

- *Motorcycle Task Analysis* (1974) — National Public Services Research Institute (NPSRI) for MSF;
- *Instructional Objectives* (1975) — NPSRI for MSF;
- *Photographic Analysis* (1976) — NPSRI for NHTSA;
- *Motorcycle Curriculum Specifications* (1976) — NPSRI for NHTSA; and
- *Motorcycle Curriculum Feasibility Test* (1977) — Applied Science Technology for NHTSA.

By incorporating findings from this research into the curriculum, the Motorcycle RiderCourse earned the title "research-based."

The 1981 *Motorcycle Accident Cause Factors and Identification of Countermeasures* (Hurt Study) added significantly to the understanding of motorcycle crashes, including the value of street strategies and rider conspicuity. That research, combined with refinements in methodology by MSF to further enhance the Motorcycle RiderCourse, led to the Motorcycle RiderCourse: Riding and Street Skills (MRC:RSS) curriculum in 1985. For many years, the MRC:RSS was used almost exclusively throughout the United States.

The MSF refined its curriculum and released the Basic RiderCourse (BRC) in 2001. The BRC content was modified from the MRC:RSS and an adult learning delivery methodology for classroom and riding activities was implemented. In 2003, the Oregon State motorcycle safety program, Team Oregon, introduced its curriculum, the Basic Rider Training (BRT) course.

V. Process and Subject Matter Expertise

In 2008, NHTSA contracted with the Windwalker Corporation, which subcontracted with Highway Safety Services, LLC, to develop the Model Standards. This document outlines those standards, which serve as a model for all novice motorcycle rider training programs conducted in the United States.

To provide input into the development of the Model Standards, Windwalker and Highway Safety Services organized and convened an expert working group (EWG). The EWG participants possessed knowledge specific to curriculum development, operator licensing, rider training, traffic safety, and research.

EWG participants included:

- Terry Butler, Missouri Safety Center;
- Michael Calvin, American Association of Motor Vehicle Administrators;
- Steve B. Garets, Team Oregon;
- Raymond Gaulin, Connecticut Rider Education Program and Governors Highway Safety Association;
- Terry Kline, Ed.D, Eastern Kentucky University;
- Andrew Krajewski, independent technical representative and National Association of State Motorcycle Safety Administrators;
- Lorrie J. Laing, independent technical representative;
- Dan Mayhew, Traffic Injury Research Foundation;
- Ray Ochs, Ed.D, Motorcycle Safety Foundation;
- John Brock, Windwalker Corporation;
- Allen Robinson, Ph.D, Highway Safety Services; and
- Brett Robinson, Highway Safety Services.

1. Motorcycle Pre-Ride Tasks

The rider understands and follows State and local laws, rules and regulations. The rider understands the procedures for getting ready to ride a motorcycle, the risks associated with operating a motorcycle, and the importance and function of proper personal protective equipment.

1.1. The rider can identify and follows State laws, rules, and regulations pertaining to the operation of a motorcycle and equipment requirements.

1.1.1. Identifies State laws, rules, and regulations for the operation of a motorcycle and equipment requirements.
1.1.2. Demonstrates compliance with State laws, rules, regulations, and equipment requirements.

1.2. The rider can identify the mental and physical requirements for safe motorcycle operation and the procedures for getting ready to ride a motorcycle.

1.2.1. The mental and physical requirements of riding a motorcycle.
- 1.2.1.1. Identifies the mental demands of riding a motorcycle as well as the increased crash risk when attention is not focused on the riding task.
- 1.2.1.2. Identifies the physical demands of operating a motorcycle and whether or not they are physically capable of operating a motorcycle.
- 1.2.1.3. Identifies the importance of riding free of all impairments and distractions, including alcohol and drugs.
- 1.2.1.4. Identifies the importance of choosing a motorcycle that fits their physical capabilities.
- 1.2.1.5. Identifies special weather, roadway, and traffic conditions that may require additional mental or physical preparation.

1.2.2. Demonstrates acceptance of and commitment to managing the risks associated with operating a motorcycle in a complex traffic and roadway environment.
1.2.3. Performs a basic safety check that includes tires, chain, fluid levels, leaks, controls, horn, and lights.

1.3. The rider can identify the characteristics of proper personal protective equipment and the importance of using it for protection, comfort, and conspicuity to manage the risks associated with riding a motorcycle.

1.3.1. Uses a DOT compliant helmet and identifies helmet components and functions, proper fit and care, and potential defects.
1.3.2. Uses eye and/or face protection and identifies available styles, function, and potential defects.

1.3.3. Identifies the benefits of using hearing protection to minimize hearing loss.
1.3.4. Uses over-the-ankle protective footwear and identifies the features that provide protection, support, and grip on footrests and road surfaces.
1.3.5. Uses full-fingered gloves and identifies the features that provide proper fit, grip, and protection.
1.3.6. Uses long pants and identifies the features that provide protection and comfort.
1.3.7. Uses long sleeves and identifies the features of a riding jacket that provides protection, comfort, and conspicuity.
1.3.8. Identifies the features of rain and cold-weather gear that provides protection, comfort, and conspicuity in inclement weather.

2. Vehicle Control Skills

The rider understands the motorcycle controls and information displays. The rider demonstrates proper techniques for mounting, starting, stopping, dismounting, and securing a motorcycle. The rider demonstrates proper techniques for clutch and throttle control, riding in a straight line, slowing, stopping, turning, and shifting a motorcycle. The rider demonstrates proper techniques for normal stopping in a curve, turning from a stop, and making tight turns.

2.1. The rider understands the primary controls and their proper use while maintaining functional control of the motorcycle.

2.1.1. Identifies the location and function of the primary motorcycle controls and information displays.
2.1.2. Demonstrates proper use of the primary motorcycle controls.

2.2. The rider understands the proper techniques for mounting and starting a motorcycle.

2.2.1. Demonstrates proper technique for mounting the motorcycle.
2.2.2. Demonstrates proper engine starting procedures.
2.2.3. Demonstrates proper use of the sidestand.

2.3. The rider understands the proper techniques for stopping the engine, dismounting, and securing a motorcycle.

2.3.1. Demonstrates engine stopping procedures.
2.3.2. Demonstrates proper technique for dismounting a motorcycle.
2.3.3. Identifies ways to properly secure a motorcycle.

2.4. The rider understands the proper techniques for clutch and throttle control.

2.4.1. Keeps head and eyes up.
2.4.2. Keeps four fingers on the clutch lever.
2.4.3. Keeps right wrist flat or down and fingers on the throttle grip.
2.4.4. Identifies the friction point of the clutch.
2.4.5. Uses the friction point without fully releasing the clutch.
2.4.6. Coordinates clutch and throttle to get smoothly underway.

2.5. The rider understands the proper techniques for riding in a straight line.

2.5.1. Demonstrates proper riding posture for head, eyes, back, knees, feet, elbows, hands, and arms.
2.5.2. Balances the motorcycle.
2.5.3. Keeps head and eyes up.
2.5.4. Keeps fingers on the throttle grip.
2.5.5. Demonstrates proper throttle control.

2.6. The rider understands the proper techniques for slowing and stopping a motorcycle.

2.6.1. Keeps head and eyes up.
2.6.2. Applies both brakes smoothly.
2.6.3. Downshifts to appropriate gear.
2.6.4. Disengages the clutch prior to stopping.
2.6.5. Slows and stops the motorcycle without stalling.
2.6.6. Stops at a designated point.

2.7. The rider understands proper techniques for turning a motorcycle.

2.7.1. Identifies roadway information important for safe turning.
2.7.2. Adjusts speed as needed.
2.7.3. Completes all braking and downshifting prior to turning.
2.7.4. Establishes lane position prior to turning.
2.7.5. Rolls on the throttle, as appropriate.
2.7.6. Countersteers to lean the motorcycle in the direction of the turn.
2.7.7. Maintains a steady speed while in the turn.
2.7.8. Keeps head and eyes up.
2.7.9. Looks through the turn.

2.8. The rider understands the proper techniques for shifting gears.

2.8.1. Upshifts smoothly without looking down.
2.8.2. Downshifts smoothly without looking down.
2.8.3. Matches the gears to speed.

2.9. The rider understands the proper technique for normal slowing and stopping in a curve.

2.9.1. Can identify roadway information important for slowing and stopping in a curve.
2.9.2. Keeps head and eyes up.
2.9.3. Gradually applies both brakes.
2.9.4. Straightens the motorcycle and squares the handlebars before stopping.
2.9.5. Downshifts to appropriate gear.
2.9.6. Disengages clutch prior to stopping.
2.9.7. Slows and stops without stalling.
2.9.8. Stops at a designated point.

2.10. The rider understands the proper techniques for turning from a stop.

2.10.1. Turns the handlebars and leans the motorcycle in the direction of the turn.
2.10.2. Coordinates clutch, throttle, and balance to get smoothly underway.
2.10.3. Keeps head and eyes up.
2.10.4. Looks through the turn.
2.10.5. Controls path of travel.

2.11. The rider understands the proper techniques for making tight turns.

2.11.1. Uses counterweighting technique as necessary.
2.11.2. Turns head and eyes and looks through the turn.
2.11.3. Turns the handlebars.
2.11.4. Coordinates clutch, throttle, and balance.
2.11.5. Controls path of travel.

3. Street Strategies

The rider understands the hazards associated with riding, the process of searching the roadway environment to identify hazards and escape routes, strategies for avoiding hazards, and the correct responses for dealing with hazards.

3.1. The rider understands hazards associated with riding.

3.1.1. Identifies hazardous roadway surface conditions.
3.1.2. Identifies hazardous environmental conditions.
3.1.3. Identifies hazards posed by other roadway users, e.g. other vehicles, bicyclists, pedestrians, and animals.
3.1.4. Identifies "target fixation" and its effects on rider performance.
3.1.5. Identifies areas and/or conditions in which other road users are most likely to pose hazards.
3.1.6. Identifies reasons why other drivers don't see motorcyclists.
3.1.7. Identifies reasons why motorcyclists are more vulnerable to death and injury than other drivers.

3.2. The rider searches the roadway environment to anticipate and identify hazards.

3.2.1. Identifies a visual search process to identify hazards and escape routes.
  3.2.1.1. Searches as far ahead as possible.
  3.2.1.2. Searches projected path of travel.
  3.2.1.3. Searches immediate path of travel.
  3.2.1.4. Searches to the sides.
  3.2.1.5. Checks mirrors and blind spots.
  3.2.1.6. Checks motorcycle displays periodically.
3.2.2. Searches the roadway for debris and surface hazards that may affect motorcycle handling and traction.
3.2.3. Searches the roadway for traffic controls (signs, signals, and roadway markings) to determine speed, positioning, and identify potential hazards.
3.2.4. Searches the roadway for other vehicles, bicyclists, pedestrians, and animals to identify hazards.

3.3. The rider understands strategies to avoid hazards.

3.3.1. Uses search information to manage speed and roadway position.
3.3.2. Identifies strategies to be visible to other roadway users.
3.3.3. Adjusts speed and position to changing roadway conditions, environmental characteristics, traffic controls, and other roadway users.
3.3.4. Maintains an adequate space cushion and following distance.
3.3.5. Identifies proper techniques and lane positioning for turning, passing, merging, and changing lanes.
3.3.6. Uses search information to identify potential escape routes.

3.4. The rider understands how to respond correctly to hazards.

3.4.1. Identifies the benefits of communicating presence and/or intentions.
3.4.2. Identifies the benefits of adjusting speed as necessary to decrease risk.
3.4.3. Identifies the benefits of adjusting position and/or direction as necessary to decrease risk.

4. Roadway Management Skills

The rider understands proper techniques for slowing quickly, stopping in the shortest distance, cornering, and swerving. The rider understands space and path-of-travel management and proper techniques for making lane changes, passing, and adjusting to surface hazards. The rider understands proper techniques to adjust to rain, wind, and conditions of reduced traction and visibility.

4.1. The rider understands proper technique for slowing quickly and stopping in the shortest distance in a straight line.

4.1.1. Applies maximum brake pressure to front and rear brakes simultaneously without locking either wheel.
4.1.2. Maintains control and looks well ahead.
4.1.3. Maintains control of inadvertent wheel skidding of the front and/or rear wheels.
4.1.4. Downshifts to appropriate gear.
4.1.5. Identifies awareness of advanced braking systems.

4.2. The rider understands proper entry speed and path of travel when cornering a motorcycle.

4.2.1. Identifies the proper apex for various types of curves and knows the importance of a delayed apex.
4.2.2. Identifies the proper path of travel for various types of curves.
4.2.3. Searches for information about the curve, slows and downshifts as needed to an appropriate entry speed prior to entering various types of curves.
4.2.4. Countersteers to lean the motorcycle into the curve.
4.2.5. Turns head and looks through the curve.
4.2.6. Controls lane position and maintains a steady speed in the curve.

4.3. The rider understands the proper techniques for slowing or stopping quickly in a curve.

4.3.1. Identifies the relationship between traction needed for cornering and traction needed for braking.
4.3.2. Demonstrates straightening the motorcycle and squaring the handlebars before braking in a curve.
4.3.3. Demonstrates applying and gradually increasing brake pressure as the motorcycle straightens in a curve.
4.3.4. Identifies circumstances in which each technique would be appropriate.

4.4. The rider understands the proper techniques for swerving to avoid a collision.

4.4.1. Identifies the relationship between traction needed for braking and swerving.
4.4.2. Maintains control and looks well ahead.
4.4.3. Countersteers to swerve the motorcycle.
4.4.4. Leans the motorcycle independent of the body lean.
4.4.5. Maintains a steady speed while swerving.
4.4.6. Countersteers to straighten the motorcycle.
4.4.7. Separates braking from swerving.

4.5. The rider understands the proper techniques for making lane changes and/or passing other vehicles.

4.5.1. Checks mirror and blind spot.
4.5.2. Signals well in advance.
4.5.3. Changes lanes and/or passes only when safe to do so.
4.5.4. Maintains adequate space cushion and appropriate speed.
4.5.5. Cancels turn signal after completing lane change and/or pass.

4.6. The rider understands how to adjust to surface hazards and roadway conditions with reduced traction.

4.6.1. Identifies hazards that may destabilize a motorcycle or cause a loss of traction e.g. railroad crossings, potholes, speed bumps, construction grooves.
4.6.2. Identifies conditions of reduced traction, e.g., gravel, sand, leaves, ice.
4.6.3. Identifies ways to manage the effects of surface hazards and/or reduced traction.
4.6.4. Adjusts speed, path of travel, space cushion, and lean angle as necessary.

4.7. The rider understands how to ride in conditions of limited visibility.

4.7.1. Identifies characteristics of proper clothing for conditions of limited visibility.
4.7.2. Identifies the importance of clean and untinted eye protection.
4.7.3. Identifies the benefit of using high beam headlights as appropriate.
4.7.4. Reduces speed and increases following distance as necessary.
4.7.5. Identifies the benefit of using headlights and taillights of other vehicles to aid in scanning.

4.8. The rider understands proper techniques for riding at night.

4.8.1. Identifies the importance of wearing bright reflective clothing.
4.8.2. Identifies the importance of clean eye protection.
4.8.3. Uses high beam headlights, unless oncoming traffic is approaching.
4.8.4. Reduces speed and increases following distance as necessary.
4.8.5. Identifies the relationship between speed and the distance illuminated by the headlights (overriding the headlight).

4.9. The rider understands proper techniques for riding in the rain.

4.9.1. Identifies the benefits of rain gear and reflective materials.
4.9.2. Reduces speed and increases space cushion as necessary.
4.9.3. Identifies the conditions in which stopping safely away from the roadway and waiting is preferable.

4.10. The rider understands how to adjust to windy conditions.

4.10.1. Identifies areas where wind gusts may affect path of travel or stability.
4.10.2. Identifies proper technique to counter wind gusts and/or steady wind from the side.

5. Tasks Related to Carrying Passengers, Cargo, Group Riding, and Touring

The rider understands proper techniques and considerations for riding in a group. The rider understands the adjustments necessary for carrying passengers and cargo. The rider understands considerations for long-distance riding and touring. The rider understands that beginners should limit exposure to group riding, carrying passengers, and long-distance riding until they have gained skill and experience.

5.1. The rider understands the proper techniques for riding in a group.

5.1.1. Identifies the benefits and limitations of various riding formations, e.g. single file, staggered, side-by-side.
5.1.2. Identifies the importance of avoiding target fixation, active visual scanning, and maintaining a proper space cushion.
5.1.3. Identifies the value of knowing group riding signals.
5.1.4. Identifies the effects of peer pressure and group mentality on riding behavior and attention.
5.1.5. Identifies the reasons for limiting group riding until the rider has gained experience.

5.2. The rider understands the adjustments necessary for riding with passengers and carrying cargo.

5.2.1. Identifies the maximum weight capacity of a motorcycle.
5.2.2. Identifies the benefits of adjusting tire pressure and suspension for added weight.
5.2.3. Identifies proper passenger mounting, riding, and dismounting procedures.
5.2.4. Identifies the effects of additional weight on balance, braking, and steering.
5.2.5. Identifies how to position, secure, and protect cargo.
5.2.6. Identifies the reasons for limiting carrying passengers until the rider has gained experience.

5.3. The rider understands the considerations necessary for touring and riding long distances.

5.3.1. Identifies the risks associated with severe weather, fatigue, and travel in remote areas (e.g. lack of cell phone coverage and emergency medical services.)
5.3.2. Identifies items necessary for long distance travel (additional clothing, rain gear, tools, etc.)
5.3.3. Identifies the benefits of frequent breaks for rest, exercise, fluids, and food.
5.3.4. Identifies the reasons for limiting long-distance riding until the rider has gained experience.

6. Factors Adversely Affecting Rider Performance

The rider understands the elevated risks of alcohol and other drugs on rider performance and the legal, social, personal, economic, and safety consequences of operating a motorcycle under the influence of alcohol and other drugs. The rider understands and avoids factors which adversely affect rider performance.

6.1. The rider understands the elevated risks of alcohol and other impairing drugs on motorcycle rider performance and separates riding from the use of alcohol and other drugs.

6.1.1. Identifies the increased crash risk associated with riding under the influence of alcohol and other drugs.
6.1.2. Identifies the effects of alcohol and drugs on attention, visual search, recognition of hazards, and physical coordination.
6.1.3. Identifies the effects of alcohol and drugs on judgment, vision, perception and reaction time.
6.1.4. Identifies the types of over-the-counter drugs, prescription drugs, and illegal drugs that affect rider performance.
6.1.5. Identifies the compounding effects of combining alcohol and other drugs.

6.2. The rider understands the legal, social, personal, and economic consequences of riding impaired and demonstrates a commitment to separating riding from alcohol and/or other drugs.

6.2.1. Identifies legal, social, personal, and economic consequences of an impaired riding arrest.
6.2.2. Demonstrates commitment to separating the use of alcohol and other drugs from operating a motorcycle.
6.2.3. Identifies time as the primary factor for removing alcohol from the rider's system.
6.2.4. Identifies that time will vary for the removal of other drugs from the rider's system.
6.2.5. Identifies methods of intervention when a rider is at risk to become under the influence of alcohol or other drugs.
6.2.6. Identifies the risks of riding with others who are impaired.
6.2.7. Demonstrates commitment to avoiding riding with others who are impaired.

6.3. The rider understands and avoids factors that adversely affect rider performance.

6.3.1. Identifies factors that contribute to distraction and/or inattention (e.g., communication devices, passengers, etc.).
6.3.2. Identifies factors that contribute to fatigue and drowsiness.
6.3.3. Identifies the negative effects of aggression and emotions.
6.3.4. Identifies the negative effects of overconfidence or lack of confidence.
6.3.5. Identifies factors of aging and types of health problems that affect rider performance.

6.3.6. Identifies the negative effects of temperature extremes and exposure (e.g., wind chill, hypothermia, dehydration, etc.).
6.3.7. Demonstrates commitment to minimizing factors that adversely affect rider performance.

Appendix A – Historical Research Documents and Curricula

The following documents and curricula were used during the research phase in the development of the Model Standards.

- 1972 – Original draft of the Beginning Rider Course Guide, Motorcycle Industry Council for Safety and Education Foundation
- 1974 – Motorcycle Task Analysis, MSF
- 1974 – Curriculum: The Beginning RiderCourse, MSF
- 1975 – Instructional Objectives for Motorcycle Safety Education, MSF
- 1976 – Curriculum: Motorcycle RiderCourse, MSF
- 1976 – Photographic Analysis of Motorcycle Operator Control Responses, NHTSA
- 1976 – Motorcycle Curriculum Specifications, NHTSA
- 1977 – Motorcycle Curriculum Feasibility Test, NHTSA
- 1979 – Motorcycle Standards, NHTSA (used for State reviews)
- 1981 – Motorcycle Accident Cause Factors and Identification of Countermeasures (Hurt Study)
- 1985 – Curriculum: Motorcycle RiderCourse: *Riding and Street Skills*, MSF
- 2000 – National Agenda for Motorcycle Safety, NHTSA & MSF
- 2001 – Curriculum: Basic RiderCourse, MSF
- 2003 – Curriculum: Basic Rider Training, Team Oregon
- 2006 – Highway Safety Program Guideline Number 3, Motorcycle Safety, NHTSA
- 2006 – Novice Driver Education and Training Standards, ADTSEA
- 2009 – Guidelines for Motorcycle Operator Licensing, NHTSA and AAMVA
- 2009 – Review of State Motorcycle Safety Program Technical Assessments, NHTSA
- 2009 – Novice Teen Driver Education and Training Administrative Standards, NHTSA
- Motorcycle Operator Manual (updated regularly)

Appendix B – List of Acronyms

AAMVA – American Association of Motor Vehicle Administrators

ADTSEA – American Driver and Traffic Safety Education Association

BRC – Basic RiderCourse

BRT – Basic Rider Training

DOT – Department of Transportation

EWG – Expert Working Group

GHSA – Governors Highway Safety Association

HSPG – Highway Safety Program Guideline

HSS – Highway Safety Services, LLC

MIC – Motorcycle Industry Council

MRC:RSS – Motorcycle RiderCourse: *Riding and Street Skills*

MSF – Motorcycle Safety Foundation

NAMS – National Agenda for Motorcycle Safety

NHTSA – National Highway Traffic Safety Administration

NPSRI – National Public Services Research Institute

SMSA – National Association of State Motorcycle Safety Administrators

TIRF – Traffic Injury Research Foundation

Appendix C – Definition of Selected Terms

Advanced braking systems – variations on the basic motorcycle braking systems. These include:

- **Antilock braking system** – type of braking system that automatically releases brake pressure prior to wheel lockup, prevents skids during straight-line braking.
- **Integrated braking systems** – type of braking system that applies partial front braking when the rear brake is applied.
- **Linked braking system** – type of braking system that applies brake pressure to both brakes when either brake is applied.

Apex – point in a rider's path of travel closest to the inside edge of a curve. It is not necessarily in the center of the curve.

Conspicuity – the quality of being conspicuous; highly visible, easily seen or noticed by others.

Countersteer – to initiate lean by applying forward pressure to the handgrip in the direction of the turn; press right, go right; press left, go left.

Counterweight – shifting weight to the outside of the turn. Used to provide better balance in low speed turns.

Friction point – the area of clutch lever movement that begins where the clutch starts to transmit power to the rear wheel and ends just prior to full clutch engagement. Used in getting underway, downshifting and in slow speed maneuvers.

Motorcycle Accident Cause Factors and Identification of Countermeasures (Hurt Study) – a motorcycle safety study conducted in the United States, initiated in 1976 and published in 1981. The report is named after its primary author, Professor Harry Hurt. The findings significantly advanced the state of knowledge of the causes of motorcycle crashes. The study also provided data clearly showing that helmets significantly reduce fatalities and brain injuries without any increased risk of crash involvement or neck injury.

Overriding the headlight – riding at a speed that does not allow you to avoid hazards or stop within the path illuminated by the headlight.

Squares the handlebars – refers to centering the steering with the motorcycle upright and moving in a straight line. Helps to preserve balance at stops.

Target fixation – staring at the object you are trying to avoid. Associated with riders striking obstacles they were attempting to avoid. Caused by failure to look to the escape route.

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ATTACHMENT E

Highway Safety Program Guideline Number 3

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Highway Safety Program Guideline No. 3

Motorcycle Safety

Each State, in cooperation with its political subdivisions and tribal governments and other parties as appropriate, should develop and implement a comprehensive highway safety program, reflective of State demographics, to achieve a significant reduction in traffic crashes, fatalities, and injuries on public roads. The highway safety program should include a comprehensive motorcycle safety program that aims to reduce motorcycle crashes and related deaths and injuries. Each comprehensive State motorcycle safety program should address the use of helmets (meeting Federal Motor Vehicle Safety Standard 218) and other protective gear, proper licensing, impaired riding, rider training, conspicuity, and motorist awareness. This guideline describes the components that a State motorcycle safety program should include and the criteria that the program components should meet.

I. PROGRAM MANAGEMENT

Each State should have centralized program planning, implementation and coordination to identify the nature and extent of its motorcycle safety problems, to establish goals and objectives for the State's motorcycle safety program and to implement projects to reach the goals and objectives. State motorcycle safety plans should:

- Designate a lead agency for motorcycle safety;
- Develop funding sources;
- Collect and analyze data on motorcycle crashes, injuries, and fatalities;
- Identify and prioritize the State's motorcycle safety problem areas;
- Encourage collaboration among agencies and organizations responsible for, or impacted by, motorcycle safety issues;
- Develop programs (with specific projects) to address problems;
- Coordinate motorcycle safety projects with those for the general motoring public;
- Integrate motorcycle safety into State strategic highway safety plans and other related highway safety activities including impaired driving, occupant protection, speed management, and driver licensing programs; and
- Routinely evaluate motorcycle safety programs and services.

II. MOTORCYCLE PERSONAL PROTECTIVE EQUIPMENT

Each State is encouraged to have and enforce a mandatory all-rider motorcycle helmet use law. In addition, each State should encourage motorcycle operators and passengers to use the following protective equipment through an aggressive communication campaign:

- Motorcycle helmets that meet the Federal helmet standard;
- Proper clothing, including gloves, boots, long pants, and a durable long-sleeved jacket; and
- Eye and face protection.

Additionally, each passenger should have a seat and footrest.

III. MOTORCYCLE OPERATOR LICENSING

States should require every person who operates a motorcycle on public roadways to pass an examination designed especially for motorcycle operation and to hold a license endorsement specifically authorizing motorcycle operation. Each State should have a motorcycle licensing system that requires:

- Motorcycle operator's manual that contains essential safe riding information;
- Motorcycle license examination, including knowledge and skill tests, and State licensing medical criteria;
- License examiner training specific to testing of motorcyclists;
- Motorcycle license endorsement;
- Cross-referencing of motorcycle registrations with motorcycle licenses to identify motorcycle owners who may not have the proper endorsement;
- Motorcycle license renewal requirements;
- Learner's permits issued for a period of 90 days and the establishment of limits on the number and frequency of learner’s permits issued per applicant to encourage each motorcyclist to get full endorsement; and
- Penalties for violation of motorcycle licensing requirements.

IV. MOTORCYCLE RIDER EDUCATION AND TRAINING

Safe motorcycle operation requires specialized training by qualified instructors. Each State should establish a State Motorcycle Rider Education Program that has:

- A source of program funding;
- A State organization to administer the program;
- A mandate to use the State-approved curriculum;
- Reasonable availability of rider education courses for all interested residents of legal riding age and varying levels of riding experience;

- A documented policy for instructor training and certification;
- Incentives for successful course completion such as licensing test exemption;
- A plan to address the backlog of training, if applicable;
- State guidelines for conduct and quality control of the program; and
- A program evaluation plan.

V. MOTORCYCLE OPERATION UNDER THE INFLUENCE OF ALCOHOL OR OTHER DRUGS

Each State should ensure that programs addressing impaired driving include an impaired motorcyclist component. The following programs should be used to reach impaired motorcyclists:

- Community traffic safety and other injury control programs, including outreach to motorcyclist clubs and organizations;
- Youth anti-impaired driving programs and campaigns;
- High visibility law enforcement programs and communications campaigns;
- Judge and prosecutor training programs;
- Anti-impaired-driving organizations' programs;
- College and school programs;
- Workplace safety programs;
- Event-based programs such as motorcycle rallies, shows, etc.; and
- Server training programs.

VI. LEGISLATION AND REGULATIONS

Each State should enact and enforce motorcycle-related traffic laws and regulations. As part of a comprehensive motorcycle safety program each State is encouraged to have and enforce a law that requires all riders to use motorcycle helmets compliant with the Federal helmet standard. Specific policies should be developed to encourage coordination with appropriate public and private agencies in the development of regulations and laws to promote motorcycle safety.

VII. LAW ENFORCEMENT

Each State should ensure that State and community motorcycle safety programs include a law enforcement component. Each State should emphasize strongly the role played by law enforcement personnel in motorcycle safety. Essential components of that role include:

- Developing knowledge of motorcycle crash situations, investigating crashes, and maintaining a reporting system that documents crash activity and supports problem identification and evaluation activities;
- Providing communication and education support;

- Providing training to law enforcement personnel in motorcycle safety, including how to identify impaired motorcycle operators and helmets that do not meet FMVSS 218; and
- Establishing agency goals to support motorcycle safety.

VIII. HIGHWAY ENGINEERING

Traffic engineering is a critical element of any crash reduction program. This is true not only for the development of programs to reduce an existing crash problem, but also to design transportation facilities that provide for the safe movement of motorcyclists and all other motor vehicles.

The needs of motorcyclists must always be considered. Therefore, each State should ensure that State and community motorcycle safety programs include a traffic engineering component that is coordinated with enforcement and educational efforts. This engineering component should improve the safety of motorcyclists through the design, construction, operation and maintenance of engineering measures. These measures may include, but should not be limited to:

- Considering motorcycle needs when selecting pavement skid factors; and
- Providing advance warning signs to alert motorcyclists to unusual or irregular roadway surfaces.

IX. MOTORCYCLE RIDER CONSPICUITY AND MOTORIST AWARENESS PROGRAMS

State motorcycle safety programs, communication campaigns, and State motor vehicle operator manuals should emphasize the issues of rider conspicuity and motorist awareness of motorcycles. These programs should address:

- Daytime use of motorcycle headlights;
- Brightly colored clothing and reflective materials for motorcycle riders and motorcycle helmets with high daytime and nighttime conspicuity;
- Lane positioning of motorcycles to increase vehicle visibility;
- Reasons why motorists do not see motorcycles; and
- Ways that other motorists can increase their awareness of motorcyclists.

X. COMMUNICATION PROGRAM

States should develop and implement communications strategies directed at specific high-risk populations as identified by data. Communications should highlight and support specific policy and progress underway in the States and communities and communication programs and materials should be culturally relevant, multilingual as necessary, and appropriate to the audience. States should enlist the support of a variety of media, including mass media, to improve public awareness of motorcycle crash problems and programs directed at preventing them. States should:

- Focus their communication efforts to support the overall policy and program;
- Review data to identify populations at risk; and
- Use a mix of media strategies to draw attention to the problem.

XI. PROGRAM EVALUATION AND DATA

Both problem identification and continual evaluation require effective record keeping by State and local government. The State should identify the frequency and types of motorcycle crashes. After problem identification is complete, the State should identify appropriate countermeasures. The State should promote effective evaluation by:

- Supporting the analysis of police accident reports involving motorcyclists;
- Encouraging, supporting and training localities in process, impact and outcome evaluation of local programs;
- Conducting and publicizing statewide surveys of public knowledge and attitudes about motorcycle safety;
- Maintaining awareness of trends in motorcycle crashes at the national level and how trends might influence activities statewide;
- Evaluating the use of program resources and the effectiveness of existing countermeasures for the general public and high-risk population;
- Collecting and reporting accurate motorcycle vehicle miles traveled data; and
- Ensuring that evaluation results are used to identify problems, plan new programs and improve existing programs.