



Novice Teen Driver Education and Training Administrative Standards Strategic Plan

Developed By:
The Association of National
Stakeholders in Traffic Safety
Education

In Cooperation with:
The National Highway Traffic
Safety Administration and
Highway Safety Services, LLC

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Executive Summary

This Strategic Plan document will promote adoption of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), also referred to as the “Administrative Standards,” to initiate improvements in the administration of driver education, provide a timetable and direction for increased adoption, and define priorities of the driver education community. This Strategic Plan provides guidance to the Association of National Stakeholders in Traffic Safety Education (ANSTSE), also referred to as the “Association,” to provide support to state agencies to adopt and implement the Administrative Standards within the coming decade.

To further this effort and define the future direction of driver education, the Association utilized the Administrative Standards in developing this Strategic Plan to ensure comprehensive driver education nationwide; for the implementation and maintenance of these Administrative Standards at the national level; and to provide promising practices for states to adopt the Administrative Standards. In addition, a process for the review and update of this Strategic Plan has been established to ensure the Strategic Plan is updated and the Administrative Standards are kept current.

To assist with the development of this Strategic Plan, an Association Advisory Committee (AAC) was established consisting of one representative from each organization within the Association. Three meetings and numerous conference calls of the AAC were held to facilitate the development of this Strategic Plan. Highway Safety Services (HSS) with funding from the National Highway Traffic Safety Administration (NHTSA) and guidance from the Association provided the technical support for the development of this Strategic Plan.

The following represent the key topic areas from the Administrative Standards. The key topic areas were examined to determine possible strategies for the implementation of the Administrative Standards and to improve driver education at the national level. A sixth (6th) topic area was created by the AAC to assist with strategies for the standards implementation process.

Topic Areas

1. Program Administration
2. Education / Training
3. Instructor Qualification
4. Parent / Guardian Involvement
5. Coordination with Driver Licensing
6. Standards Implementation

Twelve initial strategies were developed by the AAC to initiate improvements in the administration of driver education, provide a timetable and direction for increased adoption of the Administrative Standards, and to define the priorities of the driver education community.

These twelve strategies include:

1. Develop a communication plan for distribution of the Administrative Standards.
2. Encourage each state to complete the NHTSA Driver Education State Peer Review Process / State Assessment.
3. Provide Technical Support / Assistance to States for the implementation of the Administrative Standards.
4. Promote the establishment of State-level teacher training standards.
5. Support and promote driver education and training that meets the Administrative Standards as an integral part of all Model GDL Systems.
6. Adopt a public policy, by each Association member organization, in support of the Administrative Standards.
7. Actively review and update the Administrative Standards.
8. Develop and publicize Driver Education Course Delivery Standards and establish a review process.
9. Actively review and update the Strategic Plan.
10. Develop delivery standards for On-Line Driver Education and Training.
11. Collaborate on Driver Education and Driver License Testing Programs.
12. Support and promote Parent/Guardian Involvement that meets the Administrative Standards.

Additional details on the twelve strategies can be found on pages 14-22.

This Strategic Plan provides for timelines (or deliverables) and evaluation criteria within each of the Strategic Plan Strategies. With assistance from the Association Secretariat, the Association shall review the status of each strategy during regularly scheduled meetings and conference calls. The Association shall make every effort possible to evaluate the effectiveness of each strategy implemented as described in the Strategic Plan.

The Association shall meet at least once a year to review the status of the Strategic Plan as established in the *“Requirements for the Review and Update of the Novice Teen Driver Education and Training Administrative Standards and the Strategic Plan”* document. The document outlines the requirements for regularly scheduled meetings and the process for submitting recommendations for the review and update of the Strategic Plan.

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Purpose, Objective and Goals

Purpose of the Strategic Plan

The purpose of this Strategic Plan document is to promote adoption of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), hereafter referred to as the “Administrative Standards.” The Strategic Plan provides the Association of National Stakeholders in Traffic Safety Education (ANSTSE), hereafter referred to as the “Association,” a timetable and direction for increased adoption of the Administrative Standards and defines priorities of the driver education community for the coming years. The Strategic Plan should initiate improvements in the administration of driver education.

Objective of the Strategic Plan

The objective of this Strategic Plan is for the Association to assist state agencies to adopt and implement the Administrative Standards within the coming decade.

Goals

The Strategic Plan goals are designed to guide the Association to:

- Promote and assist states with the adoption and implementation of the Administrative Standards.
- Improve the visibility and importance of driver education at the national level.
- Promote uniformity and improve the quality of driver education through the Administrative Standards at the state and national level.
- Determine how states choose to become compliant with the Administrative Standards.
- Promote the strategic plan as encompassing for public / private / commercial schools.
- Provide promising practices on how a state may raise its general level of conformity with the Administrative Standards.
- Provide promising practices on how to raise the quality of driver education programs nationwide.
- Determine the future needs in driver education and plan activities that will meet these needs.
- Identify priority components within the Administrative Standards.
- Develop an action plan and implementation plan to address identified priority issues.
- Develop short term as well as 10 and 15-year horizon goals for driver education in America.

Administrative Standards Background

The Administrative Standards were developed by representatives from the driver education professional community with assistance from the National Highway Traffic Safety Administration (NHTSA). The Administrative Standards were finalized in 2009 to define the future of driver education and assist in improving the delivery of driver education programs nationally. The process for developing the Administrative Standards consisted of:

- Reviewing a cross-section of State-level driver education and training standards, curriculum content, and delivery requirements to determine how they can help shape national standards of oversight, delivery, monitoring, and evaluation of State and local driver education and training programs. Researching, reviewing, and comparing driver education and training-related documents from numerous sources including the following organizations:
 - National Highway Traffic Safety Administration (NHTSA);
 - American Driver and Traffic Safety Education Association (ADTSEA);
 - AAA Foundation for Traffic Safety; and
 - Driving School Association of the Americas (DSAA).
- Identifying differences in the approaches currently used by States and other programs to determine what modifications are needed to ensure uniformity and acceptance by public and private driver education and training programs.
- Assembling a Working Group consisting of program administrators and driver education and training specialists, both public and private, as well as other stakeholders, to develop draft standards, guidelines, monitoring and evaluation approaches, and oversight techniques.
- Devising standards and guidelines for overseeing public and private driver education and training programs to ensure program quality upon delivery, including monitoring and evaluation recommendations.
- Presenting the Working Group material at a national conference on driver education and training attended by key driver education and training providers from State government driver education and training administrators and private entities. Ensuring conference attendees have the opportunity to comment and provide feedback on the draft standards; discuss implementation strategy development; and recommending mechanisms for update, change, and follow-through on the maintenance of the standards. The comments from conference attendees were considered by the Working Group and were included where appropriate.

The Working Group determined that standards should be established for the following topic areas:

- Program Administration;
- Education/Training;
- Instructor Qualification;
- Parent/Guardian Involvement; and
- Coordination with Driver Licensing.¹

To maintain and, when necessary, upgrade the Administrative Standards and to provide oversight in implementation activities the Association was established in 2010, consisting of major stakeholders, including the American Driver and Traffic Safety Education Association (ADTSEA), the Driver Education and Training Administrators (DETA), the Driving School Association of the Americas (DSAA), the Governors Highway Safety Association (GHSA), and the Transportation Research Board (TRB). In March 2011 three new stakeholders were approved for participation in the Association; the American Association of Motor Vehicle Administrators (AAMVA), the American Automobile Association (AAA) and the AAA Foundation for Traffic Safety.

The publication of the Administrative Standards and the formation of the Association were important first steps in the improvement process. To further this effort and define the future direction of driver education, Highway Safety Services, LLC (HSS) with funding from the NHTSA and guidance from the Association utilized the Administrative Standards in developing this Strategic Plan to ensure comprehensive driver education nationwide; for the implementation and maintenance of these Administrative Standards at the national level; and to provide promising practices for states to adopt the Administrative Standards. In addition, a process for the review and update of this Strategic Plan has been established to ensure the Strategic Plan is updated and the Administrative Standards are kept current.

¹ National Highway Traffic Safety Administration. "Novice Teen Driver Education and Training Administrative Standards." Washington, DC. 2009. <http://www.nhtsa.gov/staticfiles/nti/pdf/TeenDriverETAS-1.pdf>

Introduction

Scope of the Problem

Motor vehicle crashes are the leading cause of death among American teens, accounting for more than one third of all deaths of 16 to 18-year olds. Teens continue to be over-represented in fatal crashes compared to all age groups. The crash rate is greatest among 16-year olds, who have the most limited driving experience and an immaturity level that often results in risk-taking behind-the-wheel.²

Leading Causes of Death for Teens



“In 2010, 10 percent of all drivers involved in fatal crashes and 14 percent of all drivers involved in police-reported crashes were young drivers between 15 and 20 years old.”³
“Among young drivers involved in fatal crashes in 2010, 30 percent of those who did not have valid operator’s licenses also had previous license suspensions or revocations at the time of the crash.”³

“Younger drivers are frequently inexperienced in hazard recognition and often take unnecessary risks due to a combination of poor decision making and an illusion of invulnerability. Younger drivers do not always consider the consequences of their actions. Recent research in adolescent development supports the contention that younger people are often developmentally less capable of making sound judgments and decisions regarding potentially risky behavior. Areas of the brain involved in rendering judgments and making decisions are not fully developed until around age 25. Young drivers are particularly vulnerable to certain high-risk driving situations, such as driving at night, after drinking alcohol, with other teenage passengers, and when unbelted.”⁴

“A variety of approaches have been taken to reduce teen driver crashes. These include laws and sanctions, licensing programs, and educational programs.”⁴ Twenty-nine States require some form of driver education for persons under the age of 18 to complete the licensing process.⁵

History and Current Status of Driver Education

“In North America the term driver education has usually been applied to programs for beginning drivers consisting of both “theory” instruction in the classroom and practical training in a vehicle. Traditional programs have taken place in a single stage, before the

² National Highway Traffic Safety Administration and the Insurance Institute for Highway Safety. “Beginning Teenage Drivers.” Arlington, VA., 2006. http://www.iihs.org/brochures/pdf/beginning_drivers.pdf

³ NHTSA 2010 Traffic Safety Facts: Young Drivers, DOT HS 811 622.

⁴ Compton, R. and Ellison-Potter, P. “Teen Driver Crashes: A Report to Congress.” NHTSA, Washington, D.C., 2008.

⁵ Chaudhary, N., Bayer, L., Ledingham, K. and Casanova, T. “Driver Education Practices in Selected States.” NHTSA, Washington D.C., 2011, DOT HS 811 422.

driver becomes licensed. Indeed, one principal purpose of driver education is to prepare beginners for license testing.”⁶

“Driver education was widely available in public secondary schools in North America for many years. After the early 1980s, availability has declined in most jurisdictions. This was especially the case in the United States, where high school driver education had been pervasive through the 1970s. In Canada, driver education has always been more diverse. High school driver education has remained strong in some provinces, never existed in others, and has declined in still others in a manner similar to the United States.”⁶

“Driver education has long had been mandated to address all possible aspects of the tragically high crash risk of young novice drivers. Courses for beginners have long been a popular and convenient means of achieving independent mobility, important for both young people and their parents. Driver education has strong “face validity” as a safety measure. Parents think it makes their children safer drivers.”⁶

“In recent years, there have been changes in how driver education is delivered. There are rapidly developing trends toward changes in instructional method and program delivery. Traditionally, all driver education activities involved face-to-face interaction between the instructor and learner, although classroom instruction was often supported with film and video media, and sometimes simulators. More recently self-instruction, computer-based instruction, simulation, and web-based instruction have become prevalent, particularly in parts of the United States.”⁶

The new Administrative Standards recommend 45 hours of classroom and 10 hours of behind-the-wheel driving instruction and 10 hours of observation. *“It represents the latest thinking on what should be taught in a driver education course and how it should be taught. Its short-term nature and the inherent difficulty of achieving lasting change put it at a disadvantage in doing other than imparting the basic skills of driving.”⁷*

In a study conducted by NHTSA, researchers obtained driver education curricula from 10 States. Seven of these States require driver education prior to licensing and each has a single statewide curriculum. Three States do not require driver education and do not have a statewide curriculum. All States in the study fell short of the recommended number of instruction hours. Most of the States require 30 in-class hours and 6 behind-the-wheel hours of instruction.⁸

As part of the NHTSA study, researchers’ also recruited 57 teens from 18 randomly selected States to take part in topical discussions of driver education. In general, the driver education courses matched their curricula. Teens reported that the in-class

⁶ Lonero, L. and Mayhew, D. *“Large-Scale Evaluation of Driver Education Review of the Literature on Driver Education Evaluation: 2010 Update.”* AAA Foundation for Traffic Safety, Washington, D.C., 2010.

⁷ Williams, A., Preusser, D., Ledingham, K. *“Feasibility Study on Evaluating Driver Education Curriculum.”* NHTSA, Washington, D.C., April 2009.

⁸ NHTSA 2011 Traffic Tech: Driver Education Practices in Selected States, Number 404.

portion of the course lasted the designated amount of time; however, teens reported that on average they spent only 4.6 hours actually driving during the course. Forty-nine percent of teens received less than 6 hours of behind-the-wheel instruction. Only 11 percent of the teens drove for the minimum 8 hours recommended.⁸

“There are clear differences in the requirements for driver education between States. Some States require driver education for young new drivers prior to licensure while others let the individual decide whether to take driver education.”⁸

Driver education programs are being introduced in States that now have graduated licensing systems, which may provide some motivation for safe driving practices since crashes can halt or reverse progress through the system; and two, parent components have been introduced, encouraging parent involvement in the licensing process in providing supervised driving practice and enforcing graduated licensing rules.⁷

Driver education that meets the Standards should be an integral component within all State’s Graduated Driver Licensing (GDL) Programs as defined by NHTSA. GDL is a system that can only be effective if it includes all of the GDL components defined by NHTSA.

Evaluation of Driver Education

In the past, studies of traditional driver education have been unsuccessful in demonstrating its effectiveness. The AAA Foundation for Traffic Safety, Large-Scale Evaluation of Driver Education Review of the Literature on Driver Education Evaluation 2010 Update, outlines various studies conducted over the past decades which have found that driver education failed to produce a measurable change in crash rates.

“Although positive findings have also been found, many members of the safety research community have come to believe that “driver education does not work.” This conclusion raises questions as to how such a counter-intuitive situation might be possible.”⁶

“However, given the limited scope of beginner training and its position at the very start of a long learning curve, driver education effects may be overshadowed by other experiences, overconfidence, increased exposure to risk, and relaxed parental supervision. Since so much of a new drivers’ learning takes place after licensing, potentially beneficial effects of traditional driver education may be offset by other influences. And as researchers have also suggested, driver education in the past may not have provided the best possible content in the best ways (Mayhew and Simpson 1997).”⁶

Several recent studies have shown fewer crashes, convictions and suspensions associated with young drivers who have completed driver education. Evaluation of Oregon’s GDL Program 2007 shows promising findings for the effectiveness of driver education for teen drivers. *“Teen drivers who opted to take an approved Oregon Department of Transportation (ODOT) driver education course, in lieu of an additional 50 hours of supervised practice, had fewer crashes, traffic convictions, and suspensions. It is not possible to determine if the better outcomes are a result of the*

ODOT-approved training courses, or if they are due to selection bias. For example, parents who had teens take driver education may have placed greater restrictions on their teenage drivers. It is also important to note that there was no way to verify that the teen drivers who opted for 100 hours of supervised practice actually completed 100 hours of practice. Focus group participants reported that many parents may have simply signed the ODOT form verifying the 100 hours of practice regardless of how many, or how few, hours their teen driver actually completed.”⁹

“The analysis of convictions, suspensions, and crashes offers strong support for GDL programs. It seems clear that Oregon’s GDL program is associated with improved safety. Particularly for 16-year-old drivers, suspensions and crashes dropped by the second year of GDL implementation, even when controlled for adult suspension and crash rates.”⁹ For more information on the Oregon Study, please refer to the Evaluation of Oregon’s GDL Program – Final Report 2007.

Preliminary results from the Nebraska Evaluation of Driver Education 2011 also show fewer crashes, convictions and suspensions associated with young drivers who have completed driver education. The Nebraska study had not yet been published at the time of the release of this Strategic Plan. The Association should monitor the release of the Nebraska study to utilize its’ results, if warranted, within future versions of the Strategic Plan.

⁹ Raymond, P., Jones, M., Golembiewski, G., Seifert, Nichols, J. & Knoblauch, R., “*Evaluation of Oregon’s Graduated Driver Licensing Program*”, NHTSA Washington, DC, 2007.

Strengths, Challenges, Opportunities

The following table outlines the strengths, challenges and opportunities for the continued improvement of driver education at the national and state level through the implementation of the Administrative Standards. The Association will continue to monitor these strengths, challenges and opportunities to assist with the review and update process of the Administrative Standards Strategic Plan.

Strengths	Challenges	Opportunities
Buy-in from driver education community and stakeholders	Financial challenges for states and schools in the delivery of driver education	Federal grant funding to support the improvement of driver education at the state and national level
Federal interest in and support for driver education	Overcome beliefs that driver education doesn't work - promote the positive	Involving key people/agencies at the federal and national level
Support for driver education by NHTSA Administrator	Overcome belief that NHTSA is not supportive of driver education	Increasing support for driver education by Federal agencies
Congressional interest in driver education	Access to key decision makers for improving driver education	Involving other traditional and non-traditional organizations and coordinate partnerships at national and state levels
Link with the research community on driver education activities	Unrealistic expectations for the outcomes of driver education	Research to support driver education activities
Positive research results for driver education	Inconsistent evaluation standards to measure the effectiveness of driver education	On-going research to guide future evaluation of driver education
Popular among parents (support for driver education)	Ability of entities to "negate" the progress of driver education (e.g., parent involvement and teens aging out of the GDL process)	Getting parents involved in the driver education process
Multitude of driver education providers in both public and private sectors	Lack of uniformity in the delivery of driver education (e.g., diverse driver education delivery systems across/within States) and mistrust/tension between public and private providers	Opportunity to collaborate with driver education providers and develop uniform delivery system
Existing quality standards and curricula for driver education and existing quality state programs (e.g., administrative, content and delivery standards)	Inconsistency in the establishment, acceptance and adoption of standards for driver education and the ability to deliver a consistent and quality program in urban, suburban, rural and frontier areas of the country.	New delivery channels – online driver education
Development of the Administrative Standards	Initiating and changing State policy for the delivery of driver education and the reluctance of states and administrators to require the Administrative Standards	Continual efforts to review and update the Administrative Standards to ensure they are current and up-to-date
NHTSA driver education State peer review / assessments	Time and resources of States to participate in the NHTSA driver education State peer review / assessments	Improve the administration of driver education in the States by conducting NHTSA driver education State peer review / assessments
The creation of, and support for, the Association	Infrequent communication with the driver education community by state, federal and national organizations	Improved communication with the driver education community
Credibility of the Association	The need for a single body of stakeholders to communicate and promote the Administrative Standards	Coordinated efforts among Association members
Opportunities to present during public forums to promote the Administrative Standards and the Association	Updating the Strategic Plan to keep it current and up-to-date, as well as assessing driver education at the State and national level	Communicate that the Administrative Standards are for the improvement of driver education at the national and state level
The Creation of the Administrative Standards Strategic Plan	Different state agencies administering driver education and training – e.g., territorial imperatives, operating within silos	Assess driver education through the Standards via a continuous process

Benefits

This Strategic Plan will assist the Association, on a permanent basis, with strategies to guide the Association on initiatives to support the states in the adoption and implementation of the Administrative Standards. The initiatives will improve driver education at the national level and will set the priorities for the driver education community for the coming decades. The Strategic Plan will continue to be reviewed and updated to ensure the plan is current and up-to-date to reflect the needs of the driver education community.

Developmental Process

To further this effort and define the future direction of driver education, the Association utilized the Administrative Standards in developing and identifying a Strategic Plan for ensuring comprehensive driver education nationwide and for the implementation and maintenance of these Administrative Standards at the national level to provide promising practices for states to adopt the Administrative Standards. In addition, a review and update process was developed for keeping the Strategic Plan updated and the Administrative Standards current.

To assist with the development of this Strategic Plan, an Association Advisory Committee (AAC) was established consisting of one representative from each organization within the Association. Three meetings and numerous conference calls of the AAC were held to facilitate the development of this Strategic Plan for implementation of the Administrative Standards.

Strategic Plan - Strategies

The following represent the key topic areas from the Administrative Standards. The key topic areas were examined to determine possible strategies for the implementation of the Administrative Standards and to improve driver education at the national level. A sixth (6th) topic area was created by the AAC to assist with strategies for the Administrative Standards implementation process.

Topic Areas	
1. Program Administration	4. Parent / Guardian Involvement
2. Education / Training	5. Coordination with Driver Licensing
3. Instructor Qualification	6. Standards Implementation

Definitions of Timeframes			
Short-Term	Mid-Term	Long-Term	On-Going
To be completed within 1-2 years	To be completed within 5 years	To be completed within 10 years	An activity requiring on-going efforts

Strategies

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #1: Develop a communication plan for distribution of the Administrative Standards.					
<p><u>Short-Term</u></p> <p>1. Develop a communication plan and present to the Association.</p> <p>2. Develop a communication plan for implementation of the DE Administrative Standards.</p> <p>A committee of three people will solicit ideas and suggestions for the development of a communication plan for driver education. The plan will emphasize the adoption of the Administrative Standards.</p> <p>This committee will enlist the help of specialists who have contributed to implementation of other highway safety program initiatives.</p> <p>Assistance will be sought from NHTSA and DOT public relation departments as well as from selected GHSA offices.</p> <p>3. Execute the communication marketing plan for implementation of the DE Administrative Standards.</p> <p>4. Assemble accurate list of all state DE administrators.</p> <p>Association members will assemble an associate list of state driver education administrators. This list will only include those who have statutory responsibility for driver education.</p>	<p>1. ADTSEA – Allen Robinson</p> <p>2. ADTSEA – Allen Robinson</p> <p>3. ADTSEA – Allen Robinson</p> <p>4. ADTSEA – Allen Robinson</p>	<p>1. TBD</p> <p>2. A basic system should be feasible using volunteer contributions during fiscal year 2012; any detailed plan activities requiring financial support will be identified.</p> <p>3. TBD</p> <p>4. No resources will be required.</p>	<p>1. TBD</p> <p>2. 9 months</p> <p>3. TBD</p> <p>4. 3 months to verify names and offices.</p>	<p>Determine if states are aware of the Administrative Standards on an annual basis.</p> <p>Execution of the DE Administrative Standards Marketing Plan.</p> <p>Distribution of the DE Administrative Standards to all state DE administrators.</p> <p>State awareness of the DE Administrative Standards.</p>	<p>Topic 6</p>

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
<p>5. Develop letter addressed to all DE state administrators promoting the adoption of the DE Administrative Standards. Initiate marketing plan as feasible. Identify specific activities that can be initiated with no costs.</p> <ul style="list-style-type: none"> • Process of the marketing plan will include a letter addressed to all state administrators promoting the adoption of the Standards. • A letter will be sent to all GHSA members encouraging them to support the Standards and requesting they circulate the Standards to identify parties in the state. 	5. ADTSEA – Allen Robinson	5. Each individual member of the Association will be asked to pay mailing costs.	5. 6 months		
<p>6. Conduct a survey of members through AAA / AAMVA / ADTSEA / DETA / DSAA to determine if they are aware of the standards; and which part of the Standards have been implemented through the information sharing process.</p> <p>Conduct a survey of all Association members to determine their awareness of the Standards.</p> <p>The survey will be developed by the members and each member will mail the survey to its constituents. Results will be tallied and reported to the group.</p>	6. TBD	6. Provided by membership groups.	6. Annually		
<p>7. Develop and implement a communication strategy for any standard promulgated for DE and training.</p> <p>Using the experience gained from action steps 1-5, develop an awareness program to provide updates for any new standard promulgated for driver education training.</p> <p>This activity will be addressed by the Chair and Vice Chair of the Association.</p>	7. TBD	7. Non-cost item.	7. Dependent on timeline for updating the Standards		
<p>8. Develop an outreach strategy to engage the traffic safety community (e.g., youth traffic safety).</p>	8. ANSTSE	8. TBD	8. TBD		

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #2: Encourage each state to complete the NHTSA Driver Education State Peer Review Process / State Assessment.					
<u>Short-Term</u> 1. The Association should encourage each state to complete the NHTSA State Driver Education State Assessment process. 2. Each Association member should encourage (e.g., websites, during their conferences and other meetings) states to complete the NHTSA Driver Education State Assessment process. 3. Conduct interviews with the states that have completed a NHTSA state assessment about their <i>Implementation Plan for Assessment Recommendations</i> . <u>Long-Term</u> 4. Encourage states to reassess.	1. GHSA – Troy E. Costales 2. Applicable Association Representatives 3. GHSA – Troy E. Costales 4. TBD	None	<u>Review</u> Status within 6 months <u>Deliverable</u> Completed within 12 months	1. Evaluate progress within 12 months 2. Evaluate progress within 12 months and on-going.	Topic 6
Strategy #3: Provide Technical Support / Assistance to States for the implementation of the Administrative Standards.					
<u>Short-Term</u> 1. Develop a plan to provide and market off-site and on-site technical support / assistance to States for the implementation of the Administrative Standards. 2. Develop and maintain an Association website to provide information to the States about the Association and how technical support / assistance is provided. 3. Develop an information clearing house in conjunction with the Association website to provide information and resources to assist states with improving their driver education programs.	1. ANSTSE 2. ANSTSE 3. ANSTSE	Funding for technical support including on-site and off-site technical assistance. Funding for state specific demonstration project to implement assessment recommendations.	Ongoing	State implementation of the DE Administrative Standards. Number of requests for state technical assistance. Number of requests for technical assistance fulfilled.	Topic 6

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
<p>4. Maintain the Association Information Sharing System and request/encourage states to complete the self-assessment on an annual basis.</p> <p>5. Establish a timely communication tool for the DE community (e.g., e-newsletter, social networks).</p> <p>6. Promote the strategic plan as inclusive for public / private / commercial schools.</p> <p><u>Mid-Term</u></p> <p>7. Document/case study/showcase states and programs that have engaged in the process of implementation of the standards.</p> <p><u>Long-Term</u></p> <p>8. Support system improvements based on the recommendations from the state assessment reports (e.g., demonstration project).</p>	<p>4. ANSTSE</p> <p>5. ANSTSE</p> <p>6. ANSTSE</p> <p>7. ANSTSE</p> <p>8. ANSTSE</p>				
Strategy #4: Promote the establishment of State-level teacher training standards.					
<p><u>Short-Term</u></p> <p>1. Conduct a survey/ assessment of states and providers to determine the level of training and continuing education provided and evaluations / assessments conducted for DE teachers.</p> <p>2. Identify the challenges associated with teacher training / continuing education and certification / credentialing, as well as, monitoring and oversight.</p> <p><u>Mid-Term</u></p> <p>3. Promote teacher training / credentialing requirements (e.g. 120 hour course) as identified in the DE Administrative Standards.</p>	<p>ADTSEA – Allen Robinson</p>	<p>Funding to support project activities.</p>	<p>TBD</p>	<p>TBD</p>	<p>Topic 3</p>

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
<ul style="list-style-type: none"> a. Promote content standards for teacher training / credentialing. b. Promote established course standards. c. Determine how many hours are needed to meet competencies – Is 120 hours applicable? d. Mentoring process for “new” instructors within the strategic plan? e. Develop continuing education requirements with a focus on the Standards. Promote continuing education requirements for both new and experienced teachers. f. Develop white paper on teacher qualifications. g. Highlight stories for states/provider teacher training programs (Ex. Oregon). h. Collaborate with institutions/groups who provide teacher training for driver education teachers. <p>4. Develop recommendations and white paper for teacher evaluation / assessments and add language to the “Standards” for teacher evaluations / assessments. Develop promising practices guide.</p> <p>5. Promote trainers of trainers system and qualifications; Program for trainers of DE teachers / instructors.</p>					
<p>Strategy #5: Support and promote DE and training that meets the Administrative Standards as an integral part of all Model GDL Systems.</p>					
<p><u>Short-Term</u></p> <ul style="list-style-type: none"> 1. Work with NHTSA, the Association Members and the highway safety community to look at all GDL models to include quality DE that meets the Standards. 2. Establish a common definition of DE to be inclusive of the Administrative Standards. 3. Each Association member organization should adopt a public policy in support of the Standards as an integral part of GDL. 	<ul style="list-style-type: none"> 1. DETA – Nina Saint 2. ANSTSE members as appropriate 3. ANSTSE members as appropriate 	None	<p><u>Review</u> Status within 6 months</p> <p><u>Deliverable</u> Within 24 months</p>	Revision of the GDL Model to include driver education that meets the Administrative Standards.	Topic 6

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #6: Adopt a public policy, by each Association member organization, in support of the Administrative Standards.					
<u>Short-Term</u> 1. Each Association member organization should adopt a public policy in support of the Driver Education Administrative Standards. 2. The Association should adopt a public policy in support of voluntary compliance with the Driver Education Administrative Standards. 3. Advocate for driver education, as well as the national standards, within our own (The Association) communities and the platforms we are presented.	1. Each respective representative of the ANSTSE 2. Nina Saint, Chairperson of the ANSTSE 3. ANSTSE members	None	<u>Review</u> Within 6 months <u>Deliverable</u> Within 12 months	Within 12 months each Association member publishes public policy.	Topic 6
Strategy #7: Actively review and update the Administrative Standards.					
<u>On-Going</u> 1. Conduct meetings of the Association to review and update the Administrative Standards. 2. Identify the process for the driver education and traffic safety communities to submit recommendations for revisions to the Standards. 3. Collect and review recommendations submitted and update the standards as appropriate.	ANSTSE	Financial funding to support meetings and conference calls of the Association.	<u>Review</u> Annually <u>Deliverable</u> Deliver revised Administrative Standards bi-annually.	Deliver revised Administrative Standards annually.	Topic 6
Strategy #8: Develop and publicize Driver Education Course Delivery Standards and establish a review process.					
<u>Short-Term</u> 1. Assemble Working Group to develop Delivery Standards. 2. Coordinate with driver education and traffic safety organizations to develop a consensus on the Delivery Standards.	1. ANSTSE 2. ANSTSE	Financial funding for development of the Delivery Standards and meetings of the working group.	<u>Review</u> 12 months from project initiation.	Development of product. Publish and distribute product.	Topic 6

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
3. Publish and promote newly developed Driver Education Delivery Standards. Identify: <ol style="list-style-type: none"> The programmatic differences and benefits of 45/10/10 as compared to the 30/6/6. Parent involvement as an integral component within the delivery system. Minimum and maximum time recommendations for distributive learning and the benefits of distributive learning. 45/10/10 as an integrated system and identify promising practices. 4. Develop a maintenance plan to ensure the Delivery Standards are kept current and up-to-date. <u>Mid-Term</u> 5. Track States for adoption of the new Driver Education Delivery Standards. 6. Maintain the Driver Education Delivery Standards.	3. ANSTSE 4. ANSTSE 5. ANSTSE 6. ANSTSE		<u>Deliverable</u> 24 months from project initiation.	Maintenance of product. State adoption of product.	
Strategy #9: Actively review and update the Strategic Plan.					
<u>On-Going</u> 1. Conduct meetings of the Association to review and update the newly developed Strategic Plan.	ANSTSE	Financial funding to support meetings and conference calls of the Association.	<u>Review</u> Annually <u>Deliverable</u> Deliver revised Strategic Plan bi-annually.	Deliver revised Strategic Plan bi-annually.	Topic 6

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #10: Develop delivery standards for On-Line Driver Education and Training.					
<u>Short-Term</u> 1. Collaborate with on-line driver education training providers to develop delivery standards for on-line driver education and training.	ANSTSE and AAA Foundation for Traffic Safety – Jurek Grabowski	Funding Volunteer time contributions	<u>Review</u> Annually <u>Deliverable</u> Within 24 months of project initiation.	Development and distribution of delivery standards.	Topics 1 and 2
Strategy #11: Collaborate on Driver Education and Driver License Testing Programs.					
<u>Mid-Term</u> 1. Collaborate with State driver license agencies to develop guidelines for Driver Education and Driver License Testing Programs for students who successfully complete an approved driver education course. Issues to address should include, but are not limited to: a. Approved curriculum(s) that meet the Administrative Standards b. Instructor qualifications c. Minimum testing requirements d. Wavier System process e. Monitoring 2. Develop a white paper on driver education and driver license testing programs. 3. Encourage states to implement the AAMVA NMDTS to assist in meeting standards 5.1.6 and 5.1.7.	1. ANSTSE / AAMVA 2. ADTSEA / Allen Robinson and AAMVA / Kevin Lewis 3. ANSTSE / AAMVA	Funding	<u>Review</u> Annually <u>Deliverable</u> Within 5 years	Modified AAMVA Policy Statements. Provide technical assistance on request. Deliver a white paper on driver education and licensing testing programs. Make recommendations to AAMVA for licensing waiver practices.	Topic 5

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #12: Support and promote Parent/Guardian Involvement that meets the Administrative Standards.					
<u>Short-Term</u> 1. Promote parent/guardian involvement and participation with states as an integral component of the Driver Education and licensing process. 2. Encourage states to require parents/guardians to attend parent/guardian pre-course seminar and debriefing seminar(s). 3. Each association organization member should develop a public policy in support of parent/guardian involvement as an integral part of the driver education and licensing system. 4. Develop a white paper on parent/guardian involvement (e.g., time commitment for parental/guardian involvement).	1. ANSTSE 2. ANSTSE 3. Each ANSTSE member organization 4. DSAA – Sharon Fife	Funding Volunteer time contributions	<u>Review</u> Every 6 months <u>Deliverable</u> Within 24 months	Each Association member organization to publish public position in support of parent / guardian involvement. Development of white paper.	Topic 4

Strategies Discussed by the AAC for Future Consideration

The following table serves as a placeholder, for the Association, of possible strategies for inclusion into future versions of the Strategic Plan document.

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<p>Track state's formal position of the standards.</p> <p>Develop guidelines for the integration of classroom/online/in-car instruction.</p> <hr/> <p>Establish a mechanism to require the reporting of state program data.</p> <hr/> <p>Develop a guide for states on "promising practices" for funding programs / administration.</p> <hr/> <p>Develop a model consumer feedback form.</p> <hr/> <p>Multiple agency supervision of driver education must work cooperatively to be one voice for driver education qualifications.</p> <hr/> <p>Form a state coalition of Association members to ensure that each State's highway safety strategic plan includes a single State agency and a full-time funded State Administrator as identified in 1.1.1, 1.1.2 and 1.1.3.</p>	<p>Support, promote, and develop a "promising practices" guide for driver education and training as a phased educational process.</p> <hr/> <p>Recommend mandatory driver education for all new teen drivers (age frame?) (Perhaps add to the administrative standards.)</p> <hr/> <p>Strategy for Phase II driver education using all above. Look outside of North America.</p> <hr/> <p>Conduct an assessment of simulation training to allow the Association to provide appropriate/applicable recommendations.</p> <hr/> <p>Develop a white paper on multi-car range training practices/guidelines.</p> <hr/> <p>Develop a standardized monitoring evaluation / auditing, and oversight procedures for using a curriculum with written goals and objectives and compile a "promising practices" guide and distribute to states.</p>	<p>Promote to states and private providers – new 120 hour instructor training program and continuing education requirements – for instructor qualifications / updates (reasonable window for qualifications to be met).</p> <hr/> <p>Promote instructor qualifications / requirements (to support instruction, state/local administration, driving school owners for trained instructors). Determine if competencies can be met in fewer hours – Is 120 hours needed?)</p> <hr/> <p>Promote driver education as a profession.</p> <hr/> <p>Improve the state administrator and the driving school owner in areas of curriculum, teacher qualifications, continuing education and school ownership qualifications.</p> <hr/> <p>Provide information to driving school owners and state managers on instructor qualifications.</p>	<p>Evaluate and provide recommendations for Parent Taught Programs.</p> <hr/> <p>Association should take a stand on school taught and/or parent taught programs.</p> <hr/>	<p>Collaborate with AAMVA on the new NMDTS model testing system in relation to the standards:</p> <ul style="list-style-type: none"> • Handbook • Parent/Teen guide • Skills test • Road test • Knowledge test <hr/> <p>Ensure AAMVA NMDTS and attachments E and F of the Standards are in sync.</p> <hr/> <p>Licensing responsibility versus responsibility for curriculum, educational components, training students, training instructors.</p> <hr/>	<p>Publicize promising best practices that exceed the state requirements and provide recognition to providers who have exceeded state requirements.</p> <hr/>

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<p>Form a national coalition of Association members to ensure that the national highway safety strategic plan includes a single State agency and a full-time, funded State administrator as identified in 1.1.1, 1.1.2 and 1.1.3.</p> <hr/> <p>Contact each state and develop a strategy for forming a state Association collation. (Make terms differentiate groups within state etc.)</p> <hr/> <p>Determine what is needed to make changes to the state strategic plan, what timeline, who to contact. Identify appropriate contact person/s.</p> <hr/> <p>Identify states that do not have a single agency/individual responsible for DE.</p> <hr/> <hr/>		<p>Determine if formal credentialing standards for the driver education licensing process is appropriate?</p> <hr/> <hr/>			

Evaluation

This Strategic Plan provides for timelines (or deliverables) and evaluation criteria within each of the Strategic Plan strategies. With assistance from the Association Secretariat, the Association shall review the status of each strategy during regularly scheduled meetings and conference calls. The Association shall make every effort possible to evaluate the effectiveness of each strategy implemented as described in the Strategic Plan. Each of the Association organizations, through the strengths of their memberships, will contribute to the evaluation of the Strategic Plan strategies.

The Association shall meet at least once a year to review the status of the Strategic Plan as established in the *“Requirements for the Review and Update of the Novice Teen Driver Education and Training Administrative Standards and the Strategic Plan”* document. The document outlines the requirements for regularly scheduled meetings and the process for submitting recommendations for the review and update of the Strategic Plan.

Next Steps

The Association, with support from NHTSA, will implement the strategies identified in this Strategic Plan within the timeframes specified. A maintenance system has been developed to assist the Association with their efforts to ensure the Strategic Plan is kept current and up-to-date to reflect the needs of the driver education community.

The Association will monitor the following research projects, and any subsequent projects, to determine their relationship to revisions of this Strategic Plan:

- ***NHTSA Parent Involvement Project – Investigation of Teen Driver Programs with Parental Involvement in the United States***

Start Date: September 2010

End Date: December 2012

Data Nexus Inc., the Traffic Injury Research Foundation and the Texas Transportation Institute (TTI) of the Texas A&M University System have been awarded a NHTSA contract to conduct a study on teen driver programs that incorporate parental involvement in the United States.

While most GDL programs incorporate formal or informal parental involvement components for youths seeking a driver’s license, the number, variety and effectiveness of teen driving programs incorporating formal parental involvement is unknown.

To address this information gap, the study is designed to identify the many programs with parental involvement that are managed by states and other safety practitioners. Once programs are identified, information about these programs will be compiled into a comprehensive compendium of parental involvement programs for teen drivers. Based on an assessment of the quality of each program in the inventory, researchers will create a list of the most promising programs that are suitable for an in-depth case study.

The case studies will examine the extent to which knowledge and attitudes about risks associated with driving behaviors have changed because of the program. It will also explore how the frequency of specific driving behaviors has changed because of the program as well as any reductions among program participants in the frequency or severity of crashes.

- ***AAA Foundation for Traffic Safety – Large Scale Evaluation of Beginner Driver Education Programs***

Start Date: 2007

End Date: 2012

Driver education courses for beginners have long been a popular and convenient means of achieving independent mobility, and conventional wisdom assumes that driver education produces safer drivers. However, most scientific studies of the safety impact of driver education have not supported that conventional wisdom. Poor evaluation methods may be part of the reason for this, and evaluation is increasingly being viewed not simply as a tool for determining the success of a program in achieving its safety benefits but also as a tool for gathering intelligence about which aspects of programs are effective and which are not effective. In this constructive form of evaluation, identifying ineffective aspects of programs and ways to improve existing programs are critical evaluation goals. Best practices for achieving these critical evaluation goals were published in 2006 in the AAA Foundation's Guidelines for Evaluating Driver Education Programs.

As an outgrowth of this earlier study, a multi-site, multi-level evaluation of the effectiveness of driver education – a Large Scale Evaluation of Driver Education (LSEDE) -- is currently being conducted by the Traffic Injury Research Foundation (TIRF) and Northport Associates (NPA) under funding from the AAA Foundation for Traffic Safety, the National Highway Traffic Safety Administration (NHTSA), the Centers for Disease Control (CDC) and Manitoba Public Insurance (MPI). The primary purposes of this program of research are to:

- Generate new knowledge about the safety and operational effects of driver education;
- Provide new information about how to improve driver education;
- Implement new guidelines for evaluating driver education; and

- Showcase more effective and constructive methods of evaluating driver education.

This evaluation is unique because it is comprehensive and strategic in nature, with objective methods and focuses on improvements. As a multi-level evaluation the focus is on both formative (program basics, materials, processes, instruction methods) and summative (student skill, knowledge, motivations and attitude outcomes). The investigation is currently in different stages of development and implementation in three jurisdictions – Oregon, Montana, and Manitoba (Canada).

- ***AAA Foundation for Traffic Safety – Online Basic Driver Education Programs***

Start Date: 2011

End Date: 2011

Release in 2012

This report summarizes the results of a study of online basic driver education, conducted by Dunlap and Associates, Inc. for the National Highway Traffic Safety Administration. The purpose of this report is to highlight the study's major findings, particularly those relevant to policymakers, driving school owners, and state administrators looking to improve the quality of the online products offered to new drivers.

The major effort of the study was to discuss the current state of online basic driver education. With little known about the prevalence of such training, the methods used by states to accept online programs, and the characteristics and quality of courses offered, specific objectives included:

- Identifying states that had approved online courses in-lieu of traditional in-classroom programs and documenting their approaches in doing so;
- Developing a meaningful classification system of existing online basic driver education courses; and
- Inventorying as many online programs as possible and obtaining detailed data about these courses by speaking with program personnel.

This AAA Foundation report serves as a summary and discussion of the findings and implications of the portion of the NHTSA study dedicated to online driver education (a separate report covers the supplementary training portion.) It is worth noting that the study reported here did not seek to conduct a scientific evaluation of the effectiveness of online learning in general nor of online driver education effectiveness specifically; such formal assessments were beyond its scope. The research reported here is intended to provide an overview of the state of practice with regards to online basic driver education and suggests – in

light of existing research – qualities and characteristics that may promote active learning and make programs particularly strong.

The Association will meet on a regular basis via face-to-face meetings, conference calls and web-meetings to continually maintain the Strategic Plan. For more detailed information, see the “*Requirements for the Review and Update of the Novice Teen Driver Education and Training Administrative Standards and the Strategic Plan*” document.

Funding Considerations

This Strategic Plan does not provide for the funding to complete the strategies outlined in this document. Additional resources and efforts will likely be required to complete the strategies. The Association must work cooperatively with other organizations to establish the resources needed.

Summary

This Strategic Plan document will promote adoption of the Administrative Standards to initiate improvements in the administration of driver education, provide a timetable and direction for increased adoption, and define priorities of the driver education community for the coming years. This Strategic Plan will provide guidance to the Association to provide support to state agencies to adopt and implement the Administrative Standards within the coming decade.

Acknowledgements / Partners

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- The Transportation Research Board (TRB) and Dan Mayhew, M.A., Traffic Injury Research Foundation of Canada
- Highway Safety Services, LLC and Brett Robinson and Christie Falgione

References / Acronyms / Definition of Terms

References

The AAC reviewed and analyzed the following documents in support of this Strategic Plan.

- The Novice Teen Driver Education and Training Administrative Standards (NTDETAS) – 2009
- State of Maryland: Technical Assessment of the Driver Education Program – 2010
- State of Oregon: Technical Assessment of the Driver Education Program – 2010
- State of Vermont: Technical Assessment of the Driver Education Program – 2011
- Large-Scale Evaluation of Driver Education Review of the Literature on Driver Education Evaluation, AAA Foundation for Traffic Safety – 2010 Update
- Evaluating Driver Education Programs, AAA Foundation for Traffic Safety – 2006
- Emergency Medical Services – Education Agenda for the Future: A Systems Approach – 1996
- NHTSA Traffic Safety Facts – Evaluating Driver Education in America – 2009
- Feasibility Study on Evaluating Driver Education Curriculum, NHTSA – 2009
- Uniform Guidelines for State Highway Safety Programs, Highway Safety Program Guideline No. 4, Driver Education – 2009
- National Overview of Driver Education, ADTSEA and NHTSA – 2008
- Additional resource list available at:
www.highwaysafetyservices.com/Resources.html

Acronyms

AAMVA	American Association of Motor Vehicle Administrators
AAA	American Automobile Association
AAAFTS	AAA Foundation for Traffic Safety
AAC	Association Advisory Committee
ADTSEA	American Driver and Traffic Safety Education Association
ANSTSE	Association of National Stakeholders in Traffic Safety Education
Association	Association of National Stakeholders in Traffic Safety Education
DE	Driver Education
DETA	Driver Education and Training Administrators
DMV	Department of Motor Vehicles
DOT	Department of Transportation
DSAA	Driving School Association of the Americas
GDL	Graduated Driver Licensing
GHSA	Governors Highway Safety Association
NHTSA	National Highway Traffic Safety Administration

HSS	Highway Safety Services, LLC
NTDETAS Standards	Novice Teen Driver Education and Training Administrative Standards Novice Teen Driver Education and Training Administrative Standards
TRB	Transportation Research Board

Definition of Terms

- Administrative Standards – Standards that guide the administration of a program
- Association – The Association of National Stakeholders in Traffic Safety Education
- Content Standards – Specify the content that must be covered in a program
- Delivery Standards – Specify how the content of a program is delivered
- Graduated Driver Licensing – A system designed with stages and restrictions to phase beginner drivers into full driving privileges.
- Licensing Waiver – When a driver is waived from additional license testing requirements with the successful completion of an approved driver education and training course.
- Standards – Generally refers to the Novice Teen Driver Education and Training Administrative Standards and its appendices.