



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 the adoption and implementation of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) to initiate improvements in driver education, provide a timetable and direction for increased adoption and implementation, 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 States to adopt and implement the Standards within the coming decade.

To further this effort and define the future direction of driver education, the Association utilized the Standards in developing this Strategic Plan to ensure comprehensive driver education nationwide; for the adoption, implementation and maintenance of these Standards at the national level; and to provide promising practices for states to adopt and implement the 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 Standards are kept current.

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

Topic Areas

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

This Strategic Plan was updated in 2017 to include accomplished strategies, and is reflective of current demands within the driver education community. Six (6) of the strategies are ongoing sustaining efforts which include:

1. Review and update the Novice Teen Driver Education and Training Administrative Standards and Strategic Plan.
2. Provide Technical Support / Assistance to States for the implementation of the NTDETAS.
3. Encourage each State to complete the NHTSA Driver Education State Assessment / State Peer Review Process and ANSTSE Technical Assistance.

4. Promote implementation of and maintain the Driver Education Instructor Preparation Program and Materials.
5. Support and promote driver education and training, which strives to meet the NTDETAS, as a required component of comprehensive Graduated Driver License Systems (NHTSA GDL Model).
6. Identify Emerging Issues and National Priorities.

Eight (8) new strategies were developed by the Association to initiate improvements in driver education, provide a timetable and direction for increased adoption and implementation of the Standards, and to define the priorities of the driver education community. These eight (8) strategies include:

1. Develop and disseminate resources to assist States in the implementation of the NTDETAS.
2. Develop, support and promote Parent/Guardian Involvement programs that meet the NTDETAS.
3. Develop and Distribute Guidelines for State Data Collection, Reporting and Evaluation.
4. Enhance the relationship between Driver Education and Driver Licensing through collaboration with State agencies to develop guidelines for driver education and driver license testing programs for students who successfully passed an approved driver education course and encourage states to implement the AAMVA Noncommercial Model Driver Testing System (NMDTS).
5. Achieve Cultural Competency in the Driver Education Program (Multicultural Education Principles).
6. Develop a Follow-up Process to Identify the Outcomes of NHTSA Driver Education State Assessment / State Peer Review Process and Technical Assistance.
7. Develop Guidelines for Driver Education for Novice Drivers 18 and over.
8. Promote Implementation of and Maintain the Instructor Credentialing Program.

This Strategic Plan provides 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 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.

Purpose, Objective and Goals

Purpose of the Strategic Plan

The purpose of this Strategic Plan document is to promote adoption and implementation of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), hereafter referred to as the “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 adoption and implementation of the Standards and defines priorities of the driver education community for the coming years. The Strategic Plan should initiate improvements and strengthen driver education programs.

Objective of the Strategic Plan

The objective of this Strategic Plan is for the Association to assist States to adopt and implement the Novice Teen Driver Education and Training Administrative Standards within the coming decade.

Goals

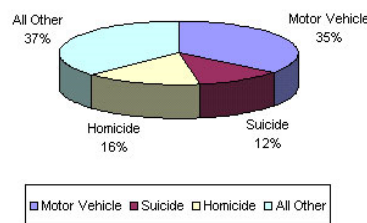
The Strategic Plan goals are designed to guide the Association to:

- Promote and assist states with the adoption and implementation of the Standards.
- Improve the visibility and importance of driver education at the national level.
- Promote uniformity and improve the quality of driver education through the Standards at the state and national level.
- Determine how states choose to become compliant with the 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 Standards.
- Provide promising practices on how to raise the quality of driver education programs nationwide.
- Identify the future needs/resources in driver education and plan activities or develop products that will meet these needs.
- Identify priority components within the 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.

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.¹

Leading Causes of Death for Teens



“In 2014, 9 percent of all drivers involved in fatal crashes and 12 percent of all drivers involved in police-reported crashes were young drivers between 15 and 20 years old.” “Among young drivers involved in fatal crashes in 2014, 25 percent of those who did not have valid operator’s licenses also had previous license suspensions or revocations at the time of the crash. Nine percent of the U.S. population is in this age group. Young drivers accounted for 6 percent of the total number of licensed drivers in the United States in 2014.”²

“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.”³

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

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.

¹ National Highway Traffic Safety Administration and the Insurance Institute for Highway Safety. *“Beginning Teenage Drivers.”* Arlington, VA., 2006.

² NHTSA 2014 Traffic Safety Facts: Young Drivers, DOT HS 812 278

³ Compton, R. and Ellison-Potter, P. *“Teen Driver Crashes: A Report to Congress.”* NHTSA, Washington, D.C., 2008.

⁴ Chaudhary, N., Bayer, L., Ledingham, K. and Casanova, T. *“Driver Education Practices in Selected States.”* NHTSA, Washington D.C., 2011, DOT HS 811 422.

Introduction

The original Novice Teen Driver Education and Training Administrative Standards (NTDETAS) were published in 2009. In 2017, a revision to the original standards was finalized to reflect changes in driver education and was published as the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). The NTDETAS provides standards within five (5) key areas:

- Section 1. Program Administration
- Section 2. Education / Training
- Section 3. Instructor Qualifications
- Section 4. Coordination with Driver Licensing
- Section 5. Parent/Guardian Involvement

This document represents the revised Strategic Plan incorporating ongoing strategies that will continue to be promoted and revised; new strategies determined by the Association; and accomplishments from the previous Strategic Plan. Six (6) of the strategies are ongoing sustaining efforts that will continue to be conducted through the Association, including:

1. Review and update the Novice Teen Driver Education and Training Administrative Standards and Strategic Plan.
2. Provide Technical Support / Assistance to States for the implementation of the Novice Teen Driver Education and Training Administrative Standards.
3. Encourage each State to complete the NHTSA Driver Education State Assessment / Peer Review Process and ANSTSE Technical Assistance.
4. Promote implementation of and maintain the Driver Education Instructor Preparation Program and Materials.
5. Support and promote driver education and training, which strives to meet the Novice Teen Driver Education and Training Administrative Standards, as a required component of comprehensive GDL Systems (NHTSA GDL Model).
6. Identify Emerging Issues and National Priorities.

Eight (8) new strategies were developed by the Association to initiate improvements in driver education, provide a timetable and direction for increased adoption and implementation of the Standards, and to define the priorities of the driver education community. These eight (8) strategies include:

1. Develop and disseminate resources to assist States in the implementation of the Novice Teen Driver Education and Training Administrative Standards.
2. Develop, support and promote Parent/Guardian Involvement programs that meet the Novice Teen Driver Education and Training Administrative Standards.
3. Develop and Distribute Guidelines for State Data Collection, Reporting and Evaluation.

4. Enhance the relationship between Driver Education and Driver Licensing through collaboration with State agencies to develop guidelines for driver education and driver license testing programs for students who successfully passed an approved driver education course and encourage states to implement the AAMVA Noncommercial Model Driver Testing System (NMDTS).
5. Achieve Cultural Competency in the Driver Education Program (Multicultural Education Principles).
6. Develop a Follow-up Process to Identify the Outcomes of NHTSA Driver Education State Assessments / Peer Review Process and Technical Assistance.
7. Develop Guidelines for Driver Education for Novice Drivers 18 and over.
8. Promote Implementation of and Maintain the Instructor Credentialing Program.

Background of the Standards and Strategic Plan

The Novice Teen Driver Education and Administrative Standards (NTDETAS) were developed by representatives from the driver education professional community with assistance from the National Highway Traffic Safety Administration (NHTSA). The NTDETAS were finalized in 2009 and revised in 2017 which includes classroom and behind-the-wheel delivery standards, online standards and additional instructor training standards, with the goal of defining the future of driver education and assisting in improving the delivery of driver education programs nationally. The process for developing the Standards consisted of:

- 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.
- Developing 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 updates, changes, 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 Administrative Standards⁵ should be established for the following topic areas:

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

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. In 2012 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 a Strategic Plan to ensure comprehensive driver education nationwide; for the adoption, implementation and maintenance of these Administrative Standards at the national level; and to provide promising practices for states to adopt and implement the Administrative Standards.

In addition, a process for the review and update of the Strategic Plan was established to ensure the Strategic Plan is updated and the Administrative Standards are kept current.

Twelve (12) strategies were developed and included in the Strategic Plan. All but two (2) strategies were completed. The ten (10) strategies that were completed include:

Strategy #1: Develop a communication plan for distribution of the Administrative Standards – a communication plan was developed in 2012 by the Association.

Strategy #2: Encourage each state to complete the NHTSA Driver Education State Peer Review Process / State Assessment – beginning in 2013 the Association has encouraged states to complete a State Assessment and have volunteered as team members on State Assessments. Ten (10) States have completed an Assessment.

Strategy #3: Provide Technical Support / Assistance to States for the implementation of the Administrative Standards – beginning in 2013 the Association

⁵ National Highway Traffic Safety Administration. “*Novice Teen Driver Education and Training Administrative Standards.*” Washington, DC. 2009. (Updated and revised as the Novice Teen Driver Education and Training Administrative Standards – 2016)

has volunteered to assist with conducting technical assistance to states. Eight (8) States have received technical assistance.

Strategy #4: Promote the establishment of State-level teacher training standards

– in 2016 the Association, with the assistance of an expert working group (the Teacher Training Working Group) developed additional teacher training standards, a teacher training system and model training materials.

Strategy #5: Support and promote DE and training that meets the Administrative Standards as an integral part of all Model GDL Systems

– the Association and Association members have adopted public policies to support the Standards as an integral part of GDL, the Association has looked at all GDL models to include quality driver education that meets the Standards.

Strategy #6: Adopt a public policy, by each Association member organization, in support of the Administrative Standards

– the Association and Association members have adopted public policies in support of the Administrative Standards.

Strategy #7: Actively review and update the Administrative Standards

– in 2015-2016 the Association reviewed and updated the Administrative Standards, including the delivery standards, teacher training standards and online standards that were developed.

Strategy #8: Develop and publicize Driver Education Course Delivery Standards and establish a review process

– beginning in 2012, the Association began developing delivery standards for the delivery of driver education and training and was incorporated into the NTDETAS in 2015-2016.

Strategy #9: Actively review and update the Strategic Plan

– beginning in 2015 the Association reviewed and updated the Strategic Plan which was finalized in 2016.

Strategy #10: Develop delivery standards for On-Line Driver Education and Training

– in 2013, the Association, with the assistance of a contractor, Highway Safety Services, LLC (HSS), subcontractor, the Traffic Injury Research Foundation (TIRF) and a working group of online providers and stakeholders developed online delivery standards and was incorporated into the NTDETAS in 2015-2016.

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 driver becomes licensed. Indeed, one principal purpose of driver education is to prepare beginners for license testing.”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 Novice Teen Driver Education and Training Administrative Standards recommends 45 hours of classroom instruction, 10 hours of behind-the-wheel driving instruction and 10 hours of additional flexible instruction, which could include additional behind-the-wheel, classroom, observation, range, simulation or computer-based independent learning. *“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 ten (10) States, seven (7) of these States require driver education prior to licensing and each has a single statewide curriculum. Three (3) 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 thirty (30) in-class hours and six (6) behind-the-wheel hours of instruction.⁸

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.

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 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

Evaluation of Driver Education

In the past, studies of traditional driver education have been unsuccessful in demonstrating its safety effectiveness. A 2010 update review of the literature on driver education evaluations describes various studies conducted over the past decades which have found that driver education did not 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 driver’s 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

While previous studies have not typically shown, crash reductions associated with driver education, two recent studies report promising evidence. Findings from “The Evaluation of Beginner Driver Education Programs: Studies in Manitoba and Oregon” published in September 2014 show a modest, positive safety effect in Oregon with a 4.3% lower incidence rate of collisions for driver education teens and 39.3% lower incident of traffic convictions for driver education teens. Results from Oregon also found that driver education was associated with increases in knowledge about Graduated Driver Licensing, safe driving practices and greater self-reported skills.

In Manitoba, the findings showed that “*driver education was associated with slightly greater safe driving knowledge, greater self-reported skills, fewer self-reported risk-taking behaviors, better performance on a simulated drive test, and stronger hazard*

anticipation.” However, the findings showed that “*driver education teens still failed to identify many hazards.*”⁹

The second study is the 2015 Nebraska Study, “Driver Education and Teen Crashes and Violations in the First Two Years of Driving in a Graduated Driver Licensing System.” The findings from this study showed that the drivers who completed a driver education program had both fewer traffic violations and crashes. The findings showed that the teens who did not complete a driver education program are:

- 75 percent more likely to get a traffic citation;
- 24 percent more likely to be involved in a fatal or injury collision; and
- 6 percent more likely to have a collision

Although both the Oregon and Nebraska studies had limitations, their findings collectively suggest a modest, positive safety effect for teen drivers who complete driver education. These findings provide, at least, some recent evidence that driver training can impact traffic citations and crash rates for teen drivers.¹⁰

These findings should encourage states that have a driver education requirement for driver licensing to continue this process. For states that do not require driver education for driver licensing, these findings should encourage states to develop policies in accordance with the national standards to increase support for novice driver education. While these recent studies show merit and provide evidence that driver education programs appear to reduce crashes and citations, more research is needed on the safety effects of driver education programs for teenagers. In addition, more research is needed to evaluate what should be taught in a driver education program to improve the quality of driver education programs.

⁹ Mayhew, D., Marcoux, K., Wood, K., Simpson, H., W. Vanlaar, W., Lonero, L., & Clinton, K. Evaluation of Beginner Driver Education Programs: Studies in Manitoba and Oregon. 2014. AAA Foundation for Traffic Safety, Washington, D.C.

www.aaafoundation.org/sites/default/files/LSEDE%20Final%20Full%20FTS%20Reportdriver%20Reduced%20File%20Size.pdf.

¹⁰ Shell, D. F., Newman, I. M., Cordova-Cazar, A. L., & Heese, J. M. Driver Education and Teen Crashes and Traffic Violations in the First Two Years of Driving in a Graduated Driver Licensing System, 2015. Accident Analysis & Prevention, 82, 45-52. www.sciencedirect.com/science/article/pii/S0001457515001943.

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 adoption and implementation of the Novice Teen Driver Education and Training Administrative Standards. The Association will continue to monitor these strengths, challenges and opportunities to assist with the review and update process of the Novice Teen Driver Education and Training 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 implementation 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 Assessment / Peer Review Process	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 strategic initiatives to support the states in the adoption and implementation of the Novice Teen Driver Education and Training Administrative Standards. The initiatives will be focused on enhancing 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 priorities of the driver education community and states.

Developmental Process

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

To assist with the development of this Strategic Plan, the Association was established consisting of one representative from each organization within the Association. One meeting and numerous conference calls of the Association were held to facilitate the revision of this Strategic Plan for adoption and implementation of the Novice Teen Driver Education and Training Administrative Standards.

Strategic Plan - Strategies

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

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

Ongoing Strategies

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Review and update the Novice Teen Driver Education and Training Administrative Standards and Strategic Plan.					
<p><u>On-Going</u></p> <ol style="list-style-type: none"> 1. Conduct meetings of the Association to review and update the Novice Teen Driver Education and Training Administrative Standards. 2. Maintain 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 and/or Strategic Plan as appropriate. 4. Conduct meetings of the Association to review and update the National Driver Education Strategic Plan, including automated vehicle technologies, emerging issues and national priorities. 5. Implement the NTDETAS Marketing Plan. 	<ol style="list-style-type: none"> 1. ANSTSE 2. ANSTSE 3. ANSTSE 4. ANSTSE 5. ANSTSE 	<p>Financial funding to support meetings and conference calls of the Association.</p> <p>Financial and technical support for emerging issues and national priorities.</p>	<p><u>Review</u> Annually</p> <p><u>Deliverable</u> Deliver revised Novice Teen Driver Education and Training Administrative Standards and Strategic Plan bi-annually.</p>	<p>Deliver revised Novice Teen Driver Education and Training Administrative Standards and Strategic Plan bi-annually.</p>	<p>Topic 6</p>
Provide Technical Support / Assistance to States for the implementation of the Novice Teen Driver Education and Training Administrative Standards.					
<p><u>On-Going</u></p> <ol style="list-style-type: none"> 1. Maintain the plan to provide and market off-site and on-site technical support / assistance to States for the implementation of the NTDETAS. 2. Maintain the Association website to provide information to the States about the Association and how technical support / assistance may be provided. 	<ol style="list-style-type: none"> 1. ANSTSE 2. ANSTSE 	<p>Funding for technical support including on-site and off-site technical assistance.</p> <p>Funding for state specific</p>	<p>Ongoing</p>	<p>State implementation of the Novice Teen Driver Education and Training Administrative Standards.</p> <p>Number of requests for state technical assistance.</p>	<p>Topic 6</p>

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
<p>3. Develop an information clearinghouse in conjunction with the Association website to provide information and resources to assist states with improving their driver education programs.</p> <p>4. Maintain the Association Information Sharing System. a. Request/encourage states to complete the Information Sharing System self-assessment on an annual basis.</p> <p>5. Conduct workshops/webinars with states on implementing the NTDETAS.</p> <p>6. Establish a timely communication tool for the DE community (e.g., e-newsletter, social networks).</p> <p>7. Develop and execute the strategic plan as inclusive for all approved driver education providers.</p> <p><u>Mid-Term</u> 8. Document/case study/showcase states and programs that have engaged in the process of implementing the standards.</p> <p><u>Long-Term</u> 9. Support system improvements based on the recommendations from the state assessment reports (e.g., demonstration project).</p>	<p>3. ANSTSE</p> <p>4. ANSTSE a. DETA</p> <p>5. ANSTSE</p> <p>6. ANSTSE</p> <p>7. ANSTSE</p> <p>8. ANSTSE</p> <p>9. ANSTSE</p>	<p>demonstration project to implement assessment recommendations.</p>		<p>Number of requests for technical assistance fulfilled.</p>	

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Encourage each State to complete the NHTSA Driver Education State Assessment / Peer Review Process and ANSTSE Technical Assistance.					
<p><u>On-Going</u></p> <ol style="list-style-type: none"> 1. The Association should promote the benefits for and encourage each State to complete the NHTSA Driver Education State Assessment and ANSTSE Technical Assistance process. 2. Each Association member should promote the benefits for and encourage each State to complete the NHTSA Driver Education State Assessment and ANSTSE Technical Assistance process. 3. Provide assistance to NHTSA in identifying potential States to market/target and potential subject matter experts to conduct State Assessments and ANSTSE Technical Assistance. <p><u>Long-Term</u></p> <ol style="list-style-type: none"> 4. Encourage states to reassess. 5. Identify opportunities to provide additional ANSTSE Technical Assistance. 	<ol style="list-style-type: none"> 1. ANSTSE 2. Applicable Association Representatives 3. ANSTSE 4. ANSTSE 	None	<p><u>Review Status</u> within 6 months</p> <p><u>Deliverable Completed</u> within 12 months</p>	<ol style="list-style-type: none"> 1. Evaluate progress within 12 months 2. Evaluate progress within 12 months and on-going. 	Topic 6

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Promote implementation of and Maintain the Driver Education Instructor Preparation Program and Materials.					
<u>On-Going</u> 1. Promote to States and providers the driver education instructor preparation program and materials. 2. Develop and implement a plan to review and update the driver education instructor preparation program and materials regularly. <u>Mid-Term</u> 3. Track the number of states and programs utilizing the driver education instructor preparation program and materials. 4. Solicit feedback from state and programs on the driver education instructor preparation program and materials.	1. ANSTSE 2. ANSTSE 3. ANSTSE 4. ANSTSE	Funding for the update of the driver education Instructor preparation program and materials.	Ongoing	State's implementation of the Driver Education Instructor Preparation Program, materials and Standards	Topic 3
Support and promote driver education and training, which strives to meet the Novice Teen Driver Education and Training Administrative Standards, as a required component of comprehensive GDL Systems (NHTSA GDL Model).					
<u>On-Going</u> 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 NTDETAS. 2. Establish a common definition of DE to be inclusive of the NTDETAS. 3. Each Association member organization should adopt a public policy in support of the NTDETAS as an integral part of GDL.	1. ANSTSE 2. ANSTSE members as appropriate 3. ANSTSE members as appropriate	None	<u>Review</u> Status within 6 months <u>Deliverable</u> Within 24 months	Revision of the GDL Model to include driver education that meets the Novice Teen Driver Education and Training Administrative Standards.	Topic 6

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Identify Emerging Issues and National Priorities					
<u>On-Going</u> 1. Identify emerging issues and national priorities. 2. Provide assistance on emerging issues and national priorities. 3. Identify and address how automated vehicle technologies will affect driver education and training practices.	1. ANSTSE 2. ANSTSE	Financial and technical support for emerging issues and national priorities.	<u>Review</u> Annually <u>Deliverable</u>		Topic 6

New Strategies

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #1: Develop and disseminate resources to assist States in the implementation of the NTDETAS Standards.					
<u>Short-Term</u> 1. Summarize current driver education research. 2. Conduct informational conference calls, webinars or other meetings on promising practices, emerging issues or national priorities in driver education. 3. Compile FAQ's for the most common driver education program questions from State programs and ANSTSE. 4. Compile recordings of webinars with States to post on the ANSTSE website. 5. Create implementation examples for States to use to meet the Standards. 6. Create a white paper to capture the ANSTSE discussion around the balance between contact hours and flexibility options for course delivery.	1. ANSTSE 2. ANSTSE 3. ANSTSE 4. ANSTSE 5. ANSTSE 6. ANSTSE	Financial funding	<u>Review</u> Annually <u>Deliverable</u> Deliver resources to assist States.	Delivery of resources that effectively assist State Programs.	Topic 6
<u>Mid-Term</u> 7. Compile case studies from States on driver education related to the Standards topics. 8. Develop comparative data document on State practices for driver education (i.e. hours/fees for DE). 9. Summarize driver education assessment report findings and status. 10. Create and publish an annual ISS report.	7. ANSTSE 8. ANSTSE 9. ANSTSE 10. ANSTSE				
<u>Long-Term</u> 11. Create an implementation guide for States to use to meet the Standards.	11. ANSTSE				

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #2: Develop, support and promote Parent/Guardian Involvement programs that meet the NTDETAS Standards.					
<u>Mid-Term</u> 1. Develop standards for a parent/guardian seminar. 2. Promote parent/guardian involvement and participation with states as an integral component of the driver education and licensing process. 3. Encourage states to require parents/guardians to attend parent/guardian pre-course seminar and debriefing seminar(s). 4. 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.	1. ANSTSE 2. ANSTSE 3. ANSTSE 4. Each ANSTSE member organization	Financial 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.	Topic 5
Strategy #3: Develop and Distribute Guidelines for State Data Collection, Reporting and Evaluation.					
<u>Short-Term</u> 1. Develop recommendations and identify the State data elements States should collect and analyze for novice drivers and driver education.	1. ANSTSE	Financial funding	<u>Review</u> Annually <u>Deliverable</u> Deliver guidelines to assist States.	Delivery of guideline documents designed to assist State Programs with data collection.	Topic 1
<u>Mid-Term</u> 2. Develop recommendations for States on implementing enhancements to the driver education program based on State data collection.	2. ANSTSE		<u>Deliverable</u> 1. Within 24 months 2. Within 48 months		

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
<p>Strategy #4: Enhance the Relationship Between Driver Education and Driver Licensing through collaboration with State agencies to develop guidelines for driver education and driver license testing programs and encourage States to implement the AAMVA NMDTS.</p>					
<p><u>Ongoing</u></p> <ol style="list-style-type: none"> 1. Collaborate with State agencies to develop guidelines for Driver Education and Driver License Testing Programs for students who successfully passed an approved driver education course. Issues to address should include, but are not limited to: <ol style="list-style-type: none"> a. Approved curriculum or curricula that meet the Standards b. Instructor qualifications c. Minimum testing requirements d. Monitoring 2. Encourage states to implement the AAMVA NMDTS to assist in meeting standards 4.4.1 and 4.4.2. <ul style="list-style-type: none"> • Handbook • Parent/Teen guide • Skills test • Road test • Knowledge test <p><u>Mid-Term</u></p> <ol style="list-style-type: none"> 3. Develop a model for license test waivers of students who successfully complete an approved driver education program. 4. Develop a white paper to assess consistency between the driver education content and the driver license test. 5. Encourage states to ensure consistency between driver education content and the driver license test. 	<ol style="list-style-type: none"> 1. ANSTSE / AAMVA 2. ANSTSE / AAMVA 3. ANSTSE / AAMVA 4. ANSTSE / AAMVA 5. ANSTSE / AAMVA 	<p>Financial funding</p>	<p><u>Review</u> Annually</p> <p><u>Deliverable</u> Within 5 years</p>	<p>Modified AAMVA Policy Statements.</p> <p>Provide technical assistance on request.</p> <p>Make recommendations to AAMVA for licensing waiver practices.</p>	<p>Topic 4</p>

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
Strategy #5: Achieve Cultural Competency in the Driver Education Program (Multicultural Education Principles).					
<u>Mid-Term</u> 1. Develop driver education program standards for cultural competency by use of multicultural education principles. <u>Long-Term</u> 2. Encourage States to require that Driver Education programs are culturally competent.	1. ANSTSE 2. ANSTSE	Financial funding Volunteer time contributions	<u>Review</u> Every 6 months <u>Deliverable</u> 1. Within 24 months 2. Within 48 months	Delivery of standards for cultural competency by use of multicultural education principles.	Topic 1
Strategy #6: Develop a Follow-up Process to Identify the Outcomes of NHTSA Driver Education State Assessments / Peer Review Process and Technical Assistance.					
<u>Mid-Term</u> 1. Identify accomplishments made by States who have conducted a NHTSA Driver Education State Assessment / Peer Review or technical assistance and what actions they have taken to meet the recommendations. 2. Conduct interviews with the states that have completed a NHTSA Driver Education State Assessment / Peer Review or Technical Assistance about their Implementation Plan for Assessment / Assistance Recommendations. 3. Identify challenges in meeting the Novice Teen Driver Education and Training Administrative Standards by States who have conducted a NHTSA Driver Education State Assessment / Peer Review or Technical Assistance. 4. Provide Technical Assistance, based on a self-assessment or NHTSA Driver Education State Assessment / Peer Review as it relates to the NTDETAS.	1. ANSTSE 2. ANSTSE 3. ANSTSE 4. ANSTSE	Financial funding Volunteer time contributions	TBD	TBD	Topic 6

Action / Implementation	Responsibility / Lead Role	Resources Needed	Timeline (Review & Deliverable)	Evaluation	Topic / Standards Reference
<u>Long-Term</u> 5. Develop a document providing priority recommendations from the NHTSA Driver Education State Assessment / Peer Review or Technical Assistance, showcasing state's accomplishments and how they achieved them as well as challenges and how to overcome them.	5. ANSTSE				
Strategy #7: Develop Guidelines for Driver Education for Novice drivers 18 and over.					
<u>Mid-Term</u> 1. Develop guidelines and recommendations for States to include drivers 18 and over within GDL Programs and Driver Education	1. ANSTSE	Financial funding Volunteer time contributions	TBD	TBD	Topic Areas 1, 2, 4 & 6
Strategy #8: Promote Implementation of and Maintain the Instructor Credentialing Program.					
<u>Short-Term</u> 1. Conduct a market analysis / needs assessment of an instructor credentialing program.	1. ANSTSE	Funding for the development of an instructor credentialing program.	Ongoing	State's implementation of the Instructor Credentialing Program.	Topic 3
<u>Mid-Term</u> 2. Develop an instructor credentialing program (if warranted).	2. ANSTSE				
3. Implement and maintain the instructor credentialing program.	3. ANSTSE				
4. Develop and implement a plan to review and update the instructor credentialing program.	4. ANSTSE				
5. Provide assistance to the organizations charged with administering the instructor credential.	5. ANSTSE				

Accomplishments/Completed

Strategy / Activity	Date Completed
Develop an information clearinghouse in conjunction with the Association website to provide information and resources to assist states with improving their driver education programs.	2010
Developed a communication plan for distribution of the Administrative Standards. <ul style="list-style-type: none"> Developed a marketing plan for the revised Novice Teen Driver Education and Training Administrative Standards and the Information Sharing System (February 2016). 	July 2014
Promoted the establishment of State-level teacher training standards (updated with the NTDETAS).	February 2016
Adopted a public policy, by each Association member organization, in support of the Administrative Standards.	November 2012
Developed and publicized Driver Education Course Delivery Standards and established a review process (updated with the NTDETAS).	February 2016
Developed delivery standards for On-Line Driver Education and Training (updated with the NTDETAS).	February 2016
Reviewed and updated the Administrative Standards and Strategic Plan.	February 2016 and ongoing
Provided Technical Support / Assistance to States for the implementation of the Administrative Standards. <ul style="list-style-type: none"> Updates to the Information Sharing System Developed the ANSTSE Website 	February 2011 – February 2016 and ongoing
Encouraged each state to complete the NHTSA Driver Education State Assessment / Peer Review Process.	February 2011 – February 2016 and ongoing
Developed a Teacher Training System and Materials.	To be finalized Beginning 2017
Supported and promoted Driver Education and Training that meets the Administrative Standards as an integral part of all Model GDL Systems.	February 2011 – February 2016 and ongoing
Finalized a full revision of the NTDETAS.	February 2017
Developed and finalized a National Credential for Driver Education Instructors Program (NCDEIP) Document.	July 2016 – February 2017

Strategies Discussed by ANSTSE for Future Consideration

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

Topic 1 Administration	Topic 2 Education/Training	Topic 3 Instructor Qualifications	Topic 4 Coordination with Driver Licensing	Topic 5 Parent Involvement	Topic 6 Other
<p>Track state's formal position of the standards.</p> <p>Develop guidelines for the integration of classroom / online / in-vehicle 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>Encourage State coalitions.</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>	<p>Support, promote, and develop a "promising practices" guide for driver education and training as a phased educational process. Strategy for Phase II driver education. Look outside of North America.</p> <hr/> <p>Recommend mandatory driver education for all new teen drivers (age frame?)</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-vehicle 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.</p> <hr/>	<p>Promote driver education as a profession.</p> <hr/> <p>Educate state administrators and the driving school owners 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> <hr/>	<p>Ensure AAMVA NMDTS and attachments A and B of the Standards are in sync.</p> <hr/> <p>Licensing responsibility versus responsibility for curriculum, educational components, training students, training instructors.</p> <hr/>	<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>Publicize promising best practices that exceed the state requirements and provide recognition to providers who have exceeded state requirements.</p> <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 research projects, and any subsequent projects, to determine their relationship to revisions of this Strategic Plan and the Novice Teen Driver Education and Training Administrative Standards.

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 should work cooperatively with other organizations to establish resources needed.

Summary

This Strategic Plan document will promote implementation of the Novice Teen Driver Education and Training Administrative Standards to initiate improvements in driver education, provide a timetable and direction for increased implementation 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 implement the Novice Teen Driver Education and Training Administrative Standards within the coming decade.

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- The Driving School Association of the Americas (DSAA) and Sharon Postigo Fife, D&D Driving School and Dave Muma, Century Driving Group
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- The Transportation Research Board (TRB) and Dan Mayhew, M.A., Traffic Injury Research Foundation of Canada and the Traffic Injury Research Foundation of Canada.
- Highway Safety Services, LLC and Brett Robinson, Christie Falgione and Michael R. Calvin

References / Acronyms / Definition of Terms

References

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

- The Novice Teen Driver Education and Training Administrative Standards (NTDETAS) – 2009
- Driver Education and Teen Crashes and Violations in the First Two Years of Driving in a Graduated Driver Licensing System, Nebraska Study – 2015
- The Evaluation of Beginner Driver Education Programs: Studies in Manitoba and Oregon – 2014
- NHTSA Driver Education Practices in Selected States – 2011
- 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 2014 Traffic Safety Facts: Young Drivers – released 2016
- NHTSA 2015 Motor Vehicle Crashes Overview – released 2016
- NHTSA Teen Driver Crashes? A Report to Congress – 2008
- NHTSA 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.anstse.info

Acronyms

AAMVA	American Association of Motor Vehicle Administrators
AAA	American Automobile Association
AAAFTS	AAA Foundation for Traffic Safety
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
FAQ	Frequently Asked Questions

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
TRB	Transportation Research Board
TIRF	Traffic Injury Research Foundation

Definition of Terms

- Administrative Standards – Standards that guide the administration of a program
- Culturally Competent – Teaching in a cross-cultural or multicultural setting. Enable each student to relate course content to his or her cultural context.
- 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 new 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.
- Multicultural Education Principles – is an educational field of study that refers to any form of education, teaching and learning that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds and how that education, teaching and learning impact their lives to create equitable opportunities for living and working in cultural pluralist society.
- Standards – Generally refers to the Novice Teen Driver Education and Training Administrative Standards and its appendices.
- State – For this document, a State is defined as: any commonwealth, jurisdiction, territory, district or government-sanctioned agency.

Note: for other definitions of terms, refer to the Novice Teen Driver Education and Training Administrative Standards.