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# **The Association of National Stakeholders in Traffic Safety Education (ANSTSE) Strategic Plan to Support the Novice Teen Driver Education and Training Administrative Standards (NTDETAS)**

## **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

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This Association of National Stakeholders in Traffic Safety Education (ANSTSE) Strategic Plan to Support the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) provides ANSTSE with a timetable and direction to promote a State's adoption and implementation of the NTDETAS, actions to initiate improvements in Driver Education, and priorities of the Driver Education Community for the coming years.

ANSTSE utilized the NTDETAS in developing this ANSTSE Strategic Plan to Support the NTDETAS (hereafter referred to as Strategic Plan) to promote comprehensive Driver Education Nationwide; to support the adoption, implementation, and maintenance of the NTDETAS at the national level; and to provide Promising Practices for State Programs. Highway Safety Services (HSS), with funding from the National Highway Traffic Safety Administration (NHTSA) and guidance from ANSTSE, provided the technical support for the development of this Strategic Plan.

The Strategic Plan is constructed around the five (5) key sections of the NTDETAS:

1. Program Administration
2. Education / Training
3. Instructor, Mentor, and Instructor Trainer Qualifications
4. Coordination, Collaboration, and Communication with Driver Licensing
5. Parent / Guardian Involvement

This Strategic Plan was updated in 2023 to include strategic accomplishments and is reflective of current issues and demands within the Driver Education Community. The strategies in this Strategic Plan include a list of possible actions that are achievable; however, the completion of actions depends on available funding and resources.

Eight (8) of the strategies are ongoing sustaining efforts which include:

1. Review and update the NTDETAS.
2. Review and update the Strategic Plan.
3. Provide Consultation Services to States on Adopting and Implementing the NTDETAS and Resources.
4. Promote NHTSA State Driver Education Assessments, the NTDETAS State Self-Assessment Tool, and ANSTSE State Consultation Services to States and to Develop a Follow-Up Process for Each.
5. Update, Maintain, and Promote use of the Driver Education Instructor Preparation Program and Materials.
6. Promote Driver Education and Training as an Integral and Required Component of Comprehensive Graduated Driver Licensing (GDL) Systems.
7. Promote Incorporation of Driver Education and Training as a Key Component within each State's Strategic Highway Safety Plans.
8. Identify and Respond to Emerging Issues and National Priorities in Driver Education and Training.

Ten (10) new strategies were developed to initiate enhancements in Driver Education and provide a timetable and direction for increased adoption and implementation of the NTDETAS. These ten (10) strategies include:

1. Support the Safe System Approach.
2. Promote Establishment of Interagency Working Groups and Advisory Boards.
3. Promote Equity in State-Level Driver Education, including Increasing Cultural Competency, and Reaching Underserved Youth, and Students with Disabilities.
4. Identify and Develop Best Practices for Driver Education Teacher/Instructor Training.
5. Modernize and Promote Parent/Guardian Involvement Resources that Meet the NTDETAS.
6. Develop Guidelines and Resources for License Testing through Driver Education and Promote Coordination, Collaboration, and Communication among State Driver Education and Driver Licensing Agencies.
7. Develop Best Practices and Guidelines for Hybrid/Blended Delivery Methods and Virtual Training in Driver Education.
8. Develop Mentorship Program for New State Administrators.
9. Develop and Promote Emergency Preparedness Resources.
10. Promote Benefits of Driver Education for Novice Teen Drivers and Novice Drivers 18 and Over to Support the Safe System Approach.

ANSTSE shall review the status of each strategy on a regular basis. ANSTSE shall make every effort possible to evaluate the outcome of each strategy as described in the Strategic Plan. 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 NTDETAS is kept current at least every five (5) years. ANSTSE 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 meeting(s) and the process for submitting recommendations for the review and update of the NTDETAS and Strategic Plan.

# Purpose, Objective, and Mission

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## Purpose of the ANSTSE Strategic Plan to Support the NTDETAS

The purpose of this Strategic Plan is to provide ANSTSE with a timetable and direction to promote a State's adoption and implementation of the NTDETAS and to identify priorities of the Driver Education Community for the coming years. A State can use this document to develop their own Strategic Plan. The State's Strategic Plan should initiate enhancements to strengthen their Driver Education program.

## Objective of the Strategic Plan

The objective of this Strategic Plan is to identify potential strategies and actions for ANSTSE to provide support to States for the adoption and implementation of the NTDETAS.

## Mission of the Strategic Plan

ANSTSE's mission is to help eliminate novice teen motor-vehicle crashes by enhancing the consistency, quality, and delivery of Driver Education across the United States through continual development and maintenance of the NTDETAS along with resources that support the NTDETAS.

To support this mission, the Strategic Plan will guide ANSTSE to:

- Maintain and update the NTDETAS and the Strategic Plan to ensure relevancy and support for the Driver Education Community.
- Promote and support States with the adoption and implementation of the NTDETAS to provide uniformity and quality of Driver Education at the State level and nationally.
- Raise the awareness and importance of quality Driver Education at the State level and nationally to support the Safe System Approach.
- Enhance the quality and accessibility of instructor training and professional development.
- Identify and Promote Driver Education delivery methods that are effective in achieving positive learning outcomes and reflect the needs of today's learners.
- Identify and promote practices for increasing accessibility and inclusion in Driver Education.

## Scope of the Problem

Motor vehicle traffic crashes are among the leading cause of death for 15- to 20-year-olds. In 2021, there were 2,116 young drivers who died in traffic crashes, an 11-percent increase from the 1,899 young drivers who died in 2020. Additionally, an estimated 203,256 young drivers were injured in traffic crashes in 2021, an increase of 7 percent from 189,959 in 2020.

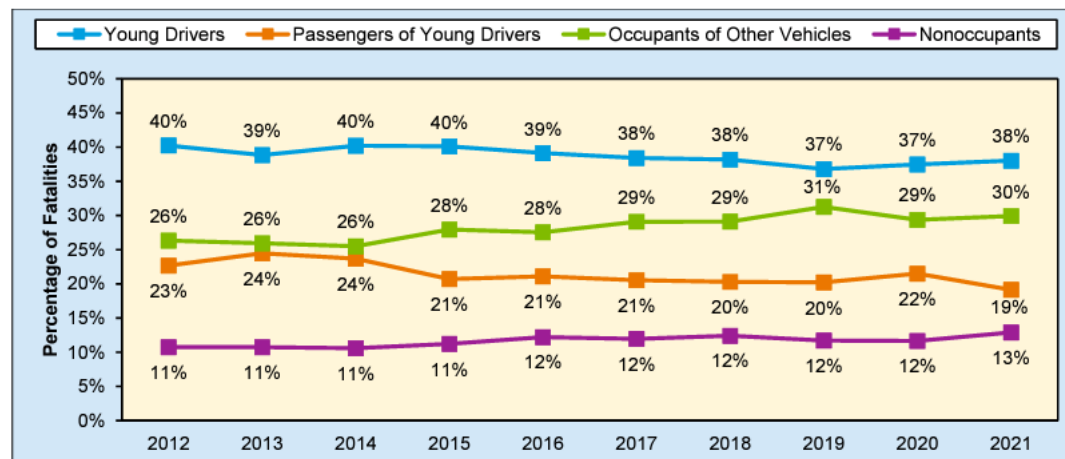
In fatal traffic crashes involving young drivers in the most recent year from 2020 to 2021:

- Fatalities among young drivers increased by 11 percent.
- Fatalities among the passengers of young drivers decreased by 2 percent.
- Occupant fatalities of other vehicles increased by 12 percent.
- Nonoccupant fatalities increased by 21 percent.
- Total traffic fatalities in crashes involving young drivers increased by 10 percent.

Figure 1 displays the percentage of fatalities in traffic crashes involving young drivers by person type and year. In 2021:

- Young drivers involved in fatal traffic crashes made up 38 percent of the fatalities in those crashes.
- Fatalities for occupants of other vehicles increased from 26 percent in 2012 to 30 percent in 2021.
- Of the passengers of young drivers who died in traffic crashes, 66 percent (707 of 1,065 from Table 1) were also 15 to 20 years old.
- The percentage of nonoccupants has been gradually increasing over the years.<sup>1</sup>

**Figure 1. Percentages of Fatalities in Traffic Crashes Involving Young Drivers, by Person Type, 2012-2021**



Source: FARS 2012-2020 Final File, 2021 ARF

The risk of motor vehicle crashes is higher among teens ages 16–19 than any other age group. Drivers in this age group have a fatal crash rate almost three (3) times as high as drivers ages 20 and older per mile driven. Crash risk is particularly high during the first

<sup>1</sup> National Highway Traffic Safety Administration (NHTSA). Traffic Safety Facts 2021 Data: Young Drivers. Washington, D.C; August 2023.

months of licensure. For example, data indicates that the crash rate per mile driven is about 1.5 times as high for 16-year-old drivers as it is for 18–19-year-old drivers.<sup>2</sup>

*“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.”<sup>3</sup>*

*“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.”<sup>4</sup>*

Research encourages States that have a Driver Education requirement for Driver Licensing to continue this process. The following studies have been conducted to support Driver Education:

- Mayhew, D., Marcoux, K., Wood, K., Simpson, H., W. Vanlaar, W., Lonerio, 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](http://www.aaafoundation.org/sites/default/files/LSEDE%20Final%20Full%20FTS%20Reportdriver%20Reduced%20File%20Size.pdf).
- 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](http://www.sciencedirect.com/science/article/pii/S0001457515001943).
- Strategic Research Group. (2021). *Georgia Driver's Education Commission: Grant Scholarship Program & Joshua's Law Evaluation Report*. Retrieved from: <http://www.gahighwaysafety.org/wp-content/uploads/2022/02/gdec-grant-scholarship-program-joshuas-law-evaluation-report-final-v2-1.pdf>.
- Transportation Research. (2022). *Novel Use of a Virtual Driving Assessment to Classify Driver Skill at the Time of Licensure*. Retrieved from: <https://injury.research.chop.edu/research/teen-driving-safety/virtual-driving-assessment>.

For States that do not require Driver Education for Driver Licensing, findings should encourage those States to develop policies in accordance with the NTDETS to increase support for Novice Teen Driver Education. Recent studies show merit and provide evidence that Driver Education programs appear to reduce crashes and

<sup>2</sup> Centers for Disease Control and Prevention (CDC). WISQARS — Web-based Injury Statistics Query and Reporting System. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; 2022.

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

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



citations; however, more research is needed on the safety effects of Driver Education Programs for teenagers. In addition, more research is needed to evaluate Driver Education that meets the NTDETAS.

States should consider how to include Driver Education in their State's Strategic Highway Safety Plan and Highway Safety Plan by identifying strategic goals that States can embrace. For example, Driver Education should be included as a key component within a States' GDL Program by requiring completion of a State-certified driver education or training course and behind-the-wheel training, during the learners permit phase. Enhancing strategic plans and policies such as GDL by including driver education creates a stronger systems approach to reducing teen crashes and fatalities on our Nations roadways.

## **Background of the NTDETAS and Strategic Plan**

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The NTDETAS was developed by representatives from the Driver Education Professional Community with assistance from NHTSA. The NTDETAS was originally published in 2009 and revised in 2017 to include classroom and behind-the-wheel delivery standards, online standards, and additional instructor training standards. The NTDETAS was revised again in 2023 and incorporated standards on risk/emergency preparedness; data collection; services for drivers with disabilities; virtual classroom training; prerequisites and training requirements for candidate instructor trainers and mentors; testing for licensure through Driver Education; and increasing access to parent/guardian involvement, with the goal of defining the future of Driver Education and improving the delivery of Driver Education Programs, nationally. The process for developing the NTDETAS 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 (2009).
- 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 (2009).
- 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 (2009).
- Presenting the Working Group material at a National Conference on Driver Education and Training attended by Key Driver Education and Training providers from State Governments, 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 recommend 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 (2009).



- Establishing ANSTSE to review and update the NTDETAS (2010).
- Utilizing ANSTSE and feedback from State Driver Education Administrators to update the NTDETAS (2017).
- Establishing a Working Group of online Driver Education Providers to assist in developing online Driver Education Standards (2017).
- A Community of Practice was established in 2021 that consisted of over 70 SMEs to provide input on updates to the NTDETAS, ensure they reflect current practice, and hold promise for enhancing Driver Education and Training (2023).
- The sections and standards detailed in the NTDETAS have been developed and substantiated from research findings, when available, and are based on the highest collective knowledge, experience, and expertise from Subject Matter Experts (SMEs) in the field (2023).

To maintain and, when necessary, upgrade the NTDETAS and to provide oversight in adoption and implementation actions, ANSTSE 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, two (2) new Stakeholders were approved for participation in ANSTSE; the American Association of Motor Vehicle Administrators (AAMVA) and the American Automobile Association (AAA). In 2020, the Association for Driver Rehabilitation Specialists (ADED) was approved for participation in ANSTSE.

The publication of the NTDETAS and the formation of ANSTSE were important first steps in the improvement process. In 2012, Highway Safety Services, LLC (HSS), with funding from NHTSA and guidance from ANSTSE, utilized the NTDETAS in developing a Strategic Plan to ensure Comprehensive Driver Education Nationwide; for the adoption, implementation, and maintenance of the NTDETAS at the National Level; and to provide Promising Practices for States to meet the NTDETAS.

In addition, a process for the review and update of the Strategic Plan was established to ensure the Strategic Plan is updated and the NTDETAS are kept relevant to the Driver Education Community.

# Strengths, Challenges, Opportunities

The following table outlines the strengths, challenges, and opportunities for the continued improvement of Driver Education at the State level through the adoption and implementation of the NTDETAS. ANSTSE will continue to monitor these strengths, challenges, and opportunities to assist with the review and update process of the 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	Ongoing research to guide future evaluation of Driver Education
Popular among Parents/Guardians (support for Driver Education)	Ability of entities to "negate" the progress of Driver Education (e.g., Parent/Guardian involvement and teens aging out of the GDL process)	Getting Parents/Guardians 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, adoption, 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 NTDETAS	Initiating and changing State policy for the delivery of Driver Education and the reluctance of States and Administrators to require the NTDETAS	Continual efforts to review and update the NTDETAS 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 Assessment / Peer Review Process	Improve the administration of Driver Education in the States by conducting NHTSA Driver Education State Assessment / Peer Review
The creation of, and support for ANSTSE	Infrequent communication with the Driver Education Community by State, Federal and National organizations	Improved communication with the Driver Education Community
Credibility of ANSTSE	The need for a single body of Stakeholders to communicate and promote the NTDETAS	Coordinated efforts among ANSTSE members
Opportunities to present during public forums to promote the NTDETAS and ANSTSE	Updating the Strategic Plan to keep it current, as well as assessing Driver Education at the State and National level	Communicate that the NTDETAS is for the improvement of Driver Education at the National and State level
The Creation of the Strategic Plan	Different State agencies administering Driver Education and Training (e.g., territorial imperatives, operating within silos)	Assess Driver Education through the NTDETAS via a continuous process

# Benefits

This Strategic Plan will assist ANSTSE, on an ongoing basis, with strategies to guide ANSTSE and Highway Safety Services on strategic initiatives to support the States in the adoption and implementation of the NTDETAS. The initiatives will be focused on enhancing Driver Education at the State level and will set the priorities for the Driver Education Community for the coming decades.

## Developmental Process

ANSTSE was established in 2010, to assist with the development of the first version of the Strategic Plan. ANSTSE held two (2) face-to-face meetings and numerous web meetings to facilitate the revision of this Strategic Plan for State's adoption and implementation of the NTDETAS.

ANSTSE utilized the NTDETAS in developing the Strategic Plan to identify and ensure comprehensive Driver Education Nationwide and to provide Promising Practices for States in adopting and implementing the NTDETAS. In addition, a review and update process were developed for keeping the Strategic Plan and the NTDETAS current.

## Strategic Plan - Strategies

The Strategic Plan is constructed around the five (5) key sections from the NTDETAS to identify possible strategies to educate States on the NTDETAS and to improve Driver Education nationwide. Where funding is available, ANSTSE and Highway Safety Services will assume the lead role in accomplishing the strategies and actions within the Strategic Plan.

Five Key Sections			
1. Program Administration			
2. Education & Training			
3. Instructor, Mentor, and Instructor Trainer Qualifications			
4. Coordination, Collaboration, and Communication with Driver Licensing			
5. Parent / Guardian Involvement			
Definitions of Timeframes			
Ongoing	Short-Term	Mid-Term	Long-Term
Critical actions requiring efforts over all timeframes	To be completed within 1-2 years	To be completed within 5 years	To be completed within 10 years

Ongoing Strategies
1. Review and Update the NTDETAS.
2. Review and Update the Strategic Plan.
3. Provide Consultation Services to States on Adopting and Implementing the NTDETAS and Resources.
4. Promote NHTSA State Driver Education Assessments, the NTDETAS State Self-Assessment Tool, and ANSTSE Consultation Services to States and Develop a Follow-Up Process for Each.
5. Update, Maintain, and Promote use of the Driver Education Instructor Preparation Program and Materials.
6. Promote Driver Education and Training as an Integral and Required Component of Comprehensive GDL Systems.
7. Promote Incorporation of Driver Education and Training as a Key Component within each State's Strategic Highway Safety Plan.
8. Identify and Respond to Emerging Issues and National Priorities in Driver Education and Training.

New Strategies
1. Support the Safe System Approach.
2. Promote Establishment of Interagency Working Groups and Advisory Boards.
3. Promote Equity in State-Level Driver Education, including Increasing Cultural Competency, and Reaching Underserved Youth, and Students with Disabilities.
4. Identify and Develop Best Practices for Driver Education Teacher/Instructor Training.
5. Modernize and Promote Parent/Guardian Involvement Resources that Meet the NTDETAS.
6. Develop Guidelines and Resources for License Testing through Driver Education and Promote Coordination, Collaboration, and Communication among State Driver Education and Driver Licensing Agencies.
7. Develop Best Practices and Guidelines for Hybrid/Blended Delivery Methods and Virtual Training in Driver Education.
8. Develop Mentorship Program for New State Administrators.
9. Develop and Promote Emergency Preparedness Resources.
10. Promote Benefits of Driver Education for Novice Teen Drivers and Novice Drivers 18 and Over to Support the Safe System Approach.

## Ongoing Strategies

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<b>1. Review and Update the Novice Teen Driver Education and Training Administrative Standards (NTDETAS).</b>				
<ol style="list-style-type: none"> <li>1. Conduct meetings of ANSTSE to review and update the NTDETAS.</li> <li>2. Identify information gaps and develop research questions and initiatives to fill such gaps and provide scientific evidence in support of the NTDETAS, when available.</li> <li>3. Conduct a Systemic Literature Review of research to support the NTDETAS, where possible.</li> <li>4. Update the NTDETAS, if needed, based on research and results of Systematic Literature Reviews.</li> <li>5. Maintain the process for the Driver Education and Traffic Safety Communities to submit recommendations for revisions to the NTDETAS, as appropriate.</li> <li>6. Collect and review recommendations submitted and update the NTDETAS, as appropriate.</li> </ol>	Financial funding to support meetings (face-to-face and virtual) of ANSTSE and revisions of the NTDETAS.	<u>Review</u> As required.  <u>Deliverable</u> Deliver revised NTDETAS, as necessary.	Delivery of revised NTDETAS, as necessary.	Sections 1-5
<b>2. Review and Update the Strategic Plan.</b>				
<ol style="list-style-type: none"> <li>1. Conduct meetings of ANSTSE to review progress toward and update the Strategic Plan.</li> <li>2. Maintain the process for the Driver Education and Traffic Safety Communities to submit recommendations for revisions to the Strategic Plan, as appropriate.</li> </ol>	Financial funding to support meetings (face-to-face and virtual) of ANSTSE and revisions of the Strategic Plan.	<u>Review</u> As required.  <u>Deliverable</u> Deliver revised Strategic Plan, as necessary.	Delivery of revised Strategic Plan, as necessary.	Sections 1-5

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
3. Collect and review recommendations submitted and update the Strategic Plan, as appropriate.  4. Develop and execute the Strategic Plan to assist States in adopting and implementing the NTDETAS.				
<b>3. Provide Consultation Services to States on Adopting and Implementing the Novice Teen Driver Education and Training Administrative Standards and Resources.</b>				
<u>Ongoing</u> 1. Maintain and execute the NTDETAS Marketing Plan.  2. Maintain the plan to provide and market Consultation Services to States on the NTDETAS.  3. Maintain ANSTSE website to provide information to the States about ANSTSE and how Consultation Services may be provided.  4. Maintain the information network in conjunction with ANSTSE website to provide information and resources to educate States on how to advance their Driver Education and Training programs.  5. Conduct workshops/webinars with States on the NTDETAS and Consultation Services.  6. Update and maintain the NTDETAS State Self-Assessment tool.  7. Promote use of the NTDETAS State Self-Assessment tool.  8. Communicate in a timely manner with the Driver Education Community (e.g., e-newsletter).	Funding for State Consultation Services.  Funding for NTDETAS State Self-Assessment, and e-newsletter to Driver Education Community.  Funding for development of a guide for States on Promising Practices for funding programs/administration.  Funding for development of compliance inspection standards.	<u>Review</u> Annually  <u>Deliverable</u> Updated State Self-Assessment tool.	States knowledge of the NTDETAS.  Number of requests for State Consultation Services.  Number of requests for State Consultation Services fulfilled.  Number of States who have completed the Self-Assessment and/or the NHTSA Driver Education State Assessment.  Of the States that have completed a Self-Assessment and/or a NHTSA Driver Education State Assessment, the number of States that meet the majority of the NTDETAS (51% and over).  Number of States that do not meet the NTDETAS.	Sections 1-5





Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<p>State Assessments and ANSTSE State Consultation Services.</p> <p>4. Summarize major recommendations from the NHTSA State and Self-Assessment reports to identify opportunities for ANSTSE/NTDETAS initiatives.</p> <p><u>Short-Term</u> 5. Develop a Follow-up Process to Identify the Outcomes of NHTSA Driver Education State Assessments and ANSTSE State Consultation Services.</p> <p><u>Long Term</u> 6. Encourage States to reassess through a subsequent NHTSA Driver Education State Assessment.</p> <p>7. Identify opportunities to provide additional ANSTSE State Consultation Services.</p>	updated NTDETAS.	<p><u>Short-Term</u> To be completed within 1-2 years.</p> <p><u>Long Term</u> To be completed within 10 years.</p>		
<b>5. Update, Maintain, and Promote use of the Driver Education Instructor Preparation Program and Materials.</b>				
<p><u>Ongoing</u> 1. Promote the ANSTSE Driver Education Instructor Preparation program and materials to States and providers.</p> <p>2. Obtain feedback from State programs, instructor trainers, and instructor graduates on the ANSTSE Driver Education instructor preparation materials to enhance the materials.</p> <p>3. Review and update the ANSTSE Driver Education Instructor Training materials to ensure they reflect current practices (e.g., additional units on equity and conducting virtual training).</p> <p>4. Review and update as necessary Attachment C <i>Stages for Driver Education Instructor Preparation Program</i>.</p>	Funding for the update of the Driver Education Instructor preparation materials.	<p>Ongoing</p> <p><u>Deliverables</u> Updated instructor training materials and Attachment C.</p>	States and program's use of the ANSTSE Driver Education Instructor Preparation Program, materials and NTDETAS	Section 3

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
5. Identify the number of States and programs utilizing the ANSTSE Driver Education Instructor Preparation materials and how they are being utilized.  <u>Short-Term</u> 6. Develop and update guidelines for the delivery of the Instructor Preparation Program (e.g., best practices, challenges).  7. Develop and execute a plan to review and update the ANSTSE Driver Education Instructor Preparation materials regularly.  8. Conduct inventory of each State's Instructor Training requirements.		<u>Short-Term</u> To be completed within 1-2 years.  <u>Deliverable</u> Guidelines for the delivery of Instructor Preparation Programs.		
<b>6. Promote Driver Education and Training as an Integral and Required Component of Comprehensive GDL Systems.</b>				
1. Work with NHTSA, ANSTSE members, and the Highway Safety Community to encourage all GDL models to include Driver Education that meets the NTDETAS.  2. Each ANSTSE member organization should adopt a public position in support of the NTDETAS as an integral part of GDL.	Financial funding  Volunteer time contributions	Ongoing	Revision of GDL Models to include Driver Education, that meets the NTDETAS, as an integral component of GDL Systems.	Section 4
<b>7. Promote Incorporation of Driver Education and Training as a Key Component within each State's Strategic Highway Safety Plans.</b>				
<u>Ongoing</u> 1. Work with NHTSA, ANSTSE members, and the Highway Safety Community to encourage each State to incorporate Driver Education as a key component within each State's Strategic Highway Safety Plan.  <u>Short-Term</u> 2. Each ANSTSE member organization should adopt a public position in support of Driver Education as a key	Financial funding  Volunteer time contributions	Ongoing   <u>Short-Term</u> To be completed within 1-2 years.	Number of States that incorporate Driver Education into their State's Strategic Highway Safety Plan.	Section 1

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<p>component within each State's Strategic Highway Safety Plan, if feasible.</p> <p>3. Conduct an inventory of State's Strategic Highway Safety Plans to determine the extent to which Driver Education is incorporated.</p> <p><u>Mid-Term</u></p> <p>4. Develop a White Paper on benefits of incorporating Driver Education and Training as a key component within each State's Strategic Highway Safety Plan.</p>		<p><u>Mid-Term</u></p> <p>To be completed in 5 years.</p> <p><u>Deliverable</u></p> <p>White Paper on benefits of Driver Education within the States Strategic Highway Safety Plan.</p>		
<b>8. Identify and Respond to Emerging Issues and National Priorities in Driver Education and Training.</b>				
<p>1. Identify the future needs/resources in Driver Education, including emerging issues and National priorities.</p> <p>a. When possible, determine the root cause of identified issues.</p> <p>b. Sources of information could include, but would not be limited to, Stakeholders, States, Driving Schools, Parents/Guardians of new drivers, Instructor Trainers, Vehicle Manufacturers, Equipment Providers, Technology Providers.</p> <p>2. Educate Stakeholders on emerging issues.</p> <p>3. Educate Stakeholders on National priorities (e.g., The Safe System Approach, cultural equity, vehicle technologies).</p> <p>4. Identify strategies, resources, and opportunities to address emerging issues and National priorities.</p> <p>5. Plan activities and/or develop products that support emerging issues and national priorities in Driver Education and Training.</p>	Financial funding for identifying emerging issues and National priorities.	<p><u>Review</u></p> <p>Annually</p> <p><u>Deliverable</u></p> <p>Report identifying emerging issues.</p>		Sections 1-5

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
6. Develop and disseminate additional resources to address emerging issues and national priorities.				

## New Strategies

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<b>1. Support the Safe System Approach</b>				
<u>Ongoing</u> 1. Identify opportunities to support the Safe System Approach.	Financial funding  Volunteer time contributions	<u>Ongoing</u> Identify States who have supported the Safe System Approach.	States knowledge of the Safe System Approach.	Sections 1-5
<b>2. Promote Establishment of Interagency Working Groups and Advisory Boards.</b>				
<u>Ongoing</u> 1. Identify which States have a Driver Education Interagency Working Group and/or Advisory Board (or similar group), how they operate, and if utilizing the guidelines developed by ANSTSE.  <u>Short-Term</u> 2. Review and make necessary revisions to the <i>Guidelines for Establishing and Maintaining Driver Education Interagency Working Groups and Advisory Boards</i> .  3. Educate States on how to establish and maintain an Interagency Working Group and Advisory Board for	Financial funding  Volunteer time contributions	<u>Ongoing</u> Identify States who have an Advisory Board on a recurring basis.  <u>Short-Term</u> To be completed within 1-2 years.  <u>Deliverable</u> Revised <i>Guidelines for Establishing and Maintaining Driver Education Interagency Working Groups and Advisory Boards</i> .	States knowledge of Establishing and Maintaining Driver Education Interagency Working Groups and/or Advisory Boards.  Number of requests for Consultation Services specifically on how to develop an Advisory Board.  Number of States that have an Interagency Working Group and/or Advisory Board.	Section 1

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<p>Driver Education through webinars and presentations.</p> <p>4. Promote the revised <i>Guidelines for Establishing and Maintaining Driver Education Interagency Working Groups and Advisory Boards</i> and the importance of an Interagency Working Group and Advisory Board.</p> <p><u>Mid-Term</u></p> <p>5. Identify best practices, challenges, and solutions for States to develop and establish an Interagency Working Group and Advisory Board.</p>		<p><u>Mid-Term</u></p> <p>To be completed in 5 years.</p>		
<b>3. Promote Equity in State-Level Driver Education, including Increasing Cultural Competency, and Reaching Underserved Youth, and Students with Disabilities.</b>				
<p><u>Short-Term</u></p> <p>1. Promote expanding access and opportunity to all communities while focusing on underserved, overburdened, and disadvantaged communities.</p> <p>2. Promote equity, accessibility, and multi-cultural education principles (cultural competency) in the delivery of Driver Education and Training.</p> <p>3. Update and distribute the ANSTSE <i>Cultural Equity in Driver Education and Training Information Sheet</i>.</p> <p>4. With the assistance of ADED, identify and inform States on specialty services available for determining fitness to drive. Distribute available resources (e.g., ADED <i>The Role of Driver Rehabilitation: Recommendations for State Driver License Agencies</i>).</p> <p>5. With the assistance of ADED, promote the ADED toolkit to help identify students with learning and physical disabilities and how to assist them.</p>	<p>Financial funding</p> <p>Volunteer time contributions</p>	<p><u>Short-Term</u></p> <p>To be completed within 1-2 years.</p> <p><u>Deliverable</u></p> <p>Updated ANSTSE Cultural Equity information sheet.</p> <p>Module on multi-cultural education principles for instructor training.</p>	<p>Number of States who provide Driver Education to underserved communities.</p> <p>Number of States who include equity, accessibility, and multi-cultural education principles in their standards for driver education.</p>	<p>Sections 1-5</p>



Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<p>6. Develop module(s) in the ANSTSE Instructor Training curriculum on multi-cultural education principles for use with new and experienced instructors.</p> <p><u>Mid-Term</u></p> <p>7. With the assistance of ADED, develop and promote guidelines and educate providers and instructors on their role when working with students with disabilities and when to refer the students to a provider that specializes in working with students with disabilities.</p>		<p><u>Mid-Term</u></p> <p>To be completed in 5 years.</p>		
<b>4. Identify and Develop Best Practices for Driver Education Teacher/Instructor Training.</b>				
<p><u>Short-Term</u></p> <p>1. Identify priorities relating to Teacher/Instructor Training.</p> <p>2. Identify and develop guidelines and assemble best practices for conducting Teacher/Instructor Training.</p> <p>3. Identify and develop guidelines and assemble best practices based on Attachment C <i>Stages for Driver Education Instructor Preparation Program from the NTDEAS</i>.</p> <p>4. Identify and develop guidelines and assemble best practices for conducting Master Training.</p> <p>5. Develop competency standards for Driver Education Instructors.</p>	<p>Financial funding</p> <p>Volunteer time contributions</p>	<p><u>Short-Term</u></p> <p>To be completed within 1-2 years.</p> <p><u>Review</u></p> <p>Annually</p> <p><u>Deliverable</u></p> <p>Within 24 months</p> <p>Guidelines and best practices for conducting Teacher/Instructor Training and for training Master Trainers.</p> <p>Competency standards for instructors.</p>	The number of Master Trainers in each State.	Section 3

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<b>5. Modernize and Promote Parent/Guardian Involvement Resources that Meet the NTDETAS.</b>				
<u>Ongoing</u> 1. Promote Parent/Guardian involvement and participation to States as an integral component of the Driver Education and Licensing process.  2. Modernize and update the <i>Core Elements of Driver Education Parent/Guardian Seminars</i> .  <u>Short-Term</u> 3. Identify which States incentivize or mandate Parent/Guardian seminars.  4. Explore ways to increase incentives for Parents/Guardians to attend.  5. Each ANSTSE member organization should develop a public position in support of Parent/Guardian involvement as an integral part of the Driver Education and Licensing System.  6. Develop guidelines for debriefing with the Parent/Guardian after BTW lessons.  7. Develop best practices for improving Parent/Guardian involvement in Driver Education.  8. Explore delivery channels to reach more Parents/Guardians (e.g., virtual Parent/Guardian sessions).	Each ANSTSE member organization  Financial funding  Volunteer time contributions	Ongoing  <u>Review</u> Annually  <u>Deliverable</u> Within 24 months.  <u>Short-Term</u> To be completed within 1-2 years.	Each ANSTSE member organization to publish public position in support of Parent / Guardian involvement.  Number of States who utilize the <i>Core Elements of Driver Education Parent/Guardian Seminars</i> .	Section 5

[illegible]

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<b>7. Develop Best Practices and Guidelines for Hybrid/Blended Delivery Methods and Virtual Training in Driver Education.</b>				
<u>Short-Term</u> 1. Identify and develop best practices for hybrid/blended delivery methods in Driver Education.  2. Identify and develop guidelines for the implementation of hybrid/blended instruction.  3. Identify and develop best practices for conducting effective classroom/theory instruction via virtual training approaches.	Financial funding  Volunteer time contributions Research data  Clear/concise definitions	<u>Short-Term</u> To be completed within 1-2 years.  <u>Deliverable</u> Guidelines for the integration of a hybrid/ blended program.	Number of States that allow a virtual program.  Number of States that allow a hybrid/blended program.	Section 2
<b>8. Develop Mentorship Program for New State Administrators.</b>				
<u>Short-Term</u> 1. Conduct a virtual seminar 1-2 times per year with State Administrators, Driver Education Providers, and ANSTSE members to share information.  2. Develop and document a process for experienced State Administrators to mentor new State Administrators.	Financial funding  Volunteer time contributions	<u>Short-Term</u> Conduct 1-2 times per year a virtual seminar.	Number of State Administrators, Driver Education Providers who attended the virtual seminar.	Sections 1 & 2
<b>9. Develop and Promote Emergency Preparedness Resources.</b>				
<u>Short-Term</u> 1. Maintain and promote <i>Stopgap Measures in Driver Education During a Pandemic or Emergency</i> .  <u>Mid-Term</u> 2. Develop a Model Risk/Emergency Response Plan to help determine when to accept, avoid, mitigate, transfer, or take some other action to address an emergency, should one arise.	Financial funding  Volunteer time contributions	<u>Short-Term</u> To be completed within 1-2 years.  <u>Mid-Term</u> To be completed within 5 years.  <u>Deliverable</u> Model Risk/ Emergency Response Plan.	Number of States who have a Model Risk/Emergency Response Plan.	Sections 1-5

Action	Resources Needed	Timeline (Review & Deliverable)	Outcome	Section / Standards Reference
<b>10. Promote Benefits of Driver Education for Novice Teen Drivers and Novice Drivers 18 and Over to Support the Safe System Approach.</b>				
<u>Ongoing</u> 1. Using a Systems Mindset, identify organizations to help influence key officials and decision makers to promote the benefits of Driver Education.  2. Develop a strategy to promote the benefits of Driver Education.  3. Promote benefits of Driver Education for Novice Teen Drivers to National Organizations, Associations, and other Stakeholders.  4. Promote benefits of Driver Education for Novice Drivers 18 and over to National Organizations, Associations, and other Stakeholders.  <u>Short-Term</u> 5. Develop a White Paper on the benefits of Driver Education for Novice Teen Drivers.  6. Develop a White Paper on the benefits of Driver Education for Novice Drivers 18 and over.  <u>Mid-Term</u> 7. Develop a White Paper to promote the benefits of ongoing training for drivers.	Financial funding  Volunteer time contributions Research data	Ongoing  Promotion of benefits of Driver Education to key officials and decision makers.          <u>Short-Term</u> To be completed within 1-2 years.  <u>Deliverables</u> White Papers on the benefits of Driver Education for Novice Teen Drivers and Novice Drivers 18 and over.   <u>Mid-Term</u> To be completed within 5 years.  <u>Deliverables</u> White Paper on the benefits of ongoing training for drivers.	Number of key officials and decision makers reached with benefits of Driver Education.	Topics 1-5

## 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 Program Administration	Topic 2 Education / Training	Topic 3 Instructor, Mentor, and Instructor Trainer Qualifications	Topic 4 Coordination, Collaboration, Communication with Driver Licensing	Topic 5 Parent/Guardian Involvement
Develop a guide for States on "Promising Practices" for funding programs / administration.	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 for "Promising Practices."	Educate State Administrators and the Driving School Owners in areas of curriculum, teacher qualifications, continuing education, and school ownership qualifications.	Licensing responsibility versus responsibility for curriculum, educational components, training students, and training instructors.	ANSTSE and Member Associations should take a stand on school taught and/or Parent/Guardian taught programs.
Establish a mechanism to require the reporting of State Program Data.				
Track State's formal position of the NTDETAS.		Promote Driver Education as a profession.	Ensure AAMVA NMDTS and attachments A and B of the NTDETAS are in sync.	Evaluate and provide recommendations for Parent/Guardian Taught Programs.
Determine what is needed to make changes to the State Strategic Plan (e.g., timeline, contacts).	Conduct an assessment of simulation training to allow ANSTSE to provide appropriate/applicable recommendations.	Provide information to Driving School Owners and State Managers on instructor qualifications.		
Develop a model Teen/Parent/Guardian feedback form.	Develop a White Paper on Multi-Vehicle Range Training Practices/Guidelines.			
Identify State emerging, promising, and best practices that exceed the NTDETAS.	Develop a standardized Monitoring Evaluation / Auditing, and Oversight Procedures for using a curriculum with written goals and objectives to compile a "Promising Practices" guide.			



## Accomplishments/Completed

Strategy / Activity	Date Completed
Developed an Information Network in Conjunction with the ANSTSE Website to Provide Information and Resources to Support States in Improving their Driver Education Programs.	2010 and ongoing
Provided Consultation Services to States for the Adoption and Implementation of the NTDETAS. <ul style="list-style-type: none"> <li>• Updates to the State Self-Assessment Tool</li> <li>• Developed the ANSTSE Website</li> </ul>	February 2011 and ongoing
Encouraged each State to Complete the NHTSA Driver Education State Assessment / Peer Review Process.	February 2011 and ongoing
Supported and Promoted Driver Education and Training that Meets the NTDETAS as an Integral Part of all Model GDL Systems.	February 2011 and ongoing
Adopted a Public Position, by Each ANSTSE Member Organization, in Support of the NTDETAS.	November 2012
Developed a Communication Plan for Distribution of the NTDETAS.	July 2014
Developed a Marketing Plan for the Revised NTDETAS and the Information Sharing System.	February 2016
Promoted the Establishment of State-Level Teacher Training Standards (Updated with the NTDETAS).	February 2016
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
Conducted a Teacher Training Workshop to a Few Select State, ADTSEA and DSAA Representatives	June 2016
Developed and Finalized a National Credential for Driver Education Instructors Program (NCDEIP) Document.	July 2016 – February 2017
Reviewed and Updated the NTDETAS and Strategic Plan.	February 2017
Developed Stages for a Driver Education Instructor Preparation Program and Model Training Curriculum for the Teaching Task Instructor Preparation Program.	February 2017

<b>Strategy / Activity</b>	<b>Date Completed</b>
<b>Developed Guidelines for Establishing State Driver Education Interagency Working Groups and Advisory Boards</b>	<b>May 2018</b>
<b>Conducted the ADTSEA/DETA/ANSTSE Symposium for all State Driver Education Administrators</b>	<b>July 2019</b>
<b>Compiled Information from States Web Dialogue Meetings into a Report Synopsis of State Web Meeting Dialogues</b>	<b>September 2020</b>
<b>Developed Implementation Guide for the NTDETAS</b>	<b>September 2020</b>
<b>State Novice Driver Education Programs Comparative Data Fact Sheets Released</b>	<b>September 2020</b>
<b>Core Elements of Driver Education Parent/Guardian Seminars Released</b>	<b>September 2020</b>
<b>Virtual Professional Development Workshops Conducted on Classroom Teaching and Learning Theories, Virtual Teaching Techniques, BTW Teaching and Learning Theories and an Overview of Advanced Driver Assistance Systems (ADAS) and the Role of the Driver Educator</b>	<b>September 2020 and ongoing</b>
<b>Videos on Virtual Training, Utilizing Multiple-Car Driving Ranges and Completing Observation Time in a Virtual Setting Recorded and Released</b>	<b>December 2020</b>
<b>Stopgap Measures for Driver Education During a Pandemic or an Emergency Released</b>	<b>December 2020</b>
<b>Instructor Training Materials on Advanced Driver Assistance Systems (ADAS) and the Role of the Driver Educator</b>	<b>September 2021</b>
<b>Enhancing Motorcyclist Safety in Education, Licensing and Outreach</b>	<b>September 2022</b>
<b>Updated and Released the 2023 NTDETAS</b>	<b>May 2023</b>
<b>Updated and Released the 2023 ANSTSE Strategic Plan in Support of the NTDETAS</b>	<b>September 2023</b>
<b>Developed and Released the 2023 Driver Education Data Collection Guide</b>	<b>September 2023</b>

## Evaluation

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This Strategic Plan provides for deliverables and/or timelines and outcome criteria within each of the Strategic Plan Strategies. With assistance from the ANSTSE Secretariat, ANSTSE shall review the status of each strategy during regularly scheduled meetings. ANSTSE shall make every effort possible to evaluate the effectiveness of each strategy as described in the Strategic Plan. Each of the ANSTSE organizations, through the strengths of their memberships, will contribute to the evaluation of the Strategic Plan Strategies.

ANSTSE 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 ANSTSE 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

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ANSTSE, with support from NHTSA, will adopt and implement the strategies identified in this Strategic Plan within the timeframes specified, based on available funding. A maintenance system has been developed to support ANSTSE with their efforts to ensure the Strategic Plan is kept current and up to date to reflect the needs of the Driver Education Community. ANSTSE will monitor research projects and any subsequent projects to determine their relationship to revisions of this Strategic Plan and the NTDETS.

ANSTSE will meet on a regular basis via face-to-face meetings 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 ANSTSE Strategic Plan* document.

## Funding Considerations

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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. ANSTSE should work cooperatively with other organizations to establish additional resources needed.

# Summary

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This Strategic Plan document will promote the adoption and implementation of the 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 for the coming years. This Strategic Plan will provide guidance to ANSTSE to provide support to State agencies to adopt the NTDETAS within the coming decades.

## Acknowledgements / Partners

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- ANSTSE Members:
  - AAA, William E. Van Tassel, Ph.D.
  - American Association of Motor Vehicle Administrators (AAMVA), Kevin Lewis
  - American Driver and Traffic Safety Education Association (ADTSEA), Connie Sessoms, Jr.
  - Association for Driver Rehabilitation Specialists (ADED), Elizabeth Soles, OTR/L, CDRS, CAE
  - Driver Education and Training Administrators (DETA), Nina Jo Saint, Ph.D.
  - Driving School Association of the Americas (DSAA), Sharon Fife and Dave Muma
  - Governors Highway Safety Association (GHSA), John Saunders
  - Transportation Research Board (TRB), Dan Mayhew, M.A.
  - ANSTSE State Administrators Working Group, Audra Urie
  - ANSTSE Secretariat, Highway Safety Services, LLC, Brett Robinson
- ANSTSE State Administrator's Working Group:
  - Audra Urie, Utah State Board of Education (ANSTSE Representative)
  - Michael Wagner, Delaware Department of Education
  - Brian Tamblin, Illinois Secretary of State
  - Jessica Apodaca, Kansas Department of Education
  - Beth Kohler, Maine Bureau of Motor Vehicles
  - Virginia Henry, Michigan Department of State
  - Karl Logan, North Carolina Department of Public Instruction
  - Jody Raska, Oregon Department of Transportation
  - John Kashatus, Pennsylvania Department of Education
- Highway Safety Services, LLC - Brett Robinson, Christie Falgione, Tracy Lee, and Tim Beckham

# References / Acronyms / Definition of Terms

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## References

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

- Novel Use of a Virtual Driving Assessment to Classify Driver Skill at the Time of Licensure, Transportation Research – 2022.
- Georgia Driver's Education Commission: Grant Scholarship Program & Joshua's Law Evaluation Report – 2021.
- Stopgap Measures in Driver Education During a Pandemic or Emergency – 2020.
- The Novice Teen Driver Education and Training Administrative Standards (NTDETAS) – 2017
- 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](http://www.anstse.info)

## Acronyms

AAMVA	American Association of Motor Vehicle Administrators
AAAFTS	AAA Foundation for Traffic Safety
ADED	The Association for Driver Rehabilitation Services
ADTSEA	American Driver and Traffic Safety Education Association
ANSTSE	Association of National Stakeholders in Traffic Safety Education
CDC	Center for Disease Control
DETA	Driver Education and Training Administrators

DMV	Department of Motor Vehicles
DOT	Department of Transportation
DSAA	Driving School Association of the Americas, Inc.
FAQ	Frequently Asked Questions
GDL	Graduated Driver Licensing
GHSA	Governors Highway Safety Association
HSS	Highway Safety Services, LLC
IIHS	Insurance Institute for Highway Safety
NHTSA	National Highway Traffic Safety Administration
NMDTS	Noncommercial Model Driver Testing System
NTDETAS	Novice Teen Driver Education and Training Administrative Standards
TRB	Transportation Research Board
TIRF	Traffic Injury Research Foundation
WISQARS	Web-based Injury Statistics Query and Reporting System

## Definition of Terms

- Accessibility – Easy to obtain and easily reached or used by people.
- Cultural Competency – Teaching in a cross-cultural or multicultural setting. Enable each student to relate course content to his or her cultural context.
- Cultural Equity – Consistent and systematic fair, just, and impartial treatment of all individuals while teaching driver education. Course content should be related to all students' 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 multiple stages and restrictions to phase new drivers into full driving privileges.
- Inclusion – Not excluding any individuals with a physical or mental disability by providing appropriate accommodations or referral at the State level.
- 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 impacts their lives to create equitable opportunities for living and working in cultural pluralist society.
- Safe System Approach – Aims to eliminate fatal and serious injuries for all road users. The principles acknowledge that: humans make mistakes that lead to traffic crashes, but no one should lose their life or be seriously injured as a result of a crash; the human body has a limited physical ability to tolerate crash forces; road safety is a shared responsibility; and all parts of the system must be strengthened so that if one part fails, road users are still protected. Requires collaborative engagement among a diverse group of stakeholders to ensure all road users are safe.
- 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.



- Systems mindset / thinking – a holistic way to investigate factors and interactions that could contribute to a possible outcome. A mindset more than a prescribed practice, systems thinking provides an understanding of how individuals can work together in different types of teams and through that understanding, create the best possible processes to accomplish just about anything.

Note: for other definitions of terms, refer to the 2023 Novice Teen Driver Education and Training Administrative Standards (NTDETAS).

# Addendum A – History of the Strategic Plan

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## Strategies Completed from 2017 – 2023

From 2017 – 2023 fourteen (14) strategies were developed and included in the Strategic Plan. All but two (2) strategies were completed. The twelve (12) strategies that were completed include:

### Ongoing Strategies

**Strategy #1: Review and Update the NTDETAS and Strategic Plan** – the NTDETAS and Strategic Plan were updated and published in 2023.

**Strategy #2: Provide Technical Support / Assistance to States for the Implementation of the NTDETAS** – Conducted off-site and/or on-site technical assistance to New Jersey (2017), Hawaii (2018-2023), Tennessee (2019), Nevada (2019), Ohio (2019), North Carolina (2019), Washington (2019), New Hampshire (2019-2021), Arizona (2021), Colorado (2021), Pennsylvania (2022), Maine (2022-2023), Utah (2022-2023), Michigan (2023), Vermont (2023), Iowa (2023), and Connecticut (2023).

**Strategy #3: Encourage each State to Complete the NHTSA Driver Education State Assessment / State Peer Review Process and ANSTSE Technical Assistance** – Promoted through webinars, newsletters, e-mails, in-person presentations.

**Strategy #4: Promote Implementation of and Maintain the Driver Education Instructor Preparation Program and Materials** – Promoted through webinars, newsletters, e-mails, in-person presentations and workshops, identified areas to update. In 2021 developed and released instructor training materials on Advanced Driver Assistance Systems and the Role of the Driver Educator.

**Strategy #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)** – Incorporated standards in the NTDETAS to adopt a comprehensive GDL system that includes Driver Education and Training which meets the NTDETAS and require completion of an approved Driver Education and Training course, that meets the NTDETAS as an integral component of a GDL system.

**Strategy #6: Identify Emerging Issues and National Priorities** – Conducted webinars, in-person presentations, and meetings with State and program Driver Education Administrators, State Driver Education Associations, and Driver Education Instructors on emerging issues and National priorities. A report was developed detailing the emerging issues.

## **New Strategies**

**Strategy #1: Develop and Disseminate Resources to Assist States in the Implementation of the NTDETAS** – Conducted informational conference calls with State Driver Education Administrators on the current state of their Driver Education Programs and Promising Practices. Developed State Novice Driver Education Programs Comparative Data Fact Sheets and the NTDETAS Implementation Guide.

**Strategy #2: Develop, Support, and Promote Parent/Guardian Involvement Programs that Meet the NTDETAS** – Developed Core Elements for a Parent/Guardian Seminar in 2020.

**Strategy #3: Develop and Distribute Guidelines for State Data Collection, Reporting and Evaluation** – Developed Data Collection Driver Education Guidelines 2023.

**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 for students who successfully passed an approved Driver Education Course and Encourage States to Implement the AAMVA Noncommercial Model Driver Testing System (NMDTS)** – Developed standards in the NTDETAS on license testing through Driver Education (e.g., third party).

**Strategy #5: Achieve Cultural Competency in the Driver Education Program (Multicultural Education Principles)** – Developed White Paper on cultural equity in 2021, conducted presentations on cultural equity.

**Strategy #6: Develop a Follow-up Process to Identify the Outcomes of NHTSA Driver Education State Assessment / State Peer Review Process and Technical Assistance** – Conducted web meetings with select States to identify opportunities based on their assessment reports. Updated report on major recommendations from NHTSA State Assessments.

## **Strategies Not Accomplished**

**Strategy #7: Develop Guidelines for Driver Education for Novice Drivers 18 and over** – Funding was not allocated to pursue this activity. Discussions continue on the need and value of such a strategy. A standard was added to the NTDETAS that States should require everyone seeking an initial driver license, regardless of age, to participate in the GDL system.

**Strategy #8: Promote Implementation of and Maintain the Instructor Credentialing Program** – Developed report which identifies how a National Instructor Credentialing Program could be pursued. ANSTSE determined the establishment of such a program was outside their purview.

## **Strategies Completed from 2014 – 2017**

From 2014 – 2017 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 ANSTSE.

**Strategy #2: Encourage Each State to Complete the NHTSA Driver Education State Peer Review Process / State Assessment** – Beginning in 2013 ANSTSE 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 ANSTSE 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 ANSTSE, 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** – ANSTSE members have adopted public policies to support the Standards as an integral part of GDL, ANSTSE 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** – ANSTSE members have adopted public policies in support of the Administrative Standards.

**Strategy #7: Actively Review and Update the Administrative Standards** – In 2015-2016 ANSTSE 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, ANSTSE 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 ANSTSE 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, ANSTSE, 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.

### **Strategies Not Accomplished**

**Strategy #11: Collaborate on Driver Education and Driver License Testing Programs** – Funding was not allocated to pursue this activity. Discussions continue on the need and value of such a strategy.

**Strategy #12: Support and Promote Parent/Guardian Involvement that Meets the Administrative Standards** – Funding was not allocated to pursue this activity. Discussions continue on the need and value of such a strategy.