

2020

Implementation Guide

Novice Teen Driver Education and Training Administrative Standards (NTDEETAS)

NTDEETAS

Novice Teen Driver Education and
Training Administrative Standards

Setting the Standard for Driver Education

DEVELOPED BY THE ASSOCIATION OF NATIONAL
STAKEHOLDERS IN TRAFFIC SAFETY EDUCATION

ANSTSE

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Introduction

Purpose

In 2007, the National Highway Traffic Safety Administration (NHTSA) brought together professionals from across a wide spectrum of driver education interests to bring uniformity and professionalism to the field. For driver education to be universally viewed as having a direct benefit in reducing crashes involving young novice drivers, it must first have some consistency in its delivery throughout the nation.

In 2009, the Novice Teen Driver Education and Training Administrative Standards (NTDETAS), also referred to as the Administrative Standards, were published to define the future of driver education and assist in improving the delivery of driver education programs nationally.

To maintain and, when necessary, upgrade the Administrative Standards and to provide oversight in implementation activities the “Association of National Stakeholders in Traffic Safety Education” (ANSTSE) was established in 2010, consisting of major stakeholders in traffic safety. This volunteer group of stakeholders, consists of the:

- AAA,
- AAA Foundation for Traffic Safety (AAAFTS),
- American Association of Motor Vehicle Administrators (AAMVA),
- American Driver and Traffic Safety Education Association (ADTSEA),
- Association for Driver Rehabilitation Specialists (ADED),
- Driver Education and Training Administrators (DETA),
- Driving School Association of the Americas (DSAA),
- Governors Highway Safety Association (GHSA), and
- Transportation Research Board (TRB),

The publication of the Administrative Standards and the formation of the Association were important first steps in the improvement process. A comprehensive revision of the Administrative Standards was published by ANSTSE in 2017. These Standards make it possible for States and ANSTSE to monitor efforts to implement the Administrative Standards, identify areas of success, and those in need of improvement.

This Guide aids States to develop implementation strategies to meet the Administrative Standards. All Standards are addressed, implementation strategies are provided, and State examples and resources are identified.

Using the Implementation Guide in Conjunction with the Administrative Standards

This Guide complements the Administrative Standards, and both should be used together. The Standards are divided into sections (e.g. Standard 1.1 Management, Leadership, and Administration) which contain main- and sub-standards. This Guide follows the sequence of the Administrative Standards (available at www.anstse.info) and provides the main standards of each section.

- Each section of the Administrative Standards has a set of associated action steps/options to assist in meeting the Administrative Standard(s).
- Included is a list of States that have self-reported implementation of the Standard(s) either through the Information Sharing System or through calls and emails with the State driver education administrator. In some instances, detail is provided indicating how the State meets or has implemented the Standard. Contact the respective State agency for more information on how a Standard was implemented. A link to the State agency's website is provided on page 103.
- Reports, documents, and tools are provided to assist in implementing the Administrative Standards. A hyperlink can be found for each resource listed.

Priority Standards

The Administrative Standards are recommendations for novice driver education programs to implement within the United States. It is understood that not every State can implement all the Standards at once; such States should develop a plan to implement these Standards incrementally. To assist, ANSTSE has developed a list of suggested Priority Standards. These Priority Standards can assist with implementing other Standards. Some of the Standards can be implemented in the short-term and others may take longer. The Priority Standards include:

1.1.1 States shall have a single agency, or coordinated agencies to regulate, administer and oversee all novice driver education programs

1.1.1 b) States shall establish and maintain an advisory board of all stakeholders to provide input to the State agency/agencies

1.2.1 States shall have an application and review process for providers

2.1.1 States shall have driver education that meets or exceeds current nationally recognized content standards such as those provided by ADTSEA and DSAA – Attachments A and B. Each State retains authority in determining which curricula meet its State standards.

2.1.2 e) The curricula shall be culturally competent and accommodates the multicultural educational needs of learners

3.1.1 States shall require the following prerequisites for instructor candidates receiving training. As recognized or determined by the State, each instructor candidate shall:

- a) possess a valid driver's license (held for at least 5 consecutive years);
- b) have an acceptable driving record;
- c) pass federal and state criminal background checks;
- d) meet health or physical requirements;
- e) achieve the minimum academic education requirement (high school graduate);
and
- f) meet the minimum age requirement (at least 21 years of age).

3.2.1 States shall require instructor candidates to successfully complete a course detailing classroom content, BTW lessons, and State specific information from State approved driver education curricula.

4.1.1 States shall have a formal system for communication and collaboration between the State driver education agency/agencies and the State driver licensing authority. This system must share information between these agencies.

4.2.1 States shall adopt a comprehensive multi-stage Graduated Driver Licensing (GDL) system that contains the recommended GDL components and restrictions as featured on the National Highway Traffic Safety Administration (NHTSA) website <https://www.nhtsa.gov/road-safety/teen-driving>.

5.2.1 States shall require the parent of a teen driver to complete a parent seminar prior to or at the start of the course.

5.2.2 States should ensure that the parent seminar outlines the parent's responsibility and opportunities to reduce his or her teen's risk, and should include, but not be limited to:

- a) modeling safe driving behavior;
- b) determining the readiness of the teen to begin the learning process;
- c) managing the novice driver's overall learning-to-drive experience;
- d) conducting effective supervised practice driving;
- e) determining the teen's readiness to advance to the next licensing stage and assume broader driving privileges; and
- f) negotiating and adopting a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to learn and for the parent to grant progressively broader driving privileges.

NOTE: The parent seminar should focus on parent's responsibilities and opportunities related to driving, rather than on school administrative information or other social health issues.

Other activities the State should consider in supporting the Administrative Standards include:

- Completing the ANSTSE Information Sharing System self-assessment on the ANSTSE website www.anstse.info;
- Completing a NHTSA Driver Education State Technical Assessment / Peer Review to provide an independent review of the State's current driver education effort and practices;
- Requesting technical assistance from ANSTSE;
- Developing an incremental plan to meet the Administrative Standards;
- Developing a plan for funding driver education;
- Incorporating the State's core curriculum standards into the State's instructor training program; and
- Incorporating a requirement for driver education as a core element of a GDL program.

NHTSA Driver Education Program State Assessment / Peer Review

A NHTSA Driver Education Program State Assessment / Peer Review offers States a tool to use over time to review their driver education programs, note the program's strengths and accomplishments, where improvements can be made based on the Administrative Standards, and assist in implementing the Administrative Standards. The State Assessment / Peer Review is conducted by a Technical Assessment Team of impartial subject matter experts who are knowledgeable of the NTDETAS, the areas they will be assessing, and have experience as practitioners or administrators in driver education. Several days are dedicated to reviewing information provided by the State in response to assessors inquiries and questions, conducting interviews with State officials and other stakeholders, in drafting a final report, and in holding a briefing to present the assessment findings to the State officials and assessment participants.

The final report delivered to the State includes strengths, future plans, and recommended opportunities meant to guide the State towards implementation of improvements or enhancements. The report becomes the property of the agency that requested the NHTSA Driver Education Program State Assessment. NHTSA has no authority to share the final report without first gaining consent from the report owner(s).

States may utilize highway safety funds, or other funds, to complete a formal NHTSA Driver Education Program State Assessment / Peer Review based on the Standards in Sections 1-5 of the Administrative Standards. For more information contact your state office of highway safety.

ANSTSE Technical Assistance

At no cost to the State, Technical Assistance is available for any State wanting to implement any components of the Administrative Standards or recommendations from a formal NHTSA State Driver Education Program Assessment / Peer Review. Technical Assistance may be conducted in conjunction with a NHTSA Driver Education Program State Assessment / Peer Review. The Technical Assistance can provide a preliminary analysis of the State's driver education program. Pre-Technical Assistance is available to identify areas of the State statutes, rules, or regulations, and categorizes them as meets, exceeds, or does not meet the Administrative Standards. This pre-Technical Assistance report/outcome can be used to develop focus areas for a more efficient and effective NHTSA State Driver Education Program Assessment.

Following a Driver Education Program State Assessment, ANSTSE can provide post-analysis Technical Assistance to assist States implement Administrative Standard improvements identified through the formal NHTSA Driver Education Program State Assessment. Technical Assistance can be provided either offsite or onsite. This process provides an effective means for convening key stakeholders/stakeholder groups promoting interagency communication and cooperation needed to help implement the many components of the Administrative Standards. For more information, visit www.anstse.info.

1.0 Program Administration

All entities delivering driver education should be treated fairly and equitably, meet the same quality standards, and have equitable access to State driver education and training resources. Most States may have a multitude of public and private novice driver education programs. Alternative delivery (e.g., online, parent-taught, and correspondence) programs can be either public or private, may not have a physical location, and are subject to varying requirements set forth by the State. This section provides standards for the administration, oversight, record keeping, program evaluation, data collection, and communication of driver education.

Standard 1.1 – Management, Leadership, and Administration

- 1.1.1 States shall have a single agency, or coordinated agencies to regulate, administer, and oversee all novice driver education programs.**
- 1.1.2 States shall have a full-time, funded State administrator for driver education.**
- 1.1.3 States shall provide funding to the responsible agency/agencies for driver education.**
- 1.1.4 States shall ensure all driver education providers meet applicable federal and state laws and rules.**

1.1 Action Steps / Options

- Create an interagency working group to evaluate the efficiency and effectiveness of the current multiple agency management and oversight systems (see resources at the end of this section).
 - Task the interagency working group to review all driver education laws, regulations, and policies to determine if a coordinated agencies system is feasible and ensures all driver education providers meet applicable laws and rules.
- Create a formal advisory board made up of representatives from the State's licensing agency, law enforcement, the Highway Safety Office, driver education providers, instructors, parents, and teens to identify teen driver issues and develop strategies and initiatives to address them.
- Develop a process to ensure all driver education providers obey the laws, rules, and requirements for conducting novice driver education courses.
- Pursue dedicated or increased funding.
- Develop a formal implementation, management, and oversight system.
- Develop a plan and process to ensure all agencies involved in the management and coordination of the State's novice driver education effort collaborate, work together, understand their responsibilities, and can consistently and uniformly obey and enforce the laws and rules.
- Establish a full-time paid administrative position to oversee the operations and functions of all agencies involved in novice driver education efforts.

1.1 State Examples

Single Agency Management

- Examples of States that have single agency management include:

Colorado Department of Revenue Division of Motor Vehicles
Connecticut Department of Motor Vehicles
Delaware Department of Education
Georgia Department of Motor Vehicles
Indiana Bureau of Motor Vehicles
Kansas Department of Education
Maine Bureau of Motor Vehicles
Maryland Department of Transportation Motor Vehicle Administration
Michigan Department of State
Montana Office of Public Instruction
New Hampshire Department of Motor Vehicles
New Mexico Department of Transportation Traffic Safety Bureau
Ohio Department of Public Safety
Oregon Department of Transportation
Pennsylvania Department of Education
South Carolina Department of Motor Vehicles
Tennessee Department of Safety and Homeland Security
Texas Department of Licensing and Regulation
West Virginia Department of Education
Wyoming Department of Education

Coordinated Agencies Management

- Examples of States that have coordinated agencies to regulate, administer and oversee all novice driver education programs include:

California Department of Education and Department of Motor Vehicles
Hawaii Department of Education and Department of Transportation
Illinois State Board of Education and Secretary of State
Iowa Department of Transportation and Board of Educational Examiners
New Jersey Motor Vehicle Commission and Department of Education
North Carolina Department of Public Instruction and Department of Motor Vehicles
North Dakota Department of Public Instruction and Department of Transportation
Utah State Board of Education and Driver License Division
Virginia Department of Education and Department of Motor Vehicles
Washington Department of Licensing and Office of the Superintendent of Public Instruction

Full-Time Funded State Administrator

- Examples of States that have a qualified, full-time, funded State administrator for driver education include:

California	Louisiana	Ohio
Delaware	Maine	Oregon
Georgia	Maryland	Pennsylvania
Hawaii	Michigan	Utah
Idaho (public)	Montana (public)	Vermont (private)
Illinois (public)	New Hampshire	Virginia (private and public)
Indiana	New Mexico	Washington (private)
Iowa	New York (DMV)	
Kansas	North Carolina (public)	

Management Team or Advisory Board

- Examples of States that have a driver education management team, teen driving task force, coalition, and/or advisory board include:

California Teen Safe Driving Coalition	New Jersey Driver Education Committee
Connecticut Teen Driving Task Force	New York Interagency Working Group
Delaware Teen Driver Task Force	North Carolina Driver Education Advisory Committee
Georgia Driver Education Commission	North Dakota Driver Education Management Team
Indiana Driver Education Advisory Board	Oregon Driver Education Advisory Committee
Iowa Driver Education Team	Texas Driver Education Advisory Board
Kansas Driver Education Advisory Board	Utah Teen Driving Task Force
Louisiana Driver Education Advisory Board	Virginia Driver Education Advisory Board
Montana Comprehensive Highway Safety Planning Working Group and Advisory Board	

For information see [Guidelines for Establishing and Maintaining State Driver Education Interagency Working Groups and Advisory Boards, 2018 Appendix D](#) and contact the respective State agency. Found on www.anstse.info. Note: Some States have a Teen Driving Task Force, which covers all areas related to teen driving in lieu of a Driver Education Advisory Board. If a State has a Teen Driving Task Force, driver education should be an area of focus and have representatives from driver education.

Funding

- Examples of States that provide funding to the responsible agency for driver education and their funding mechanism include:

State	Funding Mechanism
California	Driver education funded through grades 7-12 in public schools. Driver training is not funded.
Delaware	Public driver education is fully funded by the Department of Education and is offered in every high school with an enrollment of more than 25 tenth grade students.
Georgia	No funding is provided by the state, but the Georgia Driver's Education Commission has a scholarship program. The grant scholarship program is open to Georgia residents 15-17 who wish to complete 30 hours of classroom and 6 hours of BTW. Priority first given to a child or dependent of a public safety professional or member of the United States military killed in the line of duty or a need based on family income.
Hawaii	For public driver education, a driver education fund is provided through a \$3 a year fee on each motor vehicle insured and \$1-\$2 per registration. The maximum fee charged by an instructor is \$250/person for classroom and \$50/person for BTW.
Idaho	Driver education has dedicated funding where a portion of the driver licensing fees are applied to driver education. Schools are reimbursed \$125/student. Supplemental funding also can be provided through the Office of Highway Safety.
Illinois	Driver education reimbursement for school districts is formula driven and calculated annually by the State Board of Education. Payments are distributed quarterly and calculated based on the number of students each school district reports that has completed classroom and behind-the-wheel instruction each year. The base reimbursement amount shall be a weighted calculation by dividing the total state appropriation each year by: <ul style="list-style-type: none"> the number of classroom students multiplied by .2, and the number of students completing BTW training multiplied by .8.
Kansas	For public driver education, driver education is reimbursed based on the number of eligible students.
Louisiana	Public driver education is funded by the Department of Education.
Montana	School district costs are partially offset by the state traffic education reimbursement based on a percentage of driver license fees and the number of students completing DE.

New Hampshire	Both private and public schools are funded through a driver and safety education fund. For each original driver license issued \$5 is credited to the fund, for each vanity plate issued \$40 is credited to the fund and are renewed on an annual basis at \$40 per set.
New Jersey	Classroom driver education is funded through the Board of Education.
New Mexico	Provided for both private and public driver education through State funds.
North Carolina	The local boards of education fund driver education courses from civil fines and forfeitures and may charge each student participating in a driver education course a fee of up to \$65 to offset the costs of providing the training and instruction.
North Dakota	For public driver education funding is provided through the school system. Some students pay a minimal amount. Private driving schools have no funding and have own fees.
Oregon	Established the Student Driver Training Fund which utilizes \$6 from driver license or renewal fees for teens between ages 15 and 17. These funds reimburse providers up to \$210 for each student.
Pennsylvania	The Department of Education may reimburse school districts for students that complete the standardized driver education program during the school year. Funding for the reimbursement comes from the Motor Vehicle License Fund. The current level of reimbursement is set at \$35 per student. The principal funding source for a quality driver education program is the local school district. Schools may elect to fund driver education, less the reimbursement amount, entirely from district funds. Also, a student laboratory fee may be assessed.
Texas	Funded through the Texas Department of Licensing and Regulation through fees collected on instructor licensing, school/course provider licensing, course applications, and certificate fees.
Utah	Public driver education funded with automobile driver education tax account which utilizes \$2.50/vehicle registration. These funds reimburse providers \$100/student for both classroom and BTW, \$30/student for only classroom and \$70/student for BTW.
Vermont	Public driver education funded from the State's highway safety funds.
Virginia	Learner's permit fees and a portion of the driver license fee (\$1.50 per license) offset the cost of in-car instruction.
Washington	Private driver education is funded through the State's transportation budget.

Table 1 - Summary of Standard 1.1.

	Single Agency Management	Coordinated Agencies Management	Full-Time Funded State Administrator	Management Team or Advisory Board	Funding for Driver Education
Alabama					Information not available
Alaska					Information not available
Arizona					
Arkansas					Information not available
California		X	X	X	X - Public
Colorado	X				
Connecticut	X			X	
Delaware	X		X	X	X
Florida					Information not available
Georgia	X		X	X	
Hawaii		X	X		X – Public
Idaho			X - Public		X
Illinois		X	X - Public		X – Public
Indiana	X		X	X	
Iowa		X	X	X	
Kansas	X		X		X – Public
Kentucky					
Louisiana			X	X	X – Public
Maine	X		X		
Maryland	X		X		X – Private
Massachusetts					Information not available
Michigan	X		X		X – Both
Minnesota					Information not available
Mississippi					Information not available
Missouri					
Montana	X		X - Public	X	X – Public
Nebraska					Information not available
Nevada					
New Hampshire	X		X		X – Both
New Jersey		X		X	X – Public
New Mexico	X		X		X – Public
New York			X - DMV	X	
North Carolina		X	X - Public	X	X – Public
North Dakota		X		X	X – Public
Ohio	X		X		
Oklahoma					Information not available
Oregon	X		X	X	X – Both
Pennsylvania	X		X		X – Public
Rhode Island					Information not available
South Carolina	X				
South Dakota					Information not available
Tennessee	X				
Texas	X			X	X
Utah		X	X	X	X – Public
Vermont			X - Private		X – Public
Virginia		X	X - Both	X	X – BTW
Washington		X	X - Private		X - Private
West Virginia	X				
Wisconsin					Information not available
Wyoming	X				

1.1 Resources and Support

- ANSTSE Information Sharing System (www.anstse.info found under Information Sharing System)
- GHSA/State Farm Protecting Teen Drivers: A Guidebook for State Highway Safety Offices, 2010
- ANSTSE Guidelines for Establishing and Maintaining State Driver Education Interagency Working Groups and Advisory Boards, 2018
- Oregon's Driver Education Program Background
(All of these resources can be found at www.anstse.info under Resource Library.)

Standard 1.2 – Application, Oversight, and Recordkeeping

- 1.2.1 States shall have an application and review process for providers.**
- 1.2.2 States shall assess and ensure provider compliance.**
- 1.2.3 States shall have standardized monitoring, evaluation/auditing, and oversight procedures to ensure compliance with these and State standards.**
- 1.2.4 States shall ensure driver education providers have an identified person to administer day-to-day operations, including responsibility for the maintenance of student records and filing of reports with the State in accordance with State regulations.**
- 1.2.5 States shall require driver education providers to maintain program and course records, as established by the State, at a minimum, consisting of:**
- **instructor information;**
 - **insurance records;**
 - **an individual record for each student including the registration form, attendance, performance results; and**
 - **course completion certificates.**
- 1.2.6 States shall require providers to follow state and/or federal legal requirements for the transmission of personal and/or confidential information electronically or in hard copy format.**
- 1.2.7 States shall require that both successful and unsuccessful completion of the course and other results of learners are recorded and kept in a secure file/location as required by the state regulating authority.**
- 1.2.8 States shall require providers to obtain parental/guardian authorization for minors to participate in the course, in order to verify that the learner has not secured driver education without parental consent.**

1.2 Action Steps / Options

- Establish a team to review, evaluate and recommend improvements for approving and renewing provider certification for those licensed or authorized to provide driver education instruction.

- Establish an application process for State certification programs to evaluate and certify State providers and teachers/instructors. Create a single approval and renewal application package for ALL driver education providers that is easy to use, accessible (possibly electronic), and captures all required information for approving and renewing driver education provider certification, license, or authority to provide instruction.
- Publish the driver education provider approval and renewal process and the criteria established to evaluate a provider’s facilities, equipment, curriculum, instructors, staffing, and record keeping.
- Develop a process to ensure driver education programs comply with all State and national standards.
- Publish a list of ALL approved driver education providers that includes name, address, phone number(s), websites, and email addresses on an accessible public State website.
- Develop a driver education provider and instructor monitoring process that ensures the State’s driver education standards are being met and includes on-site observation of classroom and behind-the-wheel (BTW) instruction.
- Formalize an oversight process for sanctioning providers not compliant with the State’s driver education laws, regulations, and standards.
- Establish record maintenance, retention, and reporting requirements for driver education providers.
- Establish formal rules regarding parent/guardian permission for a minor to enroll in a course.

1.2 State Examples

Provider Application and Review Process

- Examples of States that have a provider application and review process include:

State	Provider Application and Review Process
California	Every applicant for a driving school owner’s license must file an application with the department, pay a \$150 fee, have an established place of business, have the qualifications to be licensed, submit proper certificate of insurance, file a surety bond in the amount of \$10,000, be aware of provisions of Labor Code, and submit a Safety Inspection Record for each vehicle. Renewal fees are \$50 and renew annually.
Georgia	All driving schools are required to submit an application, submit electronic fingerprints, and pay a \$25 fee. Schools must also complete a “Prerequisites of Opening a Driver Safety Program in Georgia” online training and provide certificates of surety bond and liability insurance. Schools must recertify every four years. Recertifying schools must complete an application form, submit a list of all instructors, a copy of all student contracts and forms, fingerprint, and criminal background check for instructors, and pay a \$25 fee.
Idaho	All public driver education programs, including those contracting with a private driving school, must submit an Annual Program

	Plan to the Idaho State Department of Education for approval no less than 30 days prior to the start of the first class of the fiscal year.
Illinois	Commercial driver training schools are required to obtain a school license and teen accreditation. The license will be issued if the school has at least one vehicle, a licensed instructor, required facilities, a surety bond, has no convictions or felonies, and submits an application. The license and teen accreditation consist of a visit to the school to verify it has met the requirements. The license and accreditation are valid for 1 year and an application fee is required every two years of \$500.
Iowa	Prior to licensing a driver education school, the department shall approve the school's course, classroom instructors. and laboratory instructors. Application for license issuance or renewal shall be made to the department on forms provided by the department. The fee for a license or the renewal of a license is \$25. A license expires each year.
Kansas	A school license is issued after at least one instructor has obtained an instructor's license and at least one motor vehicle has been approved for driver's training school use. Supplementary documents such as certificate of incorporation, sample of contract forms used, and a schedule of all services to be performed shall be provided. An annual and renewal fee of \$25 is required. The license is valid for 1 year.
Maine	A school license is issued to persons who meet applicable licensing standards and qualifications upon payment of required fees. A school license is valid for 1 year. A school license renewal requires a \$125 fee.
Maryland	An applicant for a school certification must be at least 21 years old, may not have any pending charges or criminal convictions, may not have any outstanding complaints or pending charges, needs a valid federal and State tax ID number, and should be in compliance with all State and local requirements to do business in the State. An application must be submitted and provide documentation of at least one business office, workers compensation, liability insurance, surety bond, course schedule, list of instructors, and list of training vehicles. A school certification is valid for 2 years. To qualify for a renewal the school must be in compliance with all laws and rules and submit a renewal application.
Michigan	A provider certificate is valid for 2 years. To apply for a renewal, the provider must complete an application, pay a \$225 fee, complete a criminal history check (every 4 years), a certification that a multiple vehicle driving facility is being used and has not been changed with a \$75 fee.

Montana	An application must be completed and submitted annually, every new school year, by the school district to the Office of Public Instruction (OPI) and approved before the school starts their driver education program.
New Hampshire	Driving schools must submit a license application with a \$200 application fee. The application includes location, instructors, vehicles, and a question about being convicted of any crime. Renewals are \$100 each year.
New Jersey	A school license will be issued after paying a \$250 fee and meeting requirements including adequate location and facilities, licensed instructor for 2 years, surety bond, zoning approval, worker's compensation, sample of forms used, insurance coverage, vehicle requirements, and statement of services. A school license is valid for 1 year and requires a \$200 renewal fee.
New Mexico	A private driver education school must file an application to obtain a school license with contact information, list of instructors, schedule of fees, proposed curriculum, handouts, videos and final exams, 3 employee references, applicant's resume, applicant's driving history in the past 10 years, and a background check. Fee of \$400 for license and payment of \$35 for each extension site, if applicable. Licenses are valid for 1 year. To renew, an application must be completed and a \$400 renewal fee and \$35 for each extension site, if applicable.
New York	A public-school offering driver education must complete an application form that indicates the courses being offered, dates, number of students served, time allocations, and fees. The application is valid for 3 years. A private driver education school must complete an application form indicating their place of business, personal history, list of vehicles, and proof of instructor experience. Submit with an application fee of \$50. DMV will inspect the business. Once recommended for approval a \$50 license fee will need to be paid. The license is valid for one year.
North Carolina	A school license will be issued after requirements concerning location, equipment, courses, instructors, financial statements, schedule of fees and charges, character and reputation of operators, insurance and bond are met, an application and \$80 fee are submitted. A license is valid for 2 years and requires a renewal application.
North Dakota	A school license requires an inspection of facilities, equipment and licensees, an application including the location, equipment, vehicles, courses, instructors, schedule of fees and insurance. The license is valid for 1 year. A school license renewal requires an application and a fee of \$25, which is deposited into the state treasury in the state highway fund.

Ohio	License renewal consists of uploading items to Driver Education and Training System (DETS) and reviewing all information, including financials and vehicles. Requires renewal fees.
Oregon	A school certificate requires an application, proof of insurance (\$2,500 bond, \$50,000 for injury to or destruction of property, \$100,000 for physical injury to or death of one person, and \$300,000 for physical injury or death of two or more persons), list of fees for instruction, registering school name with Secretary of state, employ certified instructors, provide a list of instructors and training vehicles, and pay a \$200 fee. The certificate is valid for 1 year. A school certificate renewal requires an application, proof of insurance, and a \$200 fee.
South Carolina	A driving school must complete an application with a copy of the agreement used between students and school, outline of services, sample of forms, schedule of fees, list of manuals, outlines and other teaching materials, proof of training of each instructor, and proof of insurance coverage. \$50 fee and obtain a surety bond for \$10,000. Licenses expire each year and are renewed by application.
Vermont	A driver training school must secure a license from the Commissioner. Applications may be filed with the Commissioner. The applicant must not have been convicted of a felony, maintain a place of business, maintain insurance, and have equipment necessary. Application fee of \$150. If the application is approved, the applicant must pay an additional fee of \$225 to be granted a license, which shall become void after two years. The renewal fee is \$225. Each application for an instructor's license is accompanied by an application fee of \$105. If the application is approved by the Commissioner, the applicant must pay an additional fee of \$75.
Virginia	Public and private schools must submit an application to certify the program will meet all state-approved program requirements.
Washington	A school license requires an application, a \$500 fee, proof of insurance, copy of lease for facilities, vehicle registrations, list of licensed instructors and other employees, and sample of forms used. An auditor will inspect the school and vehicles before licensing. A school license is valid for 1 year and a renewal requires an application, fee of \$250, copy of lease for facilities, proof of insurance, vehicle registrations, list of all employees and instructors, and a background and fingerprint check.
Wyoming	A program must apply for a certificate of approval by submitting a form evidence of their instructors, curriculum, and program structure meets the rules. Valid for 3 years or until the instructor changes the curriculum.

Ensuring Driver Education Programs are Culturally Competent

- Examples of States that have indicated in the Information Sharing System they ensure that driver education programs are culturally competent by reflecting multicultural education principles include:

Delaware	Maryland	South Carolina
Georgia	Montana	Utah
Hawaii	New Jersey	Vermont
Idaho	New Mexico	Washington
Illinois	Ohio	
Kansas	Oregon	

Provider Compliance

- Examples of States that assess and ensure provider compliance include:

State	Provider Compliance
Delaware	The Commissioner may cancel, suspend, revoke, or refuse to issue or renew a school or instructor's license if he finds the licensee or applicant has not complied with, or has violated any of the regulations. The holder shall not be eligible to apply for a license until 3 months have elapsed since the date of such suspension or revocation. Shall be fined \$100.
Georgia	The Department may suspend, revoke, or cancel the license of any driver training school for a violation of laws or rules or regulations, including any conviction for a felony or crime, false information, addiction or habitual use of alcohol, failure to teach within guidelines, failure or refusal to permit the Department to inspect a school, records, vehicles, etc., and failure to submit an application for a license. The Department may impose a monetary fine in addition to, or in lieu of, suspension or revocation of a license for any violation of Georgia law.
Hawaii	Programs, coordinators, and instructors shall be visited at least once every three years by a DOE monitor. The DOE Office sends a letter that lists the findings and states that 30 days are being granted for the problem to be corrected. After a re-visit, if the problem is not corrected by the end of 30 days, a warning letter from the DOE Office shall be issued. If the problem is not corrected within 30 days from the warning letter, sanctions will be imposed if the problem is not corrected 10 days from receiving the sanction letter. If ten days from the sanction notice has passed and the problem still has not been corrected, the DOE Office shall request the high school principal to impose the sanction for the violation. There are sanctions for each level of violations: Level 1. 35 days suspension of the coordinator or instructor. Level 2. 180 days suspension of the coordinator or instructor. Level 3. One-year suspension of the coordinator or instructor.

	<p>Level 4. Revocation of the DOE teacher license.</p> <p>Level 5. Emergency Action – immediate revocation of the DOE teacher license and notification to DOT with recommendation to revoke the instructor’s DOT teacher certificate.</p>
Idaho	<p>Complaints against a public driver education program or instructor will result in an investigation and/or compliance review by the Department of Education. Reviewed public schools and/or instructors will be given feedback in areas in which they are doing well and areas in which they can improve. Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review. Those that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.</p>
Illinois	<p>The Secretary of State may deny, suspend, or revoke a commercial driver training school license for any violation. A school that desires to have a license reinstated following suspension shall reapply and pay the application fee of \$500.</p>
Kansas	<p>The state board may suspend or revoke a drivers’ training school license or refuse to issue a renewal of these licenses if they fail to meet the requirements of the license, fail to keep records required, permits fraud, or fail to comply with any rules and regulations.</p>
Maine	<p>The Secretary of State may suspend, revoke, or refuse to issue or renew a driver education school or instructor license for noncompliance with statutory and regulatory requirements. A person refused a license or whose license is suspended or revoked may request a hearing with the Secretary of State.</p>
Maryland	<p>The Administration may, after a hearing, suspend, revoke, or refuse to renew the certification of a school, or refuse to issue, after notice and hearing, a certification of a school, if the Administration finds the school has failed to comply with any of the requirements pertaining to the program or school certification. When a school certification is suspended or revoked the school shall immediately: (1) Surrender the school certification certificate to the Administration; (2) Stop conducting program courses and all operations of the program; and (3) Refund the fee paid by the students enrolled in the program courses.</p>
Michigan	<p>The Secretary of State may make, on its own initiative or in response to a complaint, a reasonable and necessary investigation within or outside this state and gather evidence against a person that violated, allegedly violated, or is about to violate this act, a rule promulgated under this act, or an order</p>

	issued under this act, concerning whether a person, an applicant, a driver education provider, or a driver education instructor is in compliance with this act or a rule promulgated under this act.
Montana	State reimbursement for traffic education shall not be issued to public school districts that provide traffic education with unapproved teachers or operate a traffic education program not in compliance with Montana statutory and administrative law. https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0050/section_0020/0200-0070-0050-0020.html
New Hampshire	A self-program evaluation should be completed each year to assess whether the program meets the listed goals and requirements. https://www.nh.gov/safety/divisions/dmv/forms/documents/dsmv597.pdf . If a driving school license is suspended or revoked for a violation (false statement, convicted of crime or offense, failed to comply with rules, guilty of fraud, failed to maintain insurance) they shall be notified and provided the opportunity for an administrative hearing.
New Jersey	After notice in writing the administrator may deny issuance or renewal of a driving school license or may suspend or revoke a license for failure to comply with rules, including criminal convictions and offenses. Pay a fee of \$100 for the restoration of any license.
New Mexico	The bureau may suspend or revoke the license or certificate of a licensee or driver education instructor: who makes a false statement on an application; who fails to follow the approved curriculum; who poses an immediate danger to the physical or mental safety or health of a student; who is convicted of any alcohol or drug-related driving offense; who has refused to submit to or failed chemical tests; whose New Mexico driver's license is suspended or revoked; whose conduct in the performance of official duties is unethical, including but not limited to, verbal abuse, intimidation, or sexual harassment of students; who fails to comply with any requirement of this rule or any lawful order of the bureau. A driver education school shall not offer or conduct any driver education courses if its license is suspended or revoked.
North Dakota	The director may refuse to issue or may suspend or revoke a license for violating any provisions, including fraud, false advertisement, instruction given to a person without a valid permit, false certificate of completion, convicted of a violation, alcohol consumed on school property, or when student is overcharged or encouraged to continue instruction even if the person is capable of passing the driver license exam. The person is entitled to a hearing.

Ohio	<p>The director of public safety may refuse to issue, or may suspend or revoke, a license or may impose a fine of not more than ten thousand dollars per occurrence in any case in which the director finds the applicant or licensee has violated any of the provisions of this chapter, or any of the rules adopted by the director, or has failed to pay a fine imposed under this division.</p> <p>In addition to the reasons for a suspension, the director may suspend a driver training instructor license without a prior hearing if the director believes there exists clear and convincing evidence of any of the following: The license holder has engaged in conduct that presents a clear and present danger to a student or students. The license holder has engaged in inappropriate contact with a student. The license holder has been convicted of a felony, or a misdemeanor that directly relates to the fitness of that person to provide driving instruction.</p>
Oregon	<p>The Oregon Department of Transportation Traffic Safety Division (ODOT-TSD) may periodically inspect all approved providers to determine compliance with laws and rules pertaining to the operation of the approved provider's program and instructor certification requirements. Approved providers must make all elements of the program available for inspection. Inspections will be scheduled with prior notice. Approved providers must correct any deficiency identified within 30 calendar days of the date of the inspection. Until a corrective action report is received by ODOT-TSD, approved providers may not be eligible for reimbursement. When non-compliance of rules continues beyond 30 days, sanctions may be imposed pursuant to OAR 737-015-0120.</p>
Utah	<p>The Utah State Board of Education (USBE) will conduct compliance visits to provide recommendations to improve programs and help the Local Education Agency (LEA) stay in compliance with the rules and regulations approved by the USBE. The driver education specialist conducting the visit will provide the LEA documentation regarding any compliance issue found. The LEA will have one year from the date of the compliance visit to resolve any issues to become compliant, or the district's funding may be withheld.</p>
Vermont	<p>The Commissioner may cancel, suspend, revoke, or refuse to renew any driver's training school or instructor's license when the licensee fails to meet the requirements for a license, has willfully violated provisions or failed to comply with the rules of the Commissioner.</p>
Washington	<p>The director may suspend, revoke, deny, or refuse to renew a driver training school license, if the applicant has engaged in</p>

	unprofessional conduct, including false statement, convicted of a felony, held a previous school that was revoked, committed fraud, or does not meet qualifications. A school may appeal the action being taken.
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Monitoring, Evaluation/Auditing and Oversight Procedures

- Examples of States that have standardized monitoring, evaluation/auditing, and oversight procedures include:

State	Standardized Monitoring and Oversight Procedures
Arizona	Inspects the private driving schools, including facilities and curriculum, and writes a report.
Delaware	The Commissioner inspects the school facilities and equipment of applicants and licensees. The Commissioner may call upon the State Superintendent of Public Instruction for assistance in developing and formulating appropriate regulations. Each public school monitors their own driver education program.
Georgia	Driver Training Schools are annually audited by the Regulatory Compliance Field Analysts. In addition, schools are required to communicate any changes with their program to the Department to maintain compliance and certification.
Hawaii	Programs, coordinators, and instructors shall be visited at least once every three years by a DOE monitor. DOE will ensure programs are in compliance with rules, requirements and the operations manual. The DOE uses the findings of the assessment reports to develop workshops and/or courses to improve the quality of service and may also provide mentoring assistance to instructors in need of teaching strategies improvement.
Idaho	The Idaho State Department of Education may review public driver education classroom and BTW instruction and program records for compliance with department instructional, statutory, and regulatory requirements. Will evaluate curriculum, policies, crash, instructor, student and reimbursement records and vehicles used. Developed a manual on how to prepare for your compliance review.
Illinois	Each driver training school shall permit authorized representatives of the Secretary of State to make reasonable inspections of all the school's facilities. During such inspections, all employees shall cooperate with the authorized representative and upon demand shall exhibit all records, instructional aids, and other objects for the investigation. Representatives of the Secretary of State shall make periodic, on the street checks of any instructor who is giving behind-the-wheel instruction to a student. Upon proper identification, the Secretary of State's representative may ask to see the student's

	driving permit or license and the instructor's license to teach driver training issued by the Secretary of State and any other identification to attest to the identity of the instructor or student. All motor vehicles used by the school shall be safety inspected by the Department of Transportation and issued a safety inspection sticker.
Indiana	Have field auditors who inspect schools throughout the year.
Iowa	Staff provided to observe driving schools through an on-site visit annually.
Kansas	Conducts audits to verify all students claimed have successfully completed all requirements to be eligible for reimbursement. The audit checks the student has completed all classroom and BTW, is the minimum age, and scheduled for no less than 7 days.
Louisiana	Each driver education provider has a compliance review conducted with the school on their procedures and class and student documentation at a minimum of once a year.
Maine	Monitor classroom and BTW instruction facilities, vehicles, and records for compliance with statutory and regulatory requirements.
Maryland	Regulatory compliance is monitored and enforced by a team of inspectors.
Montana	School officials responsible for the program should conduct ongoing evaluations to determine the effectiveness of courses provided by its high school(s). http://opi.mt.gov/Portals/182/Page%20Files/Driver%20Education/Curriculum/Administration/MT-Traffic-Education-Standards-Requirements-2019.pdf?ver=2019-02-15-154648-220 page 35
New Hampshire	Each approved drivers' school shall be inspected by the department of safety, upon initial application for an approved drivers' school license and every 2 years thereafter, to ensure compliance. All records required to be maintained shall be available for inspection by the director or their authorized agents during regular working hours.
New Mexico	Driving schools are audited quarterly to confirm student meets age requirements, record of parent or legal guardian, exam score meets minimum requirement, class is 30 hours, and certificate of completion status. In addition, monitoring and compliance visits are conducted randomly statewide. School facility, student records and drive logs are scrutinized.
New York	All records are subject to an audit by the DMV and the SED at any time.
North Dakota	The director shall inspect the school facilities, equipment of applicants and licensees, and examine applicants for instructor's and examiner's licenses or certifications as needed. All records must be maintained in a businesslike manner and

	are subject to the inspection of the director at any time during reasonable business hours.
Ohio	Have two compliance officers who inspect private and public schools. Performs biennial inspections of all driver training schools, have the authority to perform unannounced inspections and/or investigations, and performs annual vehicle inspections.
Oregon	Full-time quality assurance specialist will periodically inspect a school for complying with the administrative rules including premises, records, equipment, curriculum, and instruction material.
South Carolina	Each driver training school must permit authorized agents of the Department to make periodic inspections of all school records, facilities, and vehicles used in driver training.
Tennessee	Periodic (with or without notice) monitoring and compliance conducted by the Department of Safety and Homeland Security to ensure best business practices.
Texas	All Texas Department of Licensing and Regulation governed programs, schools, providers, courses, and licensees are subject to audits, inspections, review/approval, and oversight under statute.
Utah	Bi-annual compliance visits to provide recommendations to improve programs and help the school stay in compliance with the rules.
Vermont	Quality assurance audits and re-license private schools every 2 years.
Virginia	Local DMV branch manager audits paperwork and facilities once a year for private driver education programs and superintendent and administrators certify compliance for public schools.
Washington	Driver training school owners may be requested to submit to an inspection or review of the school's operations and records at any time during regular business hours.

Maintain Program and Course Records

- Examples of States that indicated in the Information Sharing System they require driver education providers to maintain program and course records, as established by the State, at a minimum, consisting of:
 - instructor information;
 - insurance records;
 - an individual record for each student including the registration form, attendance, performance results; and
 - course completion certificates

Delaware	Maine	North Carolina
Georgia	Maryland	North Dakota
Hawaii	Montana	Ohio
Idaho	New Hampshire	South Carolina
Illinois	New Mexico	Vermont
Kansas	New York	Washington

Requirements for Confidential Information

- Examples of States that indicated in the Information Sharing System they require providers to follow state and/or federal legal requirements for the transmission of personal and/or confidential information electronically or in hard copy format include:

Delaware	Maryland	South Carolina
Georgia	Montana	Utah
Hawaii	New Hampshire	Vermont
Illinois	New Jersey	Washington
Kansas	Ohio	
Maine	Oregon	

Table 2 - Summary of Standard 1.2.

	Provider Application and Review Process	Provider Compliance	Monitoring, Evaluation/ Auditing & Oversight Procedures	Maintain Program and Course Records	Requirement for Confidential Information	Culturally Competent Driver Education Programs
Alabama	Information not available					
Alaska	Information not available					
Arizona	Information not available		X	Information not available		
Arkansas	Information not available					
California	X	Information not available				
Colorado	Information not available					
Connecticut	Information not available					
Delaware		X	X	X	X	X
Florida	Information not available					
Georgia	X	X	X	X	X	X
Hawaii		X	X	X	X	X
Idaho	X	X	X	X		X
Illinois	X	X	X	X	X	X
Indiana	Information not available		X	Information not available		
Iowa	X		X	Information not available		
Kansas	X	X	X	X	X	X
Kentucky	Information not available					
Louisiana	Information not available		X	Information not available		
Maine	X	X	X	X	X	
Maryland	X	X	X	X	X	X
Massachusetts	Information not available					
Michigan	X	X				
Minnesota	Information not available					

Mississippi	Information not available					
Missouri						
Montana	X	X	X	X	X	X
Nebraska	Information not available					
Nevada	Information not available					
New Hampshire	X	X	X	X	X	
New Jersey	X	X			X	X
New Mexico	X	X	X	X		X
New York	X		X	X		
North Carolina	X			X		
North Dakota	X	X	X	X		
Ohio	X	X	X	X	X	X
Oklahoma	Information not available					
Oregon	X	X	X		X	X
Pennsylvania	Information not available					
Rhode Island	Information not available					
South Carolina	X		X	X	X	X
South Dakota	Information not available					
Tennessee			X			
Texas			X			
Utah		X	X		X	X
Vermont	X	X	X	X	X	X
Virginia	X		X			
Washington	X	X	X	X	X	X
West Virginia	Information not available					
Wisconsin	Information not available					
Wyoming	X					

1.2 Resources and Support

- AAA Foundation for Traffic Safety Evaluating Driver Education Programs How to Guide, 2006
 - AAA Foundation for Traffic Safety Evaluating Driver Education Programs Guidelines, 2006
 - AAA Foundation for Traffic Safety Evaluating Driver Education Programs Management Overview, 2006
 - Project C.R.U.I.S.E: Culturally Responsive Understanding in Safety Education, Driver Education Training Administrators (DETA) Resources
 - American Driver and Traffic Safety Education Association (ADTSEA) Curriculum Standards, Attachment A Novice Teen Driver Education and Training Administrative Standards
 - Driving School Association of the Americas (DSAA) Curriculum Standards, Attachment B Novice Teen Driver Education and Training Administrative Standards
 - Oregon's Driver Education Program Background
- (All of these resources can be found at www.anstse.info under Resource Library.)

Standard 1.3 – Program Evaluation and Data Collection

- 1.3.1 States shall require driver education providers to collect and report student identification, performance, and other data to the designated State agency so that evaluations of the State’s driver education program can be conducted and made available to the public.**
- 1.3.2 States shall ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable state and federal regulations.**
- 1.3.3 States shall develop and execute a comprehensive evaluation program to measure progress toward the established goals and objectives of the driver education program and optimize the allocation of resources.**
- 1.3.4 States shall track data and utilize the data for the improvement of their driver education program.**
- 1.3.5 States shall require the responsible agency for driver education to maintain data elements (e.g. driver license number) on students that can be linked to driver record data.**

1.3 Action Steps / Options

- Establish a uniform driver education reporting system, in compliance with State and Federal privacy rules, that requires all driver education providers to submit student information to a central record keeping system in a format and timeframe specified by the State.
- Ensure the reporting system links to the State’s Driver Licensing agency so the completion of driver education information can be recorded on the student’s driving record.
- Collaborate with the State’s Traffic Records Coordination Committee to identify essential data collection efforts that could be useful to the State’s driver education effort.
- Develop a comprehensive plan to implement and maintain a driver education measurement and evaluation effort by:
 - Establishing a team,
 - Securing support and funding,
 - Collecting and utilizing data.
- Create an electronic, user friendly system accessible to a variety of audiences that can generate periodic reports on the progress and value of the State’s driver education effort and that may also be used to plan improvements and share information with the public.
- Establish rules and requirements for centrally collecting, storing, and maintaining driver education enrollment, and completion information, including how long the information must be kept and how it may be used.
- Become familiar with recent driver education evaluation studies that could help improve the State’s program in general as well as how it can and should be evaluated. Lessons learned from the research can be used to enhance the States own program (e.g., Shell et al. 2015, Nebraska and Mayhew et al., 2014/2017, Manitoba & Oregon).

1.3 State Examples

Collect and Report Student Information to the Designated State Agency for Evaluations of the State's Driver Education Program

- Examples of States that have indicated in the Information Sharing System they collect and report student identification, performance, and other data to the designated State agency so that evaluations of the State's driver education program can be completed and made available to the public include:

California	Kansas	New Mexico
Delaware	Maine	Oregon
Georgia	Maryland	Utah
Hawaii	Montana	Vermont
Idaho	New Hampshire	

Ensure Student Information Submitted Remains Confidential

- Examples of States that have indicated in the Information Sharing System they ensure student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations include:

Delaware	Maryland	Ohio
Georgia	Michigan	Oregon
Hawaii	Montana	South Carolina
Idaho	New Hampshire	Utah
Illinois	New Mexico	Vermont
Kansas	North Carolina	Washington
Maine	North Dakota	

Comprehensive Evaluation Program to Measure Progress

- Examples of States that have indicated in the Information Sharing System they use a comprehensive evaluation program to measure progress toward the established goals and objectives of the driver education program and optimize the allocation of resources include:

California	Maine	Oregon
Delaware	Montana	South Carolina
Georgia	New Jersey	Utah
Idaho	New Mexico	Vermont

Track and Utilize Data

- Examples of States that track data and utilize the data for the improvement of their driver education program include:

State	Tracking and Utilizing Data
California	SafeTREC began assessing the usage of the California Statewide Integrated Traffic Records System (SWITRS) by

	state and local agencies in 2003 on a project funded by the California Office of Traffic Safety (OTS). The Teen Safety Heat Map offers many different options to visualize and analyze teen collision data in California. The core functionality of the Teen Safety Heat Map is the ability to compare factors such as collisions, OTS funded teen programs, and demographics to other factors and visualize these comparisons in each county.
Delaware	Office of Highway Safety working to provide 4 DMV's with a computerized simulator. The simulator tests how students do in an open road simulation (one-on-one simulation) to ensure that individuals that take the road test are safe to be on the road. The simulation collects data and presents data sheets based on the simulation. Data points can include whether the driver slowed down or braked at the appropriate times. The simulator will be demoed by one unit at a school with a high student population to ensure there is continuity and benefit for it when compared to BTW.
Georgia	Data is maintained and provided by the Georgia Department of Driver Services Information Technology Division. The data is utilized for many purposes including process improvements when needed.
Kansas	Track data on the number of schools who offer driver education, the number of instructors, the number of students who have been trained, and the number of online providers.
Maryland	Traffic Records Program maintains a comprehensive statewide traffic records system. The data provides reliable, accurate, and timely information to manage and evaluate safety programs. http://www.mva.maryland.gov/safety/mhso/traffic-records.htm
Montana	Collect data of traffic education programs (e.g. program enrollment, when courses are offered, program fees, program characteristics, number of teachers, rates of pay, vehicles, crashes, and cost per pupil).
New Jersey	The New Jersey Driver Education Committee conducted an assessment of their driver education classroom and behind the wheel instruction.
Ohio	Currently working on a project using diagnostic simulators placed in testing sites to show how new drivers with driver training compare to new drivers without driver training. The simulators will also be deployed in driving schools to identify skill deficiencies, provide immediate feedback, evaluate the effectiveness of individual driving schools, and use the results to evaluate current curriculum. With access to driving records, the same individuals can be followed to track the impact on traffic citations and crashes. https://injury.research.chop.edu/

Oregon	Developed a statewide reporting system to establish one system for all data entry from every station within the state system.
Virginia	Traffic Records Electronic Data System (TREDS) https://www.treds.virginia.gov/UI/Security/Login.aspx https://www.treds.virginia.gov/UI/Contactus/Contactus.aspx Match school codes with the students' initial driver license. The school codes are used to track crashes during the first year of driving. The Virginia Department of Education uses the data to provide targeted assistance if a school has a higher than normal crash rate. Students use the TREDS database during classroom driver education to analyze local crash data.

Evaluated Driver Education Program

- Examples of States that have evaluated their driver education programs through research include:

State	Evaluated Driver Education Program
Nebraska	A study was conducted on young drivers who received a permit. The findings show the drivers who completed driver education had both fewer traffic violations and crashes.
Oregon	A study was conducted to evaluate the effectiveness of driver education using surveys, simulated drive tests, scores on driver license road tests, performance over the first few months of independent driving, and comparing driving records. Overall findings from Oregon suggest positive but modest effects of driver education.

Data Elements on Students Linked to Driver Record Data

- Examples of States that have indicated in the Information Sharing System they require the responsible agency for driver education to maintain data elements (e.g. driver license number) on students that can be linked to driver record data include:

Delaware	Maine	South Carolina
Georgia	Maryland	Utah
Idaho	Montana	Vermont
Illinois	New Hampshire	Washington
Iowa	New Mexico	
Kansas	Ohio	

Table 3 - Summary of Standard 1.3.

	Collect and Report Student Information	Ensure Student Information Remains Confidential	Evaluation Program to Measure Progress	Track and Utilize Data	Evaluated Driver Education Program	Data Elements on Students
Alabama			Information not available			
Alaska			Information not available			
Arizona			Information not available			
Arkansas			Information not available			
California	X		X	X		
Colorado			Information not available			
Connecticut			Information not available			
Delaware	X	X	X	X		X
Florida			Information not available			
Georgia	X	X	X	X		X
Hawaii	X	X				
Idaho	X	X	X			X
Illinois		X		X		X
Indiana			Information not available			
Iowa						X
Kansas	X	X		X		X
Kentucky			Information not available			
Louisiana						
Maine	X	X	X			X
Maryland	X	X		X		X
Massachusetts			Information not available			
Michigan		X				
Minnesota			Information not available			
Mississippi			Information not available			
Missouri						
Montana	X	X	X	X		X
Nebraska			Information not available		X	
Nevada			Information not available			
New Hampshire	X	X				X
New Jersey			X	X		
New Mexico	X	X	X			X
New York			Information not available			
North Carolina		X				
North Dakota		X				
Ohio		X		X		X
Oklahoma			Information not available			
Oregon	X	X	X	X	X	
Pennsylvania			Information not available			
Rhode Island			Information not available			
South Carolina		X	X			X
South Dakota			Information not available			
Tennessee			Information not available			
Texas			Information not available			
Utah	X	X	X			X
Vermont	X	X	X			X
Virginia				X		
Washington		X				X
West Virginia			Information not available			
Wisconsin			Information not available			
Wyoming			Information not available			

1.3 Resources and Support

- AAA Foundation for Traffic Safety Evaluating Driver Education Programs How to Guide, 2006
- AAA Foundation for Traffic Safety Large-Scale Evaluation of Driver Education Review of the Literature on Driver Education Evaluation 2010 Update
- Driver Education and Teen Crashes and Traffic Violations in the First Two Years of Driving in a Graduated Licensing System, Shell et al. (2015), Nebraska
- AAA Foundation for Traffic Safety Evaluation of Beginner Driver Education Programs, Mayhew et al., 2014, 2017, Manitoba & Oregon
- New Jersey Driver Education Classroom and Behind the Wheel Instruction Assessment, 2019

(All of these resources can be found at www.anstse.info under Resource Library.)

Standard 1.4 – Communication Program

1.4.1 States shall develop and implement communication strategies directed at supporting policy and program elements. The State Highway Safety Office, in collaboration and cooperation with driver education and training, driver licensing, and highway safety partners, should consider a statewide communications plan and campaign that:

- **Informs the public and parents/guardians about State GDL laws including, but not limited to: the role of supervised driving, underage drinking, and zero tolerance laws;**
- **Identifies the at-risk target population;**
- **Provides materials that are culturally competent and reflect multicultural education principles;**
- **Informs the public on the role of parental monitoring/ involvement; and**
- **Informs the public about state guidelines and regulation of driver education.**

NOTE: see definitions of culturally competent and multicultural education principles in “Definitions of Key Terms.” *

1.4 Action Steps / Options

- Develop and implement communication strategies to support policy and program elements.
- Create incentives for parents/guardians to participate in online or face-to-face seminars.
- Build strong relationships with stakeholders, including state agencies, civic/community organizations, educational institutions, etc. to work together cooperatively to enhance the overall communication process to help improve driver education within the State.

- Identify and access links to state and national websites that promote driver education and contain resources.
- Create a resource library to house driver education information/documents in one place to enhance the availability of key resources.
- Make available information, including culturally competent materials, to students, parents, and community organizations.

1.4 State Examples

Informs the Public and Parents/Guardians About State GDL Laws

- Examples of States that have indicated in the Information Sharing System they inform the public and parents/guardians about State GDL laws including, but not limited to the role of supervised driving, underage drinking, and zero tolerance laws include:

Delaware (offers 1-hour GDL course for parents)	Maine	New Mexico
Georgia	Maryland	North Dakota
Hawaii	Michigan	Ohio
Idaho	Montana	Oregon
Illinois	New Hampshire	Utah
Kansas	New Jersey	Vermont

Identifies the At-Risk Target Population

- Examples of States that have indicated in the Information Sharing System they identify the at-risk target population include:

California	Maine	North Carolina
Delaware	Maryland	North Dakota
Georgia	Michigan	Ohio
Idaho	Montana	Oregon
Illinois	New Jersey	Utah
Kansas	New Mexico	Vermont

Provides Materials that are Culturally Competent

- Examples of States that have indicated in the Information Sharing System they provide materials that are culturally competent and reflect multicultural education principles include:

Delaware	Kansas	Ohio
Georgia	Maryland	Oregon
Hawaii	Michigan	Utah
Idaho	Montana	
Illinois	New Mexico	

Informs the Public on the Role of Parental Monitoring/Involvement

- Examples of States that have indicated in the Information Sharing System they inform the public on the role of parental monitoring/involvement include:

Delaware	Maryland	North Dakota
Georgia	Michigan	Ohio
Hawaii	Montana	Oregon
Idaho	New Hampshire	South Carolina
Illinois	New Jersey	Utah
Maine	New Mexico	Vermont

Informs the Public About State Guidelines and Regulations of Driver Education

- Examples of States that have indicated in the Information Sharing System they inform the public about state guidelines and regulations of driver education include:

State	Guidelines and Regulations of Driver Education
California Department of Education	Provide two driver education fairs to schools, staff, and public about driver education and send a newsletter is sent to schools, instructors, and parents on traffic safety and driver education.
Delaware	Provides scholarship opportunities, including grants from Ford Driving Skills, for students who developed a video on being pulled over by the police. Similarly, the organ donor committee has pledged \$5,000 for seven college scholarships.
Georgia	Driver Training Program Rules and Regulations are available through their website, www.dds.georgia.gov . References to program rules are included in outgoing documents including the Driver Training School certifications required to be posted for public display.
Idaho	Provides resources and frequently asked questions on driver education for parents/guardians and teens on their website.
Illinois	Provides resources and frequently asked questions on driver education for parents/guardians and teens on their website.
Maine	Provided on state website about the requirement to complete driver education prior to obtaining a permit for those who are 15-18 years of age. The information is also available at the main office and all branch locations of Bureau of Motor Vehicles. Also, each school is required to have our contact information on their school paperwork so that parents and students know who to contact should a problem arise.

Montana	Provides resources on driver education for parents/guardians and teens on their website.
New Jersey	<p>Developed a teen driver safety classroom program to provide a presentation to high schools about safe teen driving habits. Also sponsors public service campaigns and contests for high school students. http://www.njm.com/teen-driver-safety</p> <p>New Jersey Driver Education Resource Library (NJDERL) For education resources, “comparative data documents” and “functional data documents” to support the State driver education program (i.e. compiling licensing numbers, safety fund information, instructor criteria, law documents, teen driver crash statistics, and fact sheets for model guidelines).</p>
Ohio	<p>Have a public facing website that provides information for programs. More information on the teen driving for parents (https://www.drivertraining.ohio.gov/drivers.aspx.) Rules and regulations pertaining to the driving schools is available on the same site. It is the schools’ responsibility to provide guidelines and information for the students when they enroll in the program. This is provided through the contract/training agreement. In addition, the agreement specifies our office as having oversight and they may contact us for any further questions. If there are changes to the regulations, we do not have a formal process to advise the public of such changes. Our schools are responsible to provide applicable information to them.</p>
Oregon	<p>Developed website called “Why Drive with Ed” providing reasons to enroll in a driver education course and information for teens and parents on driver education. https://www.wh drivewithed.com/index.php</p>
Utah	<p>Developed Teen Memoriams where the DOH, DOT and Teen Driving Task Force work with parents and families who have lost a teen in a motor vehicle crash to tell their stories in a memoriam book, provide grief resources and help spread prevention messages to other families and young drivers. https://health.utah.gov/vipp/teens/teen-driving/memoriams.html</p>

Table 4 - Summary of Standard 1.4.

	Informs the Public and Parents About GDL Laws	Identifies the At-Risk Target Population	Provides Materials that are Culturally Competent	Informs the Public on the Role of Parental Monitoring	Informs the Public About State Regulations of DE	Driver Education Resource Library
Alabama						
Alaska						
Arizona						
Arkansas						
California		X			X	
Colorado						
Connecticut						
Delaware	X	X	X	X	X	
Florida						
Georgia	X	X	X	X	X	
Hawaii	X		X	X		
Idaho	X	X	X	X	X	
Illinois	X	X	X	X	X	
Indiana						
Iowa						
Kansas	X	X	X			
Kentucky						
Louisiana						
Maine	X	X		X	X	
Maryland	X	X	X	X		
Massachusetts						
Michigan	X	X	X	X		
Minnesota						
Mississippi						
Missouri						
Montana	X	X	X	X	X	
Nebraska						
Nevada						
New Hampshire	X			X		
New Jersey	X	X		X	X	X
New Mexico	X	X	X	X		
New York						
North Carolina		X				
North Dakota	X	X		X		
Ohio	X	X	X	X	X	
Oklahoma						
Oregon	X	X	X	X	X	
Pennsylvania						
Rhode Island						
South Carolina				X		
South Dakota						
Tennessee						
Texas						
Utah	X	X	X	X	X	
Vermont	X	X		X		
Virginia						
Washington						
West Virginia						
Wisconsin						
Wyoming						

1.4 Resources and Support

- Oregon’s Driver Education Program Background (www.anstse.org)
- New Jersey “Teen Safe Driving Coalition”, “Share the Keys Program” and “[Resource Guide](#)” as well as the New Jersey Manufacturers Insurance Group’s “Teen Driver Safety Program” (www.njm.com/teen-driver-safety)
- NHTSA’s Traffic Safety Fact Sheet (www.nhtsa.gov)

2.0 Education/Training

High-quality program content is an essential element for improved driver education. However, improved content alone will not change the behaviors necessary for novice drivers. The delivery of driver education must also be enhanced. Increased time in classroom and behind-the-wheel instruction is the first step in providing more experience for novice drivers. The second step is to schedule the learning experiences so that novice drivers have an appropriate time frame to learn and practice the behaviors necessary for driving a motor vehicle safely. This section provides standards for the curricula, instructional time, student evaluation, and delivery methods. Standards for online delivery have been developed as well, including instructional design, structural design, evaluation/testing/assessment, technological design and capabilities, and legal requirements.

There are two attachments of the Administrative Standards related to this section:

- Attachment A – ADTSEA Curriculum Standards
- Attachment B – DSAA Curriculum Standards

Attachments A and B are content standards that contain the knowledge and skills to be acquired by novice teen drivers through driver education curricula.

Standard 2.1 – Driver Education Curricula

- 2.1.1 States shall have driver education that meets or exceeds current nationally recognized content standards such as those provided by ADTSEA and DSAA – Attachments A and B. Each State retains authority in determining which curricula meet its state standards.**
- 2.1.2 States shall require driver education providers to use formalized written curricula.**
- 2.1.3 States shall require core driver instructional hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination. States shall require increased minimum instruction hours consisting of 45 hours of classroom/theory; 10 hours of BTW instruction; and 10 hours of additional flexible, verifiable instruction.**
- 2.1.4 States shall ensure that the instruction of novice drivers is completed using concurrent and integrated classroom and behind-the-wheel time where the bulk of the classroom instruction occurs close in time to the in-vehicle instruction to ensure the maximum transfer of skills.**
- 2.1.5 States shall require each student to receive or obtain an approved driver education textbook or educational materials of equal scope (hardcopy or electronic).**
- 2.1.6 States shall require successful completion of an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to complete the driver education program.**
- 2.1.7 States shall require a course provider to conduct valid post-course evaluations of driver education programs to be completed by the**

students and/or parent for the purpose of improving the effectiveness of the program.

2.1 Action Steps / Options

- Ensure that every driver education and training provider’s course of instruction:
 - meets content and delivery standards;
 - uses a curriculum with written goals, objectives, and other resources;
 - uses education theories to engage the learner;
 - reflects multicultural education principles that are free of bias; and
 - ensures that all materials, equipment, and vehicles are safe and in proper condition.
- Establish a committee to compare the state’s delivery standards to those in the Administrative Standards as well as content standards published by ADTSEA (Attachment A) and DSAA (Attachment B) to determine what enhancements or changes should be made and provide recommendations. This committee should include lead instructor trainers, driver rehabilitation specialists, lead driver license examiners, etc.
- Review curricula being used by providers and compare these to nationally recognized content standards, such as those published by ADTSEA and DSAA in Attachments A and B of the Administrative Standards to determine what enhancements or changes should be made.
- Adopt content and delivery standards based on the curriculum review advisory committee’s recommendations.
- Require all novice driver education providers to follow the adopted content and delivery standards.
- Establish a formal process to review suggested changes or enhancements to curriculum content and delivery standards.
- Establish a formal process to periodically measure and evaluate the curriculum content and delivery standards to ensure they meet the needs of the novice teen driver.
- Establish a formal process to periodically measure and evaluate student textbooks and educational resource materials to ensure they meet the needs of the novice teen driver.
- Develop or enhance a documented process for the submission of curriculum materials and procedures to ensure they are current, including the following:
 - Initial submission of curriculum materials and procedures; and
 - Review process:
 - Submit curricula on an appropriately recurring basis to the appropriate program coordinator; and
 - Have an annual audit to include review of curriculum and standards.
- Study and evaluate approaches that could allow the requirement of 45 hours of classroom instruction, 10 hours of BTW instruction, and 10 hours of additional flexible instruction. Examples of approaches to increase hours include:
 - Conduct 30 hours of classroom with an additional 15 hours of online driver education to meet the 45 hours of classroom/theory.

- Implement additional hours incrementally. For example, each year add two hours of classroom content time until the recommended 45 hours is achieved. Also add one hour of behind-the-wheel time every other year until the recommended ten hours is achieved. With these increases in behind-the-wheel time it will also enable the provider to increase observation time.
- Establish a second stage driver education that is a minimum of 10 hours and includes the additional BTW hours.
- Explore and establish a plan to require concurrent and integrated classroom and BTW instruction for novice teen driver education courses.
- Require programs to establish goals, objectives, and outcomes for learning.
- Establish driver education student completion requirements that must be met to receive a completion certificate or acknowledgement that the course was successfully completed.
- Develop valid and reliable end of course knowledge and skill assessments based on curriculum content standards and State licensing laws that all course participants must pass.
- Create and implement an anonymous, electronic end of course student and parent/guardian survey to help determine their perceptions of the course's effectiveness and value.

2.1 State Examples

Curriculum Guide or Content Standards

- Examples of States that have a Curriculum Guide or Content Standards for state use include: (Please note ANSTSE is not able to verify these standards align with the NTDETAS Content Standards identified in Attachments A and B.)

State	Curriculum Guide or Content Standards
Arizona	Content standards
Georgia	Content standards
Hawaii	Content standards
Idaho	Content standards
Illinois	Curriculum guide
Indiana	Content standards
Iowa	Content standards
Kansas	Content standards
Louisiana	Content standards
Maine	Content standards
Michigan	Curriculum guide
Montana	Curriculum guide
New Hampshire	Content standards
North Carolina	Curriculum guide
North Dakota	Content standards
Pennsylvania	Content standards
Texas	Content standards
Utah	Content standards

Vermont	Content standards (private)
Virginia	Content standards
Washington	Content standards (private)
West Virginia	Content standards
Wyoming	Content standards

For more detail refer to the ANSTSE 2019-2020 State Novice Teen Driver Education Programs Comparative Data Fact Sheets at www.anstse.info.

Formalized Written Curricula

- Examples of States that use formalized written curricula include: (Please note ANSTSE is not able to verify these curricula meet the NTDETAS Content Standards identified in Attachments A and B.)

State	Formalized Written Curricula
California	Department of Motor Vehicles curriculum for private driver education schools.
Delaware	State established curriculum
Hawaii, Michigan, and North Carolina	Utilize the ADTSEA Driver Education Curriculum as their model State curriculum. www.adtsea.org .
Idaho	Utilizes the AAA How to Drive Curriculum as their model State curriculum.
Illinois	Utilizes their state association curriculum .
Maryland	Developed curriculum written by the MDOT MVA team with support of various stakeholders from both the private sector and government agencies.
New Mexico	State established curriculum and other state approved curriculums include: AAA How to Drive, Responsible Driving, Drive Right, personalized curriculum reviewed and approved by Traffic Safety Division.
North Dakota	Utilizes a version of the <i>Playbook</i> curriculum developed by Oregon.
Ohio	Developed a standardized curriculum based on the ADTSEA 2.0 curriculum.
Oregon	Developed a curriculum called <i>Playbook</i> including videos, 3-D animations, and PowerPoint presentations. Four States have implemented various stages of Oregon's curriculum.
Virginia	State established curriculum .
Washington	Currently in the process of developing a State curriculum

Instructional Hours

- Most States require 30 hours classroom and 6 hours BTW. Examples of States that require additional hours include:

State	Instructional Hours
Arizona	Requires 10 hours of BTW instruction.
Delaware	Requires 7 hours of BTW instruction.
Louisiana	Requires 8 hours of BTW instruction.
Maine	Requires 10 hours BTW instruction. Increased from 6 to 10 BTW hours in 1998 by a previous Secretary of State who was very involved in teen driver safety. No research has been done on the outcome of the change in hours.
Maryland	Requires 10 hours BTW instruction.
Montana	Course must consist of at least 60 hours of classroom, including no fewer than 6 hours of BTW and up to 12 of the required 60 hours may be satisfied by in-vehicle observation.
New Hampshire	Requires 10 hours BTW instruction.
New Mexico	Requires 7 hours of BTW instruction.
New York	Requires 24 hours of in-car instruction, including 6 hours BTW and 18 hours in-vehicle observation or a combination of BTW, in-car observation, simulation, and/or range instruction.
Ohio	Requires 8 hours of BTW instruction.
Texas	Requires 32 hours of classroom instruction and 7 hours of BTW instruction.
Virginia	Requires 36 hours classroom, 7 hours BTW, and 7 hours observation.
West Virginia	Requires 50 hours of classroom (66 hours preferred), including a minimum of 8 hours in a standard defensive driving course, in-car observation of 10 hours (18 hours preferred), and in-car practice driving of 6 hours.

Multiple Learning Stages

- An example of a State that requires multiple learning stages includes:

State	Multiple Learning Stages
Michigan	The driver education curriculum is split into two segments. Segment 1 is offered before the driver begins supervised driving. It requires a minimum of 24 hours of classroom, a minimum of six hours of behind-the-wheel, and a minimum of four hours of observation time in a training vehicle. Segment 2 is offered after the driver has held a valid Level 1 License for at least three continuous months and has acquired 30 hours of driving experience time including a

minimum of two hours of night driving. Segment 2 includes a minimum of six hours of classroom instruction.
--

Concurrent and Integrated Instruction

- Examples of States that indicated in the Information Sharing System they recommend the instruction of novice drivers is completed using concurrent and integrated classroom and BTW time include:

Delaware	Michigan	North Dakota
Georgia	Montana	Oregon
Hawaii	New Hampshire	South Carolina
Idaho	New Jersey	Utah
Illinois	New Mexico	Virginia
Kansas	North Carolina	Washington
Maine		

Full Attendance and Successful Completion

- Examples of States that indicated in the Information Sharing System they require full attendance and successful completion of classroom and BTW include:

Delaware	Michigan	Oregon
Georgia	Montana	South Carolina
Hawaii	New Hampshire	Utah
Idaho	New Jersey	Vermont
Illinois	New Mexico	Virginia
Kansas	North Carolina	Washington
Maine	Ohio	

Distributive Learning

- Examples of States that indicated in the Information Sharing System they ensure classroom instruction is spread out over a period of time (distributive learning) and is not completed in fewer than 30 days include:

Hawaii	Montana	Oregon
Idaho	New Hampshire	Vermont
Illinois	New Jersey	Washington
Kansas	New Mexico	

Instruction Periods

- Examples of States that indicated in the Information Sharing System they consist of classroom instruction periods that do not exceed 120 minutes per day include:

Hawaii	Kansas	New Jersey
Idaho	Michigan	Vermont
Illinois	New Hampshire	Washington

Students in the Vehicle

- Examples of States that indicated in the Information Sharing System they have established requirements for BTW instruction with no more than 3 students in the vehicle include:

Delaware	Kansas	North Carolina
Hawaii	Maryland	Ohio
Idaho	New Jersey	Utah
Illinois	New Mexico	Vermont

Student Hours of Driving

- Examples of States that indicated in the Information Sharing System they ensure each student drives no more than 90 minutes per day include:

Delaware	Kansas	Oregon
Hawaii	Michigan	Vermont
Idaho	New Hampshire	Washington
Illinois	New Jersey	

BTW Integrated with Driving Simulation and/or Driving Range Instruction

- Examples of States that indicated in the Information Sharing System they have BTW instruction that is integrated with driving simulation and/or driving range instruction include:

Delaware	New Jersey	Utah
Georgia	New Mexico	Washington
Kansas	Oregon	

Approved Driver Education Textbook

- Examples of States that indicated in the Information Sharing System they require each student to receive or obtain an approved driver education textbook include:

Delaware	Maine	New Mexico
Idaho	Maryland	Oregon
Illinois	New Hampshire	Vermont
Kansas	New Jersey	

End-of-Course Knowledge and Skill Assessment

- Examples of States that indicated in the Information Sharing System they require successful completion of an approved end-of-course knowledge and skill assessment examination include:

Delaware	Maine	New Mexico
Hawaii	Maryland	Ohio
Idaho	Montana	Oregon
Illinois	New Hampshire	Vermont
Kansas	New Jersey	Washington

Post-Course Evaluations

- Examples of States that indicated in the Information Sharing System they require a standardized post-course evaluation to be completed by parents and students that gives feedback and measures the effectiveness of the program include:

Idaho	Maryland	New Hampshire
Kansas	Michigan	Vermont

Table 5 - Summary of Standard 2.1.

	Curriculum Guide or Content Standards	Formalized Written Curricula	Instructional Hours (Beyond 30, 6 and 6)	Multiple Learning Stages	Concurrent and Integrated Instruction	Full Attendance/ Successful Completion	Distributive Learning	Instruction Periods	Students in the Vehicle	Student Hours of Driving	BTW Integrated w/ Simulation and/or Range	Approved Driver Education Textbook	End-of-Course Assessment	Post-Course Evaluations	
Alabama															Information not available
Alaska															Information not available
Arizona	X		X												
Arkansas															Information not available
California		X													Information not available
Colorado															Information not available
Connecticut															Information not available
Delaware		X	X		X	X			X	X	X	X	X		
Florida															Information not available
Georgia	X				X	X					X				
Hawaii	X	X			X	X	X	X	X	X				X	
Idaho	X	X			X	X	X	X	X	X		X	X	X	
Illinois	X	X			X	X	X	X	X	X		X	X		
Indiana	X														Information not available
Iowa	X														Information not available
Kansas	X				X	X	X	X	X	X	X	X	X	X	X
Kentucky															Information not available
Louisiana	X		X												Information not available
Maine	X		X		X	X						X	X		
Maryland		X	X						X			X	X	X	
Massachusetts															Information not available
Michigan	X	X		X	X	X		X		X					X
Minnesota															Information not available
Mississippi															Information not available
Missouri															Information not available
Montana	X		X		X	X	X								
Nebraska															Information not available
Nevada															Information not available
New Hampshire	X		X		X	X	X	X		X		X	X	X	
New Jersey					X	X	X	X	X	X	X	X	X		
New Mexico		X	X		X	X	X		X		X	X	X		
New York			X												Information not available
North Carolina	X	X			X	X			X						
North Dakota	X	X			X										
Ohio		X	X			X			X				X		
Oklahoma															Information not available
Oregon		X			X	X	X			X	X	X	X		

Table 5 - Summary of Standard 2.1.

	Curriculum Guide or Content Standards	Formalized Written Curricula	Instructional Hours (Beyond 30, 6 and 6)	Multiple Learning Stages	Concurrent and Integrated Instruction	Full Attendance/Successful Completion	Distributive Learning	Instruction Periods	Students in the Vehicle	Student Hours of Driving	BTW Integrated w/ Simulation and/or Range	Approved Driver Education Textbook	End-of-Course Assessment	Post-Course Evaluations
Pennsylvania	X													Information not available
Rhode Island														Information not available
South Carolina					X	X								
South Dakota														Information not available
Tennessee														Information not available
Texas	X		X											Information not available
Utah	X				X	X			X		X			
Vermont	X					X	X	X	X	X		X	X	X
Virginia	X	X	X		X	X								
Washington	X	X			X	X	X	X		X	X		X	
West Virginia	X		X											Information not available
Wisconsin														Information not available
Wyoming	X													Information not available

2.1 Resources and Support

- AAA Foundation for Traffic Safety Evaluating Driver Education Programs How to Guide, 2006
- AAA Foundation for Traffic Safety Evaluating Driver Education Programs Guidelines, 2006
- ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment A and B: ADTSEA and DSAA content standards, 2017
- Safe States Strategies to Address Shared Risk and Protective Factors for Driver Safety, 2019

(All of these resources can be found at www.anstse.info under Resource Library.)

Standard 2.2 – Student Evaluation

2.2.1 States shall ensure that providers and instructors deliver timely and ongoing feedback to students on their progress made in classroom, behind-the-wheel, and any other laboratory phases including remedial instruction during the driver education course.

2.2.2 States shall require on-going classroom and behind-the-wheel evaluations, at a minimum, through:

- **Evaluation of homework assignments,**
- **Worksheets,**
- **Reports,**
- **Verbal feedback,**
- **Role-playing activities or demonstrations,**
- **Or end-of-unit tests.**

2.2 Action Steps / Options

- Establish requirements and processes for timely and ongoing feedback to students on their progress in classroom, behind-the-wheel and other laboratory phases including remedial instruction.
- Establish evaluation requirements and processes, for the classroom and behind-the-wheel portions of the driver education course that ALL providers are required to use.
- Verify and enforce provider compliance with feedback to student requirements.
- Verify and enforce provider compliance with course evaluation requirements.
- Suggest approaches that allows the providers to keep the course participants and their parents/guardians informed of their progress in the course and as required possible remedial actions to ensure the participants success.

2.2 State Examples

Student Feedback

- Examples of States that indicated in the Information Sharing System they deliver timely and ongoing feedback to students on their progress include:

Delaware	Maine	Ohio
Georgia	Maryland	Oregon
Hawaii	Montana	Utah

Idaho	New Hampshire	Vermont
Illinois	New Jersey	
Kansas	New Mexico	

Student On-Going Evaluations

- Examples of States that indicated in the Information Sharing System they require on-going evaluations through end-of-unit tests include:

Delaware	Maine	Oregon
Hawaii	Maryland	Utah
Idaho	New Hampshire	Vermont
Illinois	New Jersey	
Kansas	New Mexico	

Table 6 - Summary of Standard 2.2.

	Student Feedback	Student Evaluations
Alabama	Information not available	
Alaska	Information not available	
Arizona	Information not available	
Arkansas	Information not available	
California	Information not available	
Colorado	Information not available	
Connecticut	Information not available	
Delaware	X	X
Florida	Information not available	
Georgia	X	
Hawaii	X	X
Idaho	X	X
Illinois	X	X
Indiana	Information not available	
Iowa	Information not available	
Kansas	X	X
Kentucky	Information not available	
Louisiana	Information not available	
Maine	X	X
Maryland	X	X
Massachusetts	Information not available	
Michigan		
Minnesota	Information not available	
Mississippi	Information not available	
Missouri	Information not available	

	Student Feedback	Student Evaluations
Montana	X	
Nebraska	Information not available	
Nevada	Information not available	
New Hampshire	X	X
New Jersey	X	X
New Mexico	X	X
New York	Information not available	
North Carolina	Information not available	
North Dakota		
Ohio	X	
Oklahoma	Information not available	
Oregon	X	X
Pennsylvania	Information not available	
Rhode Island	Information not available	
South Carolina	Information not available	
South Dakota	Information not available	
Tennessee	Information not available	
Texas	Information not available	
Utah	X	X
Vermont	X	X
Virginia	Information not available	
Washington		
West Virginia	Information not available	
Wisconsin	Information not available	
Wyoming	Information not available	

2.2 Resources and Support

- ANSTSE Novice Teen Driver Education and Training Administrative Standards, 2017 (www.anstse.info)

Standard 2.3 – Delivery Methods

- 2.3.1 States shall limit the number of students per class based on state student/teacher ratios for the classroom phase of driver education.**
- 2.3.2 States shall require providers to make available seating and writing space for each student.**
- 2.3.3 States shall stipulate that an instructor can only teach one classroom at a time.**
- 2.3.4 States shall require training vehicles for driver education behind-the-wheel and driving range instruction to meet state standards for the safety of students and instructors.**
- 2.3.5 States shall establish, if applicable, requirements for maximum substitution hours of simulation or driving range instruction for behind-the-wheel instruction. For courses with ten (10) hours or more of behind-the-wheel instruction, no more than two (2) hours of any combination may be substituted.**
- 2.3.6 States shall establish, if applicable, requirements for maximum substitution hours of computer-based independent student learning for classroom instruction. For courses with forty-five (45) hours or more of classroom instruction, no more than ten (10) hours may be substituted.**

2.3 Action Steps / Options

- Review current laws, rules, or regulations regarding classroom set-up, equipment, occupancy, fire code requirements to determine if revisions are needed. If necessary, complete the process for updates and communicate the changes to the providers.
- Establish the acceptable student to instructor ratio for classroom and BTW instruction based on national standards and/or State rules.
- Review the current requirements for driver education training vehicles to determine if revisions are required. Consideration should be given to required equipment, frequency of safety inspections and replacement schedules.
- Review current substitution requirements for classroom, behind-the-wheel instruction, independent study, and computer-based learning to identify possible updates and revisions. Updates and revisions should be based on national content delivery recommendations.
- Establish criteria for the use of evidence-based non-traditional computer-based independent student learning driver education products/programs to stimulate cognitive function and help improve driver education programs through a blended approach, such as a computer-based training program (e.g. teenSMART) and a computer-based risk awareness and perception training program for novice drivers (e.g. RAPT).

2.3 State Examples

Delivery Standards

- Examples of States that provide delivery standards for driver education include: (Please note ANSTSE is not able to verify these standards align with the delivery standards in the Administrative Standards Section 2.)

Delaware	Maine	New Mexico
Georgia	Maryland	North Carolina
Hawaii	Michigan	North Dakota
Idaho	Minnesota	Oregon
Illinois	New Hampshire	
Kansas	New Jersey	

Require Training Vehicles that Meets State Standards

- Examples of States that indicated in the Information Sharing System they require training vehicles that meet state standards include:

Delaware	Maine	North Dakota
Georgia	Maryland	Ohio
Hawaii	Michigan	Oregon
Idaho	Montana	Utah
Illinois	New Hampshire	Vermont
Kansas	New Mexico	Washington

Requirements for Maximum Substitution Hours of Simulation and Driving Range

- Examples of States that indicated in the Information Sharing System they establish requirements for maximum substitution hours of simulation or driving range instruction for BTW instruction include: Note: For courses with ten (10) hours or more of behind-the-wheel instruction, no more than two (2) hours of any combination may be substituted.

Delaware	New Hampshire	Utah
Michigan	New Mexico	Washington
Montana	North Dakota	

Allow Simulation

- Examples of States that indicated in the Information Sharing System they allow simulation include:

Delaware	New Jersey	Vermont
Georgia	New Mexico	Washington
Illinois	North Dakota	West Virginia
Montana	Oregon	Wyoming
New Hampshire	Utah	

Allow Driving Range Instruction

- Examples of States that indicated in the Information Sharing System they allow driving range instruction include:

Georgia	New Mexico	Washington
Illinois (public)	North Carolina	West Virginia
Kansas (private)	North Dakota	Wyoming
Maine	South Carolina	
Michigan	Utah	

Allow Computer-Based Independent Student Learning

- Examples of States that indicated in the Information Sharing System they allow computer-based independent student learning include:

Georgia	Montana	Tennessee
Kansas (public)	Ohio	

Requirements for Maximum Substitution Hours of Computer-Based independent Student Learning

- Examples of a State who have indicated in the Information Sharing System they establish requirements for maximum substitution hours of computer-based independent student learning includes:

Ohio		
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Note: For courses with forty-five (45) hours or more of classroom instruction, no more than ten (10) hours may be substituted.

Stipulates Requirements for Computer-Based independent Student Learning

- Examples of States that have indicated in the Information Sharing System they stipulate requirements for computer-based independent student learning includes:

Georgia	Kansas (public)	Ohio
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Table 7 - Summary of Standard 2.3.

	Delivery Standards	Training Vehicle Standards	Substitution Hours Simulation and Range	Allow Simulation	Allow Driving Range Instruction	Allow Computer-Based Learning	Substitution Hours Computer-Based	Stipulates Computer-Based
Alabama								Information not available
Alaska								Information not available
Arizona								Information not available
Arkansas								Information not available
California								Information not available
Colorado								Information not available
Connecticut								Information not available
Delaware	X	X	X	X				
Florida								Information not available
Georgia	X	X		X	X	X		X
Hawaii	X	X						
Idaho	X	X						
Illinois	X	X		X	X			
Indiana								Information not available
Iowa								Information not available
Kansas	X	X			X	X		X
Kentucky								Information not available
Louisiana								Information not available
Maine	X	X			X			
Maryland	X	X						
Massachusetts								Information not available
Michigan	X	X	X		X			
Minnesota	X							Information not available
Mississippi								Information not available
Missouri								Information not available
Montana	X	X	X	X	X	X		
Nebraska								Information not available
Nevada								Information not available
New Hampshire	X	X	X	X				
New Jersey	X			X				
New Mexico	X	X	X	X	X			
New York								Information not available
North Carolina	X				X			
North Dakota	X	X	X	X	X			
Ohio		X				X	X	X
Oklahoma								Information not available
Oregon	X	X		X				
Pennsylvania								Information not available
Rhode Island								Information not available
South Carolina					X			
South Dakota								Information not available
Tennessee						X		
Texas								Information not available
Utah		X	X	X				
Vermont		X		X	X			
Virginia								Information not available
Washington		X	X	X	X			
West Virginia				X	X			
Wisconsin								Information not available
Wyoming				X	X			

2.3 Resources and Support

- ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment A and B: ADTSEA and DSAA content standards, 2017 (www.anstse.info)
- NHTSA Evaluation of an Updated Version of the Risk Awareness and Perception Training Program for Young Drivers, 2017 (www.anstse.info under Resource Library.)

Standard 2.4 – Online Delivery Methods

- 2.4.1 States shall establish requirements for the instructional design of online delivery of driver education, if permitted, that establishes how to organize, standardize, communicate, and examine the instructional content/curriculum.**
- 2.4.2 States shall establish requirements for the structural design of online delivery of driver education, if permitted, that describes how the course will be implemented in order to meet the learning and course requirements.**
- 2.4.3 States shall establish requirements for the evaluation/testing/assessment of online delivery of driver education, if permitted, that refers to how and what type of evaluation will be carried out for learners, the course, and online instructors.**
- 2.4.4 States shall establish requirements for the technological design and capabilities of online delivery of driver education, if permitted, that refers to minimum technological tools and/or capabilities required by online driving educators in order to be able to provide online education and requirements needed by learners to take online driver education.**
- 2.4.5 States shall establish legal requirements for the delivery of online driver education, if permitted, to ensure that online providers protect learner privacy, verify learner participation and test taking and comply with state/federal requirements for driver education and certification.**

2.4 Action Steps / Options

States should:

- Require the facilitation of courses by state-approved online instructors who meet Section 3.0 of the Administrative Standards.
- Require online instructors to facilitate the course through instructor-led or instructor-monitored/supported models.
- Require the course structure to meet one of three models: hybrid/blended, fully online, instructor-led, or fully online, instructor-monitored/supported.
- Determine the maximum number of classes per day and learners per session enrolled in a course at any given time. The maximum number of classes per day should not exceed five and 30 learners per course.

- Encourage learners to begin behind-the-wheel training after beginning the online course or as soon as possible after completing the online course.

States should establish standards for online providers to:

- Develop an online course syllabus that outlines the learning objectives, expectations of learners, grading policy, privacy, and legal policies, and includes contact information for the online course provider, online instructor, and technical troubleshooting.
- Organize the course into units and lessons, each of which follows a knowledge map and, where appropriate, builds upon previous units and/or concepts.
- Provide the learner an opportunity to reflect upon what they have learned to improve retention of concepts.
- Develop a culturally competent curriculum which accommodates the multicultural educational needs of learners.
- Develop content using appropriate readability levels and language use for learners.
- Develop the online course with a variety of multimedia in various combinations to deliver the curriculum (e.g. videos, activities, testing, animation, simulations).
- Develop a course which facilitates learner-learner interaction and allows learners to benefit from the questions and experiences of others through synchronous or asynchronous modes.
- Design the curriculum to provide at least the minimum number of hours of instruction as set in Section 2.1.3 and is of sufficient rigor, depth, and breadth to meet the learning outcomes.
- Adhere to the concept of distributive learning.
- Clearly state methods for evaluation in the course. Evaluations and assessments of learners should be consistent with the concepts, lessons, and course objectives.
- Conduct evaluations and assessments in a variety of formats (such as quizzes, electronically submitted assignments, questions regarding video segments, responses in blog/online discussions, random questions, or other means).
- Develop a pool of quiz and test questions that are randomly selected and distributed across learners and across individual lessons, to prevent learners from copying and/or sharing test information.
- Evaluate learners on an ongoing and varied basis either following the teaching of major concepts or at the end of each unit.
- Ensure feedback on evaluations or assessments is constructive, informative, and frequently provided.
- Ensure the program and/or the online instructor grade and track course quizzes, activities, and any other assessment techniques.
- Ensure learners can see their grades as they progress through the course.
- Communicate the learner's progress and performance to parents/guardians (e.g., for minors).
- Verify the identity of each learner for the final test.

- Provide the opportunity for the learner to assess the delivery of the course and curriculum.
- Clearly describe the technological requirements such as hardware, web browser, software, internet connection speed, and other required components to take the course prior to the opportunity to purchase the course.
- Clearly organize the web pages and components and provide contact information.
- Develop an accessible, user-friendly course and website.
- Require learners to complete all required elements prior to completing the course.

2.4 State Examples

Online Driver Education Standards

- Examples of States that indicated in the Information Sharing System they provide standards for online driver education include:

Georgia	Maine	Ohio
Idaho	Montana	

Allow Online Driver Education

- Examples of States that indicated in the Information Sharing System they allow online driver education include:

Arizona	North Carolina	Utah
Georgia	Ohio	West Virginia
Idaho	South Carolina	Wyoming
Maine	Tennessee	

Table 8 - Summary of Standard 2.4.

	Online DE Standards	Allow Online DE
Alabama	Information not available	
Alaska	Information not available	
Arizona		X
Arkansas	Information not available	
California	Information not available	
Colorado	Information not available	
Connecticut	Information not available	
Delaware		
Florida	Information not available	
Georgia	X	X
Hawaii		
Idaho	X	X
Illinois		
Indiana	Information not available	
Iowa	Information not available	
Kansas		
Kentucky	Information not available	
Louisiana	Information not available	
Maine	X	X
Maryland		
Massachusetts	Information not available	
Michigan		
Minnesota	Information not available	
Mississippi	Information not available	
Missouri	Information not available	
Montana	X	
Nebraska	Information not available	
Nevada	Information not available	
New Hampshire		
New Jersey		
New Mexico		
New York	Information not available	
North Carolina		X
North Dakota		
Ohio	X	X
Oklahoma	Information not available	
Oregon		
Pennsylvania	Information not available	
Rhode Island	Information not available	
South Carolina		X
South Dakota	Information not available	
Tennessee		X
Texas	Information not available	

Utah		X
Vermont		
Virginia	Information not available	
Washington		
West Virginia		X
Wisconsin	Information not available	
Wyoming		X

2.4 Resources and Support

- AAA Foundation for Traffic Safety Online Basic Driver Education Programs, 2011
- AAA Foundation for Traffic Safety Supplementary Driver Training for New Drivers, 2012
- NHTSA Examination of Supplemental Driver Training and Online Basic Driver Education, 2012, Report No. DOT HS 811 609
(These resources can be found at www.anstse.info under Resource Library.)
- International Association for K-12 Online Learning (iNACOL) (now the Aurora Institute) National Standards for Quality Online Courses, Version 2, 2011
- International Association for K-12 Online Learning (iNACOL) (now the Aurora Institute) National Standards for Quality Online Teaching, Version 2, 2011
(These resources can be found at www.aurora-institute.org.)

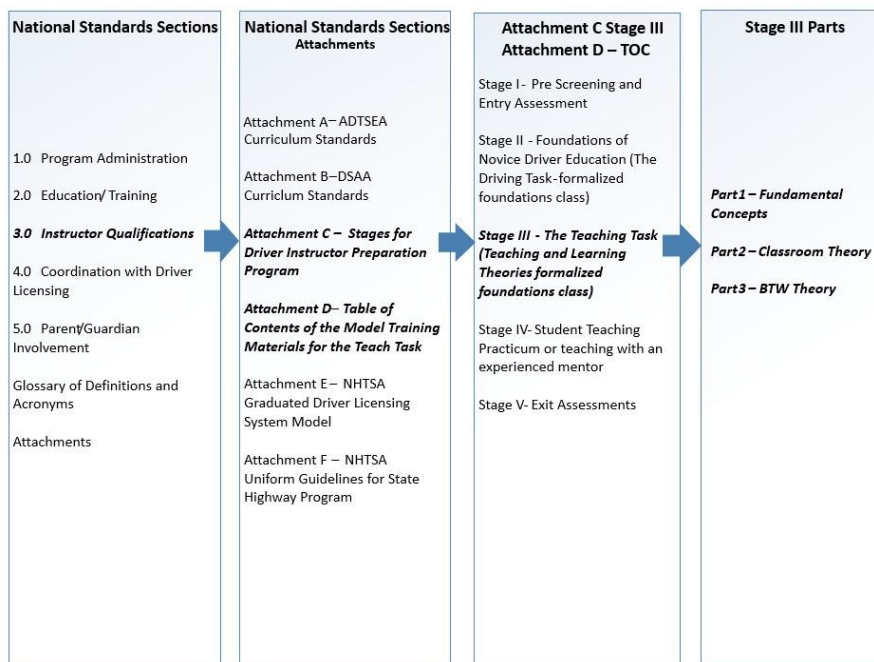
3.0 Instructor Qualifications

Proper training of driver education instructors is paramount to the success of every State’s driver education program. Content relating to teaching theory and how to teach driver education must be the focal point of the driver education instructor preparation program and ample time must be devoted and required for successful completion. This section outlines the minimum standards for instructor training and qualifications for the training of novice drivers, including prerequisites, course content from State approved driver education curricula, the teaching task, a student teaching practicum, exit assessments, and ongoing training and recertification.

There are two attachments related to this section:

- Attachment C – ANSTSE Stages for Driver Education Instructor Preparation Program,
- Attachment D – ANSTSE Table of Contents of the Model Training Materials for Driver Education Instructors, which corresponds to the training modules in the model training materials (available for free download at www.anstse.info.)

Attachments C and D support Section 3 Instructor Qualifications of the Administrative Standards. Attachment C defines the stages necessary for training new driver education teachers / instructors and the recommended hours of instruction for certification. Attachment D identifies the table of contents and course outline within the standards for the ANSTSE Teacher Training Curriculum and how to access the free download. The curriculum provides the content for Stage III - The Teaching Task (teaching and learning theories formalized foundations class.) The Teaching Task consists of three parts: 1.) Part I Fundamental Concepts, 2.) Classroom Teaching and Learning Theories and 3.) Behind-the-Wheel Teaching and Learning Theories.



Standard 3.1 – Instructor Prerequisites

- 3.1.1** States shall require prerequisites for instructor candidates receiving training. See 3.1.1 for a list of prerequisites.
- 3.1.2** States shall require instructor candidates to pass entry-level assessments to demonstrate their knowledge, skills, and attitudes for the safe operation of a motor vehicle to gain entry into the driver education instructor preparation program.
- 3.1.3** States should require programs to pre-screen an individual to determine if they are an acceptable candidate to enter the instructor preparation program.

3.1 Action Steps / Options

- Review and compare the current laws, rules or regulations regarding driver education instructor certification or licensing to the Administrative Standards to determine if changes or updates are needed and should be implemented.
- Implement a requirement to conduct a pre-entry assessment process to evaluate an individual’s knowledge, skills, and attitudes regarding safe driving and potential for providing instruction to novice teen drivers.
- Note: Instructor prerequisites addresses new instructors and does not apply to existing instructors.

3.1 State Examples

Prerequisite - Possess a Valid Driver’s License

- Examples of States that indicated in the Information Sharing System they have a prerequisite of possessing a valid driver’s license for at least 5 consecutive years for instructor candidates receiving training include:

California	Louisiana	New York
Colorado	Maine	Ohio
Delaware	Maryland	Pennsylvania
Georgia	Michigan	Texas
Hawaii	Montana	Utah
Idaho	Nevada	Vermont
Illinois	New Hampshire	Washington
Iowa	New Jersey	
Kansas	New Mexico	

Prerequisite - Have an Acceptable Driving Record

- Examples of States that indicated in the Information Sharing System they have a prerequisite of an acceptable driving record for instructor candidates receiving training include:

California	Maine	North Dakota
Delaware	Maryland	Ohio
Georgia	Michigan	Oregon
Hawaii	Montana	Pennsylvania
Idaho	Nevada	Texas

Illinois	New Hampshire	Utah
Iowa	New Jersey	Vermont
Kansas	New Mexico	Washington
Louisiana	New York	

Prerequisite - Pass Federal and State Criminal Background Checks

- Examples of States that indicated in the Information Sharing System they have a prerequisite for passing Federal and State criminal background checks for instructor candidates receiving training include:

California	Louisiana	North Dakota
Delaware	Maryland	Ohio
Georgia	Michigan	Oregon
Hawaii	Montana	Texas
Idaho	Nevada	Utah
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Washington
Iowa	New Mexico	
Kansas	New York	

Prerequisite - Meet Health or Physical Requirements

- Examples of States that indicated in the Information Sharing System they have a prerequisite for meeting health and physical requirements for instructor candidates receiving training include:

California	Maine	New Mexico
Delaware	Maryland	North Dakota
Georgia	Michigan	Ohio
Idaho	Nevada	Pennsylvania
Illinois	New Hampshire	Vermont
Indiana	New Jersey	

Prerequisite - Minimum Academic Education Requirement (high school graduate)

- Examples of States that indicated in the Information Sharing System they have a prerequisite for achieving the minimum academic education (high school graduate) requirement for instructor candidates receiving training include:

Delaware	Maryland	North Dakota
Hawaii	Montana	Texas
Idaho	Nevada	Utah
Illinois	New Hampshire	Vermont
Kansas	New Jersey	Washington
Louisiana	New Mexico	
Maine	New York	

Prerequisite - Minimum Age Requirement (at least 21 years of age)

- Examples of States that indicated in the Information Sharing System they have a prerequisite for meeting the minimum age requirement (at least 21 years of age) for instructor candidates receiving training include:

California	Iowa	New Jersey
Colorado	Louisiana	New Mexico
Georgia	Kansas	New York
Hawaii	Maine	Ohio
Idaho	Maryland	Oregon
Illinois	Michigan	Vermont
Indiana	New Hampshire	Washington

Entry-Level Assessments

- Examples of States that indicated in the Information Sharing System they have an entry-level assessment include:

Idaho	New Jersey	Utah
Illinois	New Mexico	Vermont
Maryland*	North Dakota	Washington
New Hampshire	Ohio	

[*See Sections .23 and .27](#)

Pre-Screening

- Examples of States that indicated in the Information Sharing System they require programs to pre-screen an individual to determine if they are an acceptable candidate to enter the instructor preparation program include:

Idaho	Montana	New Mexico
Illinois	Nevada	Utah
Maine	New Hampshire	Vermont
Maryland	New Jersey	

Table 9 - Summary of Standard 3.1.

	Possess a Valid Driver's License	Have an Acceptable Driving Record	Pass Criminal Background Checks	Meet Health or Physical Req.	Minimum Academic Education Req.	Minimum Age Requirement	Entry-Level Assessments	Pre-Screening
Alabama	Information not available							
Alaska	Information not available							
Arizona	Information not available							
Arkansas	Information not available							
California	X	X	X	X		X		
Colorado	X					X		
Connecticut	Information not available							
Delaware	X	X	X	X	X			
Florida	Information not available							
Georgia	X	X	X	X		X		
Hawaii	X	X	X		X	X		
Idaho	X	X	X	X	X	X	X	X
Illinois	X	X	X	X	X	X	X	X
Indiana			X	X		X		
Iowa	X	X	X			X		
Kansas	X	X	X		X	X		
Kentucky	Information not available							
Louisiana	X	X	X		X	X		
Maine	X	X		X	X	X		X
Maryland	X	X	X	X	X	X	X	X
Massachusetts	Information not available							
Michigan	X	X	X	X		X		
Minnesota	Information not available							
Mississippi	Information not available							
Missouri	Information not available							
Montana	X	X	X		X			X
Nebraska	Information not available							
Nevada	X	X	X	X	X			
New Hampshire	X	X	X	X	X	X	X	X
New Jersey	X	X	X	X	X	X	X	X
New Mexico	X	X	X	X	X	X	X	X
New York	X	X	X		X	X		
North Carolina								
North Dakota		X	X	X	X		X	
Ohio	X	X	X	X		X	X	
Oklahoma	Information not available							
Oregon		X	X			X		
Pennsylvania	X	X		X				
Rhode Island	Information not available							
South Carolina	Information not available							
South Dakota	Information not available							
Tennessee	Information not available							
Texas	X	X	X		X			
Utah	X	X	X		X		X	X
Vermont	X	X	X	X	X	X	X	X
Virginia	Information not available							
Washington	X	X	X		X	X	X	
West Virginia	Information not available							
Wisconsin	Information not available							
Wyoming	Information not available							

3.1 Resources and Support

- ANSTSE Instructor Preparation Program, 2017
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment C Stages for Driver Education Instructor Training
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment D Table of Contents for Instructor Preparation Program
- (These resources can be found at www.anstse.info under Resource Library.)

Standard 3.2 – Instructor Training

- 3.2.1 States shall require instructor candidates to successfully complete a course detailing classroom content, BTW lessons, and State specific information from State approved driver education curricula. The instructor candidate shall demonstrate their knowledge of State approved driver education curricula by achieving/ mastering the competencies listed in NTDETS 3.2.1.**
- 3.2.2 States shall require instructor candidates to successfully complete a course in teaching and learning theories (e.g., The Teaching Task). See Attachment D for the Model Training Materials as an example of the teaching task. The instructor candidate shall demonstrate the appropriate use of the performance standards that make up the teaching and learning theories.**
- 3.2.3 States shall require instructor candidates to successfully deliver a series of practice teaching assignments during the instructor training course, including both classroom and BTW lessons.**

3.2 Action Steps / Options

- Create an instructor preparation team to review current driver education instructor/trainer preparation course requirements and compare them to the ANSTSE Instructor Preparation Program (2017) and the Administrative Standards to determine what changes would be needed.
- Have the instructor preparation team contact State colleges, universities, technical schools, community colleges, and private/commercial driver education schools to determine if these institutions are interested and capable of providing these instructor/trainer preparation courses.
- Ensure the required instructor/trainer preparation courses are accessible, conducted by qualified instructors, scheduled on a consistent basis, and monitored.
- Have the instructor preparation team develop, as needed, alternative instructor/trainer preparation delivery systems.
- Have the instructor preparation team develop criteria and requirements for individuals to be qualified to teach the instructor/trainer preparation courses.

3.2 State Examples

Course Detailing Classroom and BTW Content

- Examples of States that require instructor candidates to successfully complete a course detailing classroom content, BTW lessons, and state specific information and a course in teaching and learning theories include:

State	Course Detailing Classroom and BTW Content
California	Requires a 60-hour course (this includes the mentoring hours required), educator credential or previous instructor experience required for public instructors.
Delaware	A minimum of 21 credits, taken either as part of a degree program or in addition to it from a regionally accredited college or university.
Idaho	Requires a 60-hour course, 110 hours of mentoring, educator credential or previous instructor experience. Instructor candidates must observe a minimum of 8 classroom lessons taught by a licensed instructor, prepare and deliver 10 classroom lessons to a classroom of driver education students, observe and teach 10 in-car lessons led by a certified driver education instructor, and successfully complete a skills test. Idaho Public Driver Education Program Manual Northwest Nazarene University course information
Illinois	Requires each individual teaching a driver education course in a public school to hold a professional educator license. The fully qualified instructor is required to have 24 semester hours of college credit in the field of safety and driver education as follows: <ul style="list-style-type: none"> • 5 semester hours in driver education, • 3 semester hours in general safety, • 8 semester hours in subjects chosen from the following related areas: <ul style="list-style-type: none"> ○ Additional safety courses; ○ Advanced psychology and sociology; ○ Health education; ○ Instructional materials.
Indiana	Required to earn 51 semester credit hours at a postsecondary educational institution and 9 credit hours of driver education training including theoretical and BTW or completed a bureau approved instructor training program and completed 20 hours of BTW instruction.
Maine	Requires an introductory course in driver education instruction consisting of 90 hours of instruction and eight hours of BTW training which includes peer teaching, curriculum delivery, harassment prevention, and teaching special needs students.

Maryland	Requires an instructor to complete a primary level and advanced level classroom and BTW instruction course. See Section .28
<u>Michigan</u>	Requires a driver education instructor applicant for teen or adult driver training to submit an official transcript from an approved college, university, or person to verify the completion of a driver education instructor preparation program of at least 8 semester hours of driver education.
<u>Minnesota</u>	Provides classroom and laboratory instruction in a program providing instruction to operate a class D motor vehicle. The individual must document and demonstrate competency of the individual's knowledge of objectives listed in https://www.revisor.mn.gov/rules/7411.0630/ .
<u>Montana</u>	Requires an active Montana educator license, an acceptable driving record, and at least 8 semester credits in initial traffic education coursework leading toward a 20-semester credit minor.
New Hampshire	Complete three 3-credit courses and a 100-question multiple choice exam.
New Mexico	Private instructors required to obtain a teaching certificate from the public education department, bachelor's degree, 3 years full time experience in driver training or related field. Public teachers required to obtain a certificate from the bureau, file an application with the bureau, have a teaching license, and take a driver education instructor training course.
New York	Private instructors required to complete a course of 30 hours known as Methods and Content Course for In-Car Instruction taught by community colleges and driving schools. Public teachers required to complete 12 credits at the University level, no content requirements.
North Dakota	Public teachers required to take 10 semester hours of driver and traffic education courses plus 14 semester hours of additional traffic safety courses, field Experience provided by a driver's education mentor of 3 clock hours of in-car observation and 3 clock hours of in-car instruction. Private instructors required to hold a valid driver's education certificate from the DPI or successfully complete an approved instructor preparation course of at least 30 hours classroom and 30 hours BTW.
Ohio	Instructors are required 60 hours of training; 8 hours of administrative state-provided training, 32 hours of classroom including co-instruction and assessment of teaching skills, and 12 hours of BTW including assessment of teaching skills. Requires successful passing of motor vehicle test, written and driving, and application process. Instructors are placed in a

	180-day probationary status. They must pass an assessment by the 5th month.
Oregon	Created instructor training standards: Every approved instructor in the state has completed the 120-hour training course established by minimum standards of competency; regardless of whether they hold a teaching credential. They must take 3 courses: Foundations of Traffic Safety Education, Fundamentals of Classroom and Fundamentals of BTW. Oregon also developed the “Game Plan”, an instructor training curriculum.
Pennsylvania	Complete a three-credit course in driver education and complete an additional nine hours of credit in General and Traffic Safety Education.
South Dakota	Requires eight semester hours of education, to include the following preparatory courses: (1) Basic Driver Education - methodology for classroom and behind-the-wheel instruction; (2) Advanced Driver Education - curriculum materials, development, and improvement; (3) General Traffic Safety - covering schools, pedestrians, passengers, bicycles, school buses, and all other motorized vehicles
Texas	Must have a current, valid Texas teacher’s certificate and an official transcript indicating completion of 9 semester hours of driver and traffic safety education from an accredited college or university or equivalent.
Utah	Requires a teacher license, 120 hours observation practicum, 16 credit endorsement (12 weeks) representing approximately 150-200 hours.
Vermont	Required to have 18 credits or 6 courses in driver education. These include: Intro to Traffic Safety (3 Cr), Driver Education Classroom Methods (3 Cr), Zone Control (3 Cr), In-Vehicle Driver Education Methods (3 Cr), Alcohol, Drugs, and Driving (3 Cr), Adolescent Growth and Development (1 Cr), Special Education in the Schools (1 Cr), Learning Styles/Teaching Styles (1 Cr)
Virginia	Required to complete two endorsement courses taught at approved accredited institutions of higher education
Washington	Required to complete 100 hours of training for instructors (40 classroom, 40 hours BTW, 20 hours of BTW supervised instruction).

For specific details on the sub-standards in Standard 3.2 refer to the Information Sharing System at www.anstse.info.

For additional States and more detail refer to the ANSTSE 2019-2020 State Novice Teen Driver Education Programs Comparative Data Fact Sheets at www.anstse.info.

3.2 Resources and Support

- ANSTSE Instructor Preparation Program, 2017
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment C Stages for Driver Education Instructor Training
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment D Table of Contents for Instructor Preparation Program
- (These resources can be found at www.anstse.info.)

Standard 3.3 – Student Teaching Practicum

- 3.3.1 States shall require instructor candidates to teach with an experienced mentor or complete a student teaching practicum to deliver course content (both classroom and BTW) during a regularly scheduled driver education course to novice students while being supervised and evaluated.**

3.3 Action Steps / Options

- Establish a mentor program and/or a student teaching practicum for new candidates to teach with an experienced teacher.
 - Establish the number of hours needed for an experienced mentor program and/or a student teaching practicum.
 - Require an instructor candidate to observe a mentor and/or teacher for the full curriculum.
 - Require an instructor candidate to instruct while being observed by the mentor and/or teacher for the full curriculum.
 - Establish requirements for evaluation and feedback.
 - Establish requirements for continued progress based on evaluation and feedback.
- Establish qualifications for a supervising mentor and/or teacher.
- Establish an acceptable period of time to complete an experienced mentor program and/or student teaching practicum.
- Implement an instructor candidate status that would allow instructor/trainer candidates to teach driver education courses (classroom and BTW) under the supervision of a qualified experienced instructor/trainer for a specific period of time or until it is confirmed they qualify for full certification or licensing.
- Establish criteria for successful completion of an experienced mentor program or student teaching practicum.

3.3 State Examples

Student Teaching Practicum

- Examples of States that indicated in the Information Sharing System they require instructor candidates to teach with an experienced mentor or complete a student teaching practicum include:

California	Maryland	Utah
Hawaii	Michigan	Vermont
Idaho	Montana	Washington
Illinois	New Hampshire	
Kansas	Ohio	

Table 11 - Summary of Standard 3.3.

	Student Teaching Practicum		Student Teaching Practicum
Alabama	Information not available	Nebraska	Information not available
Alaska	Information not available	Nevada	Information not available
Arizona	Information not available	New Hampshire	X
Arkansas	Information not available	New Jersey	
California	X	New Mexico	
Colorado	Information not available	New York	Information not available
Connecticut	Information not available	North Carolina	
Delaware		North Dakota	
Florida	Information not available	Ohio	X
Georgia		Oklahoma	Information not available
Hawaii	X	Oregon	
Idaho	X	Pennsylvania	Information not available
Illinois	X	Rhode Island	Information not available
Indiana	Information not available	South Carolina	
Iowa	Information not available	South Dakota	Information not available
Kansas	X	Tennessee	
Kentucky	Information not available	Texas	Information not available
Louisiana	Information not available	Utah	X
Maine		Vermont	X
Maryland	X	Virginia	Information not available
Massachusetts	Information not available	Washington	X
Michigan	X	West Virginia	Information not available
Minnesota	Information not available	Wisconsin	Information not available
Mississippi	Information not available	Wyoming	Information not available
Missouri	Information not available		
Montana	X		

3.3 Resources and Support

- ANSTSE Instructor Preparation Program, 2017
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment C Stages for Driver Education Instructor Training
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment D Table of Contents for Instructor Preparation Program
- (These resources can be found at www.anstse.info)

Standard 3.4 – Exit Assessment

- 3.4.1 States shall require the driver education instructor candidate to pass exit assessments, beyond the state driver licensing test, to demonstrate their knowledge, skills, and attitudes for the operation of a motor vehicle to successfully complete the driver education instructor preparation program. (See Attachment C.)**

3.4 Action Steps / Options

- Develop a State approved exam or assessment that evaluates the instructor’s knowledge, driving, and teaching skills of all driver education instructor candidates to ensure a minimum level of proficiency.

3.4 State Examples

Exit Assessment

- Examples of States that indicated in the Information Sharing System they require instructor candidates to successfully complete an end-of-course skills test include:

Delaware	Illinois	New Hampshire
Hawaii	Kansas	Oregon
Idaho	Maryland	Vermont

Exit Driver Knowledge Test

- Examples of States that indicated in the Information Sharing System they require instructor candidates to pass an advanced exit level driver knowledge test include:

Delaware	Illinois	Oregon
Hawaii	Maine	Utah
Idaho	Maryland	Vermont

Exit Instructor Knowledge Test

- Examples of States that indicated in the Information Sharing System they require instructor candidates to pass an advanced exit level instructor knowledge test include:

Delaware	Illinois	New Hampshire
Hawaii	Maine	Oregon
Idaho	Maryland	Vermont

Exit In-Vehicle Teaching Skills Assessment

- Examples of States that indicated in the Information Sharing System they require instructor candidates to pass an advanced exit level in-vehicle teaching skills assessment include:

Hawaii	Maryland	Oregon
Idaho	New Hampshire	
Illinois	Ohio	

Table 13 - Summary of Standard 3.4

	Exit Assessment	Exit Driver Knowledge Test	Exit Instructor Knowledge Test	Exit In-Vehicle Teaching Skills Assessment
Alabama		Information not available		
Alaska		Information not available		
Arizona		Information not available		
Arkansas		Information not available		
California		Information not available		
Colorado		Information not available		
Connecticut		Information not available		
Delaware	X	X	X	
Florida		Information not available		
Georgia		Information not available		
Hawaii	X	X	X	X
Idaho	X	X	X	X
Illinois	X	X	X	X
Indiana		Information not available		
Iowa		Information not available		
Kansas	X			
Kentucky		Information not available		
Louisiana		Information not available		
Maine		X	X	
Maryland	X	X	X	X
Massachusetts		Information not available		
Michigan				
Minnesota		Information not available		
Mississippi		Information not available		
Missouri		Information not available		
Montana				
Nebraska		Information not available		
Nevada		Information not available		
New Hampshire	X		X	X
New Jersey				
New Mexico				
New York		Information not available		
North Carolina				
North Dakota				
Ohio				X
Oklahoma		Information not available		
Oregon	X	X	X	X
Pennsylvania		Information not available		
Rhode Island		Information not available		
South Carolina		Information not available		
South Dakota		Information not available		
Tennessee		Information not available		
Texas		Information not available		
Utah		X		
Vermont	X	X	X	
Virginia		Information not available		
Washington				
West Virginia		Information not available		
Wisconsin		Information not available		
Wyoming		Information not available		

3.4 Resources and Support

- ANSTSE Instructor Preparation Program, 2017
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment C Stages for Driver Education Instructor Training
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment D Table of Contents for Instructor Preparation Program
- (These resources can be found at www.anstse.info.)

Standard 3.5 – Ongoing Training and Certification

- 3.5.1 States shall require instructors to receive regular continuing education and professional development, as approved by the State.**
- 3.5.2 States shall require a regular driving record review for instructors.**
- 3.5.3 States shall require instructors to pass periodic federal and state criminal background checks.**
- 3.5.4 States should require instructor candidates to successfully complete other pre or post courses/requirements as prescribed by the State, such as a course in first aid/CPR and automated external defibrillators (AED).

3.5 Action Steps / Options

- Establish specific hours requirements for continuing education and professional development for instructors.
- Establish a list of acceptable continuing education topics and activities.
- Create a reporting and monitoring system to ensure continuing education measurements are met.
- Establish criteria for an acceptable driving record and options instructors may complete if they are not in compliance.
- Complete an annual driving record review of all instructors certified to teach driver education in the State.
- Collaborate with the State's Driver Licensing Agency to set up a notification system that informs the driver education providers, instructors, and Agencies responsible for driver education when arrests, convictions and administration actions are recorded on instructor/trainer driving records.
- Create a process for instructors to complete State and Federal background checks on a periodic basis and establish a process to notify the instructor, the providers, and the Agencies responsible for driver education oversight.
- Create a team to establish a list of supplemental courses instructors/trainers should complete to ensure the safety and health of their students.
- Establish requirements for recertification of the driver education instructor/teacher certification.
- Utilize the ANSTSE Instructor Training material modules to assist in providing update refresher training.

3.5 State Examples

Regular Continuing Education and Professional Development

- Examples of States that indicated in the Information Sharing System they require regular continuing education and professional development include:

State	Ongoing Training and Certification Requirements
Delaware	An instructor's license is renewed every 5 years to a qualified educator who has fulfilled the 90 hours of professional development. At least one half of the required hours (45 hours) of every 5 years for educators shall be in activities that relate to the educator's work with students or staff. (18 hours each year)
Hawaii	Maintain a license by accumulating at least 15 hours of continuing education every 5 years. (3 hours each year)
Idaho	Public instructors must complete 8 hours of professional development training each year. (8 hours each year)
Maine	Must complete 16 hours of continued education each 2-year period. (8 hours each year)
Maryland	Instructor certification expires every 2 years. The instructor must renew the certification by teaching a minimum of 30 hours of program courses, completed a minimum of 8 hours in the 2-year period or 4 hours each year of professional development and is in compliance with the laws. See Maryland regulations section .19 (4 hours each year)
Michigan	Instructor certificate renewal every 2 years. Instructors must either: attend a state, regional, or national professional traffic safety conference/workshop; complete an online or on-site distance learning course; or attend a workshop, seminar, or other training offered by a professional organization.
Montana	Every five years, at least 4 credits must be earned during each five-year renewal period. When 20 or more credits (8 credits are completed for initial approval) have been earned, the teacher will receive a Traffic Education Endorsement from OPI and no additional college credit is required for future approvals (e.g., 4 credits first 5 years, 4 credits next 5 years and 4 credits the next 5 years so over 15 years would have 12 credits of professional development) . To earn college credits a teacher can complete an online or on-site traffic education course, attend the Montana Traffic Education Conference, write a paper, or participate in a Montana DRIVE Workshop, and stay an extra day to student teach. With an endorsement, traffic education teachers still must reapply every 5 years and have an acceptable driving record to be approved to teach traffic education. http://opi.mt.gov/Portals/182/Page%20Files/Driver%20Education/Steps to TE Endorsement 2020.pdf?ver=2020-01-22-141007-170
New Hampshire	Documentation of 51 hours of approved professional development over 3 years. (17 hours each year)
New Mexico	Driver education instructors shall complete 8 credit hours of continuing education each year. Every 5 years after completing the instructor training course, the driver education instructor shall satisfactorily complete the bureau's 8 hour driver

	education refresher course, which shall renew the driver education instructor's diploma for another 5 years and meet the driver education instructor's continuing education requirement for that year. (8 hours each year)
North Dakota	Require driver education teachers to get 2 credits every 5 years. They can receive these credits either through approved Professional Development sessions, classes, or the annual conference. Each credit has 16 hours of training. (6.4 hours each year)
Ohio	Require driver education instructors to have continuing education every 3 years. At least 6-8 hours of content. (2.6 hours each year)
Oregon	Approved Instructors are required to earn 15 hours of continuing education every two years to maintain certification. This can include attending education courses or classes in-person or online, attend conferences, participate in WOU Traffic Safety Education Program classes, or by going through the Trainer of Trainers Training Course, provider in-service training and other professional development or direct driver education training related to behind the wheel or classroom. (7.5 hours each year)
Utah	Instructors must complete 8 hours of driver education specific professional development within a 5-year period. (1.6 hours each year)
Vermont	Requires professional development for private driver training schools for 40 contact hours every two years to be relicensed. A professional development opportunity called the Summer Summit was put in place through a governor's highway safety grant, and the Department of Motor Vehicles, free of charge to all driver educators in Vermont. (20 hours each year)
Washington	Private (commercial) driver education instructors are required to complete 8 hours of professional development every 2 years. (4 hours each year) Public driver education teachers are required to complete 40 hours of professional development every 5 years. (8 hours each year)

Regular Driving Record Review for Instructors

- Examples of States that indicated in the Information Sharing System they require regular driving record review for instructors include:

Delaware	Maine	North Dakota
Hawaii	Maryland	Ohio
Idaho	Michigan	Oregon
Illinois	Montana	Vermont
Kansas	New Hampshire	Washington

Electronic Notification System

- Examples of States that have an electronic notification system, according to the American Association of Motor Vehicle Administrators (AAMVA) that informs the driver education providers, instructors, and Agencies responsible for driver education when arrests, convictions and administration actions are recorded on instructor/trainer driving records include:

Arkansas	Nebraska	South Carolina
California	New Mexico	Texas
Idaho	New York	Virginia
Maine	North Carolina	Wisconsin
Massachusetts	North Dakota	
Michigan	Oregon	

Require Instructors to Pass Periodic Federal and State Criminal Background Checks

- Examples of States that indicated in the Information Sharing System they require instructors to pass periodic federal and state criminal background checks include:

Delaware	Maryland	Oregon
Hawaii	Michigan	Utah
Idaho	Montana	Vermont
Illinois	New Hampshire	Washington
Maine	New Mexico	

Require Instructors to Complete Other Courses/Requirements such as First Aid/CPR and Automated External Defibrillators (AED)

- Examples of States that indicated in the Information Sharing System they require instructors to complete other courses/requirements such as first aid/CPR and automated external defibrillators (AED) include:

Delaware	Montana	Ohio
Illinois	New Hampshire	Oregon
Maine	North Dakota	Utah

Table 14 - Summary of Standard 3.5

	Ongoing Training and Certification Requirements	Driving Record Review for Instructors	Electronic Notification System	Instructors to Pass Criminal Background Checks	Complete First Aid / CPR / AED
Alabama	Information not available				
Alaska	Information not available				
Arizona	Information not available				
Arkansas	Information not available		X		Information not available
California	Information not available		X		Information not available
Colorado	Information not available				
Connecticut	Information not available				
Delaware		X		X	X
Florida	Information not available				
Georgia	Information not available				
Hawaii		X		X	
Idaho		X	X	X	
Illinois		X		X	X
Indiana	Information not available				
Iowa	Information not available				
Kansas		X			
Kentucky	Information not available				
Louisiana	Information not available				
Maine		X	X	X	X
Maryland		X		X	
Massachusetts	Information not available		X		Information not available
Michigan		X	X	X	
Minnesota	Information not available				
Mississippi	Information not available				
Missouri	Information not available				
Montana		X		X	X
Nebraska	Information not available		X		Information not available
Nevada	Information not available				
New Hampshire		X		X	X
New Jersey	Information not available				
New Mexico			X	X	
New York	Information not available		X		Information not available
North Carolina			X		
North Dakota		X	X		X
Ohio		X			X
Oklahoma	Information not available				
Oregon		X	X	X	X
Pennsylvania	Information not available				
Rhode Island	Information not available				
South Carolina	Information not available		X		Information not available
South Dakota	Information not available				
Tennessee	Information not available				
Texas	Information not available		X		Information not available
Utah				X	X
Vermont		X		X	
Virginia	Information not available		X		
Washington		X		X	
West Virginia	Information not available				
Wisconsin	Information not available		X		Information not available
Wyoming	Information not available				

Meet the Specifications in Attachment C - Five Stages for Instructor Training

- Examples of States that indicated in the Information Sharing System they meet the specifications in Attachment C - Five Stages for Instructor Training include:

Arizona	Montana
Idaho	New Hampshire

Use the ANSTSE Model Instructor Training Curriculum for the Teaching Task

- Examples of States that indicated in the Information Sharing System they meet the specifications in Attachment C - Five Stages for Instructor Training include:

Arizona	Montana	Oregon
Idaho	New Hampshire	

3.5 Resources and Support

- ANSTSE Instructor Preparation Program, 2017
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment C Stages for Driver Education Instructor Training
 - ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment D Table of Contents for Instructor Preparation Program
- (These resources can be found at www.anstse.info.)

4.0 Coordination with Driver Licensing

Given that novice driver education is a key element within driver licensing, driver education and driver licensing must be coordinated within the State. Further, as Graduated Driver Licensing (GDL) has been proven to be a successful countermeasure in reducing teen driver crashes and fatalities, driver education must be an integral component within a State's GDL Program. The agencies responsible for driver education and driver licensing must coordinate their efforts to have a positive impact on GDL, parent involvement, and driver education. Enforcement of GDL laws must be coordinated between the driver license agency, courts, and law enforcement.

GDL is a comprehensive system that is most effective when all components of GDL are incorporated, and more comprehensive GDL programs have a greater safety benefit. States are encouraged to implement a comprehensive GDL program that incorporates all components as identified in NHTSA's GDL model. This section provides standards for communication between the state driver education agency and the driver license authority; the GDL system; coordination and education with courts and law enforcement; requirements for the knowledge and skills tests.

There is one attachment related to this section:

- Attachment E – NHTSA Graduated Driver Licensing System Model

Attachment E NHTSA Graduated Driver Licensing System Model is an entry level driver licensing program, developed by NHTSA and AAMVA, to give young drivers more time to learn the complex skills required to operate a vehicle. States can use this graduated driver licensing (GDL) system as a model in developing their state's GDL system.

More recently, the Traffic Injury Research Foundation (TIRF), in partnership with the National Safety Council (NSC) and with sponsorship from NHTSA developed a [GDL Framework](https://gdlframework.tirf.ca/) providing best practices for implementation and integration into existing GDL programs. More information can be found at: <https://gdlframework.tirf.ca/>.

Standard 4.1 – Communication and Collaboration with Driver Licensing

- 4.1.1. States shall have a formal system for communication and collaboration between the State driver education agency/agencies and the State driver licensing authority. This system must share information between these agencies.**

4.1 Action Steps / Options

- Establish a formal driver education and driver licensing task team, separate from the state driver education advisory board, which includes the agencies responsible for the State's driver education oversight and the State's Driver Licensing Agency.

- Create a memorandum of understanding between these agencies for communication, information sharing, and coordination of education and licensing activities.

4.1 State Examples

Communication and Collaboration with Driver Licensing

- Examples of States that communicate and collaborate between the State driver education agency and the State driver licensing authority include:

State Agencies	Communication and Collaboration with Driver Licensing
Delaware Department of Education and Department of Motor Vehicles	Work closely together and coordinate efforts. The DMV sends any new driver under 18 years of age to the DOE to take driver education.
Idaho Department of Education and Transportation Department	Have a daily working relationship.
Iowa Department of Transportation and Iowa Board of Educational Examiners	Developed a management team that includes all the licensing supervisors who specialize in different areas. The team works together as specific issues or tasks arise. There is not a need for a formal memorandum of understanding.
Maine Secretary of State, Bureau of Motor Vehicles and Department of Transportation	Involved with driver traffic safety and on a teen traffic safety task force.
Montana Office of Public Instruction and Department of Justice	Does not have an official task team but regularly works in close collaboration, meets, and communicates with the driver license agency that is located within the Department of Justice (DOJ), with partners located in the Injury Prevention at the Department of Health and Human Services, and partners at the Montana Department of Transportation. Have a formal agreement between OPI and DOJ to work together as the education and licensing agencies in Montana. Most of the Traffic Education teachers in the state administer the Cooperative Driver Testing Program (CDTP). They collaboratively developed the CDTP refresher course together. They partner to provide information to teachers at the Traffic Education conference every year and to do CDTP training every summer at MSU-Northern for Traffic Education teachers new to the field.

North Carolina Department of Public Instruction and Department of Motor Vehicles	Developed a quarterly meeting between the two agencies and are continuing to collaborate to decrease duplicate processes between the agencies.
North Dakota Department of Public Instruction and Department of Transportation	No formal agreement but have a great working relationship and meet periodically.
Oregon Department of Transportation and Department of Motor Vehicles	Within the DOT, the Traffic Safety Division (Driver Education) and DMV (Driver and Motor Vehicle Services) support each other through both formal process and informal meeting events throughout the year.
Utah Board of Education and Driver License Division	Speak regularly and have a good working relationship. Communication is very open.
Vermont Department of Motor Vehicles	Driver education schools are licensed by the Department of Motor Vehicles. The department coordinates with other departments in the DMV.
Virginia Department of Education and Department of Motor Vehicles	Have a memorandum of understanding for administering the learner's permit test in schools, access to teacher's driving records, and issuing 6-month temporary licenses. Multiple agencies collaborate on proposed transportation-safety-related bills. There are also several sections of the Code of Virginia that codify DMV/DOE collaborative licensing regulations, curriculum requirements, etc.
Washington Department of Licensing and the Office of the Superintendent of Public Instruction	Very communicative including weekly collaboration between the Department of Licensing (DOL), the Office of the Superintendent of Public Instruction (OSPI), and the Washington Traffic Safety Commission (WTSC), the Governor's Highway Safety Office.

4.1 Resources and Support

- Guidelines for Establishing and Maintaining State Driver Education Interagency Working Groups and Advisory Boards, 2018 for example establishing a task team or subgroup at the interagency working group or the advisory board levels (pages 5 and 13). (www.anstse.info)

Standard 4.2 – Graduated Driver Licensing (GDL) System

- 4.2.1. States shall adopt a comprehensive multi-stage Graduated Driver Licensing (GDL) system that contains the recommended GDL components and restrictions as featured in the National Highway Traffic Safety Administration (NHTSA) GDL Model. See Attachment F.**
- 4.2.2. States shall have a GDL system that includes, incorporates, or integrates multi-stage driver education that meets these Novice Teen Driver Education and Training Administrative Standards.**
- 4.2.3. States should not reduce the time requirements in the GDL process for successful completion of driver education. Instead, States should consider extending the GDL process for those who do not take driver education.**

4.2 Action Steps / Options

- Review and enhance the State’s GDL program to ensure it is a comprehensive multi-stage system that contains the recommended NHTSA GDL components.
- Incorporate the completion of a driver education course that meets the Administrative Standards as part of the State’s Graduated Driver Licensing law.
- Ensure the completion of a driver education course does not reduce the time requirements in the GDL process.

4.2 State Examples

GDL System Requires Driver Education

- Examples of States whose GDL systems require driver education include the following. Click on each State for more information on the state’s GDL system.

California	Montana
Colorado	Nevada
Connecticut	New Hampshire
Delaware	New Mexico
Georgia	North Carolina
Hawaii	North Dakota
Idaho	Ohio
Illinois	Rhode Island
Iowa	South Carolina
Kentucky	Texas
Louisiana	Utah
Maine	Vermont
Maryland	Virginia
Massachusetts	Washington
Michigan	Wisconsin
Minnesota	

Source: Insurance Institute for Highway Safety Graduated licensing laws by State

States who do not Reduce the Time Requirements in the GDL Process for Completion of Driver Education

- Examples of States who do not reduce the time requirements in the GDL process for successful completion of driver education include:

Alaska	Louisiana	North Dakota
Arkansas	Maine	Ohio
California	Maryland	Oklahoma
Colorado	Massachusetts	Oregon
Delaware	Michigan	Pennsylvania
District of Columbia	Minnesota	Rhode Island
Florida	Mississippi	South Carolina
Georgia	Missouri	Tennessee
Hawaii	Montana	Texas
Idaho	Nevada	Utah
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Iowa	New Mexico	Washington
Kansas	New York	
Kentucky	North Carolina	

Source: Insurance Institute for Highway Safety Graduated licensing laws by State

Table 16 - Summary of Standard 4.2

	GDL System Requires Driver Education	States who do not Reduce the Time Requirements in the GDL Process for Completion of Driver Education
Alabama	Information not available	
Alaska	Information not available	X
Arizona		
Arkansas	Information not available	X
California	X	X
Colorado	X	X
Connecticut	X	
Delaware	X	X
District of Columbia	Information not available	X
Florida	Information not available	X
Georgia	X	X
Hawaii	X	X
Idaho	X	X
Illinois	X	X
Indiana		X
Iowa	X	X
Kansas		X
Kentucky	X	X
Louisiana	X	X
Maine	X	X
Maryland	X	X

Massachusetts	X	X
Michigan	X	X
Minnesota	X	X
Mississippi	Information not available	X
Missouri		X
Montana	X	X
Nebraska	Information not available	
Nevada	X	X
New Hampshire	X	X
New Jersey		X
New Mexico	X	X
New York		X
North Carolina	X	X
North Dakota	X	X
Ohio	X	X
Oklahoma	Information not available	X
Oregon		X*
Pennsylvania		X
Rhode Island	X	X
South Carolina	X	X
South Dakota		
Tennessee		X
Texas	X	X
Utah	X	X
Vermont	X	X
Virginia	X	X
Washington	X	X
West Virginia	Information not available	
Wisconsin	X	
Wyoming		

*Oregon is increasing the time for those not taking driver education

4.2 Resources and Support

- AAA Foundation for Traffic Safety Graduated Driver Licensing Research Review, 2010 – Present, 2012
- AAA Foundation for Traffic Safety Parents, Teens, and the Learner Stage of Graduated Driver Licensing, 2010
- AAA Foundation for Traffic Safety Evaluation of New Jersey’s Graduated Driver Licensing Program, 2010
- ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment E – NHTSA Graduated Driver Licensing System Model, 2017
- GAO Report on Graduated Driver Licensing, 2010, Report No. GAO-10-544
- Nebraska Prevention Center, Driver Education and Teen Crashes and Traffic Violations in the First Two Years of Driving in a Graduated Licensing System, 2015
- NHTSA Meta-Analysis of Graduated Driver Licensing Laws, 2015, Report No. DOT HS 812 211
- NHTSA The Role of Supervised Driving Requirements in Graduated Driver Licensing Programs, 2012, Report No. DOT HS 811 550
- NHTSA A Fresh Look at Driver Education in America, 2012, Report No. DOT HS 811 543

(These resources can be found at www.anstse.info under Resource Library.)

- Centers for Disease Control and Prevention, Graduated Driver Licensing System Planning Guide, 2016
https://www.cdc.gov/motorvehiclesafety/teen_drivers/gdl_guide.html
- Children’s Hospital of Philadelphia (CHOP), Boost Your State GDL
https://injury.research.chop.edu/sites/default/files/documents/gdl_extend_12.22.17_final.pdf
- GHSA State GDL Laws <https://www.ghsa.org/state-laws/issues/teen%20and%20novice%20drivers>
- Insurance Institute for Highway Safety Graduated licensing laws by State
<https://www.iihs.org/topics/teenagers/graduated-licensing-laws-table>
- TIRF A New GDL Framework: Evidence Base to Integrate Novice Driver Strategies, 2014 <https://gdlframework.tirf.ca/>

Standard 4.3 – Coordination and Education of Courts and Law Enforcement

- 4.3.1. States shall provide information and education on novice driving requirements and restrictions to judges, prosecutors, courts, and law enforcement officials charged with adjudicating or enforcing GDL laws.**
- 4.3.2. States shall ensure that sanctions for noncompliance with GDL requirements by novice drivers are developed and enforced uniformly.**
- 4.3.3. States should evaluate enforcement efforts to determine effectiveness.**

4.3 Action Steps / Options

- Work with the judicial and law enforcement communities to provide information on novice teen driving requirements, license restrictions, driver education, and driver improvement actions.
- Develop a judicial / law enforcement outreach program and conduct training seminars.
- Encourage judicial system and law enforcement to enforce sanctions for noncompliance with GDL requirements by novice teen drivers.
- Support and facilitate efforts to evaluate GDL enforcement and sanctioning efforts.

4.3 State Examples

Information and Education of Courts and Law Enforcement

- Examples of States that indicated in the Information Sharing System they provide information and education on GDL requirements to judges, prosecutors, courts, and law enforcement include:

Colorado	Maine	Oregon
Delaware	Michigan	Utah
Georgia	Montana	Vermont

Hawaii	New York	Washington
Illinois	North Carolina	
Kansas	North Dakota	

State	Education of Courts and Law Enforcement
Colorado	GDL pocket guide for law enforcement https://www.codot.gov/safety/colorado-teen-drivers/driving-tool-kit/teendrivinggeneral/General_PocketGDLCards.pdf
New York	GDL pocket guide for law enforcement https://www.nychiefs.org/resources/6-graduated-driver-licensing-for-law-enforcement
SADD and National Sheriff's Association	A law enforcement toolkit with state-specific laws on GDL and best practices. A visor card is one of the components of the guide that is available for law enforcement to add to their information. https://www.sadd.org/NHTSAPrograms

Sanctions for Noncompliance with GDL Requirements

- Examples of States that indicated in the Information Sharing System they ensure that sanctions for noncompliance with GDL requirements by novice drivers are developed and enforced uniformly include:

Delaware	Maine	Oregon
Georgia	Maryland	Utah
Hawaii	New Hampshire	Vermont
Illinois	New Mexico	Washington
Kansas	North Carolina	

Evaluate Enforcement Efforts to Determine Effectiveness

- Examples of States that indicated in the Information Sharing System they evaluate enforcement efforts to determine effectiveness include:

Delaware	Maryland	Utah
Georgia	New Hampshire	

Table 17 - Summary of Standard 4.3			
	Information and Education of Courts and Law Enforcement	Sanctions for Noncompliance with GDL Requirements	Evaluate Enforcement Efforts to Determine Effectiveness
Alabama		Information not available	
Alaska		Information not available	
Arizona		Information not available	
Arkansas		Information not available	
California		Information not available	
Colorado	X	Information not available	
Connecticut			
Delaware	X	X	X
Florida		Information not available	

Georgia	X	X	X
Hawaii	X	X	
Idaho			
Illinois	X	X	
Indiana	Information not available		
Iowa			
Kansas	X	X	
Kentucky	Information not available		
Louisiana	Information not available		
Maine	X	X	
Maryland		X	X
Massachusetts	Information not available		
Michigan	X		
Minnesota	Information not available		
Mississippi	Information not available		
Missouri	Information not available		
Montana	X		
Nebraska	Information not available		
Nevada	Information not available		
New Hampshire		X	X
New Jersey			
New Mexico		X	
New York	X		
North Carolina	X	X	
North Dakota	X		
Ohio			
Oklahoma	Information not available		
Oregon	X	X	
Pennsylvania	Information not available		
Rhode Island	Information not available		
South Carolina	Information not available		
South Dakota	Information not available		
Tennessee	Information not available		
Texas	Information not available		
Utah	X	X	X
Vermont	X	X	
Virginia	Information not available		
Washington	X	X	
West Virginia	Information not available		
Wisconsin	Information not available		
Wyoming	Information not available		

4.3 Resources and Support

- NHTSA Countermeasures That Work: A Highway Safety Countermeasure Guide for State Highway Safety Offices, Ninth Edition, 2017
- New Jersey “Share the Keys” Program and “[Resource Guide](#)”
- New Jersey “Teen Safe Driving Coalition” Law Enforcement Education Program
- NHTSA Evaluation of Oregon’s Graduated Driving Licensing Program, 2007 (These resources can be found at www.anstse.info under Resource Library.)
- SADD and National Sheriff’s Association [Increasing GDL Compliance Through Education](#)

Standard 4.4 – Licensing Tests

- 4.4.1. States shall ensure that State licensing knowledge and skills tests are empirically based and reflect these Novice Teen Driver Education and Training Administrative Standards.**
- 4.4.2. States shall develop and implement valid and reliable driver’s license knowledge and skills tests, such as the American Association of Motor Vehicle Administrators (AAMVA) Noncommercial Model Driver Testing System, which assesses the novice driver’s understanding of driving and that assesses their ability to operate a motor vehicle.**

4.4 Action Steps / Options

- Implement the American Association of Motor Vehicle Administrators (AAMVA) Non-Commercial Model Driver Testing System (NMDTS).
- Establish a process to periodically review and evaluate the driver licensing knowledge test questions, test format, and skills exercises to ensure they are meeting the needs of new drivers.

4.4 State Examples

Knowledge and Skills Tests are Empirically Based

- Examples of States that indicated in the Information Sharing System they ensure State licensing knowledge and skills tests are empirically based include:

Delaware	Maryland	Oregon
Hawaii	Michigan	Utah
Idaho	Montana	Washington
Kansas	New Hampshire	
Maine	New Mexico	

Develop and Implement Valid and Reliable Driver’s License Tests

- Examples of States that indicated in the Information Sharing System they develop and implement a valid and reliable driver’s license knowledge and skills test, such as the AAMVA NMDTS, which assesses the novice driver’s understanding of laws, principles of driving, and that assesses their ability to operate a motor vehicle include:

Idaho	Montana	North Dakota
Maine	New Hampshire	Oregon
Maryland	New Jersey	Utah
Michigan	New Mexico	Washington

AAMVA NMDTS Licensing Tests

- Examples of States that implemented some or most components of the AAMVA NMDTS include:

Connecticut	New Hampshire	South Dakota
Maryland	South Carolina	

Table 18 - Summary of Standard 4.4

	Knowledge and Skills Tests are Empirically Based	Develop and Implement Valid and Reliable Driver's License Tests	AAMVA NMDTS Licensing Tests
Alabama		Information not available	
Alaska		Information not available	
Arizona		Information not available	
Arkansas		Information not available	
California		Information not available	
Colorado		Information not available	
Connecticut		Information not available	X
Delaware	X		
Florida		Information not available	
Georgia			
Hawaii	X		
Idaho	X	X	
Illinois			
Indiana		Information not available	
Iowa		Information not available	
Kansas	X		
Kentucky		Information not available	
Louisiana		Information not available	
Maine	X	X	
Maryland	X	X	X
Massachusetts		Information not available	
Michigan	X	X	
Minnesota		Information not available	
Mississippi		Information not available	
Missouri		Information not available	
Montana	X	X	
Nebraska		Information not available	
Nevada		Information not available	
New Hampshire	X	X	X
New Jersey		X	
New Mexico	X	X	
New York		Information not available	
North Carolina			
North Dakota		X	
Ohio			
Oklahoma		Information not available	
Oregon	X	X	
Pennsylvania		Information not available	
Rhode Island		Information not available	
South Carolina		Information not available	X
South Dakota		Information not available	X
Tennessee		Information not available	
Texas		Information not available	
Utah	X	X	
Vermont			
Virginia		Information not available	
Washington	X	X	
West Virginia		Information not available	
Wisconsin		Information not available	
Wyoming		Information not available	

4.4 Resources and Support

- AAMVA Guidelines for Knowledge and Skills Test Development, 2014
- NHTSA: Driver License Testing of Young Novice Drivers, 2011
(These resources can be found at www.anstse.info under Resource Library.)
- AAMVA NMDTS: www.aamva.org
 - Model Driver’s Manual
 - Model Examiner’s Manual
 - Model Skills / Road Testing Procedures
 - Model Knowledge Test Item Pool
 - Note: These may only be obtained by State Driver Licensing Agencies.

5.0 Parent/Guardian Involvement

Parents/guardians play a vital role that should support and enhance driver education in the novice’s learning to drive experience. The parent/guardian is responsible for providing driving practice, regulating the novice’s driving exposure, being prepared to play their role, and assisting the novice in the learning to drive experience. Parent/guardian involvement is an integral component within the State’s Graduated Driver Licensing (GDL) Program and must be coordinated between the State agencies responsible for driver education and driver licensing. This section provides standards for supervised driving practice, a parent seminar, parent progress reports, and parent resources.

Standard 5.1 – Supervised Driving Practice

- 5.1.1. States shall require the parent/guardian of a novice driver to follow the requirements of the GDL program, including:**
- **supervising an extended learner permit period of at least six (6) months;**
 - **providing weekly supervised practice driving in a wide variety of increasingly challenging driving situations; and**
 - **conducting a minimum of fifty (50) hours of supervised practice driving.**
- 5.1.2. States shall require the parent of a novice driver to supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers, driving during nighttime hours, and other privileges/restrictions until the State’s GDL requirements have been met and the parent determines the teen is ready to drive unsupervised in these high-risk conditions.**

5.1 Action Steps / Options

- Review current GDL laws to ensure provisions for:
 - A minimum of fifty (50) hours supervised practice driving with a parent/guardian/other qualified supervisor, as specified by the State.
 - An extended learner’s permit period of at least six (6) months.
 - GDL intermediate license restrictions.
- Support efforts to ensure emancipated teens (e.g., custody of a judge) receive supervised practice driving.

- Promote the parent/guardian’s responsibility to:
 - Enforce the GDL requirement and other parent/guardian-imposed privileges and conditions for their teen.
 - Determine the teen’s readiness to drive and advance to the next stage of licensure.
- Develop and provide competencies and/or guidelines to assist parents/guardians in determining their teen’s readiness to obtain a license with full driving privileges.

5.1 State Examples

Permit Period and Supervised Driving Practice Hours

- Examples of States that have GDL systems with a learner permit period of at least 6 months and a minimum of 50 hours of supervised practice include:

State	Permit period	Practice hours	State	Permit period	Practice hours
Alabama	6 mo	50 hrs	Montana	6 mo	50 hrs
California	6 mo	50 hrs	Nebraska	6 mo	50 hrs
Colorado	12 mo	50 hrs	Nevada	6 mo	50 hrs
Delaware	6 mo	50 hrs	New Mexico	6 mo	50 hrs
Florida	12 mo	50 hrs	New York	6 mo	50 hrs
Hawaii	6 mo	50 hrs	North Carolina	12 mo	60 hrs
Idaho	6 mo	50 hrs	Ohio	6 mo	50 hrs
Illinois	9 mo	50 hrs	Oklahoma	6 mo	50 hrs
Indiana	6 mo	50 hrs	Oregon*	6 mo	50 hrs
Kansas	12 mo	50 hrs	Pennsylvania	6 mo	65 hrs
Kentucky	6 mo	60 hrs	Rhode Island	6 mo	50 hrs
Louisiana	6 mo	50 hrs	South Dakota**	9 mo	50 hrs
Maine	6 mo	70 hrs	Tennessee	6 mo	50 hrs
Maryland	9 mo	60 hrs	Washington	6 mo	50 hrs
Michigan	6 mo	50 hrs	West Virginia	6 mo	50 hrs

Source: IIHS Graduated Licensing Laws by State, May 2020

* 50 hours with driver education (100 hours without driver education)

**6 months with driver education (9 months without driver education)

Intermediate License with Restrictions

- For examples of States who require the parent of a novice driver to supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers, during nighttime hours, and other restrictions until the State’s GDL requirements have been met and the parent determines the teen is ready to drive unsupervised in these high risk conditions please refer to [IIHS Graduated Licensing Laws by State](#).

Table 19 - Summary of Standard 5.1.

Permit Period 6+mo / Practice 50+ hours		Permit Period 6+mo / Practice 50+ hours	
Alabama	X	Montana	X
Alaska		Nebraska	X
Arizona		Nevada	X
Arkansas		New Hampshire	
California	X	New Jersey	
Colorado	X	New Mexico	X
Connecticut		New York	X
Delaware	X	North Carolina	X
Florida	X	North Dakota	
Georgia		Ohio	X
Hawaii	X	Oklahoma	X
Idaho	X	Oregon	X
Illinois	X	Pennsylvania	X
Indiana	X	Rhode Island	X
Iowa		South Carolina	
Kansas	X	South Dakota	X
Kentucky	X	Tennessee	X
Louisiana	X	Texas	
Maine	X	Utah	
Maryland	X	Vermont	
Massachusetts		Virginia	
Michigan	X	Washington	X
Minnesota		West Virginia	X
Mississippi		Wisconsin	
Missouri		Wyoming	

5.1 Resources and Support

- GHSA Promoting Parent Involvement in Teen Driving: An In-Depth Look at the Importance and the Initiatives, 2013
(This resource can be found at www.anstse.info under Resource Library.)
- AAA Foundation for Traffic Safety Improving Parent Supervision of Novice Drivers Using an Evidence-Based Approach, 2013 <https://aaaafoundation.org/wp-content/uploads/2018/01/ImprovingParentalSupervisionReport.pdf>
- GHSA State GDL Laws <https://www.ghsa.org/state-laws/issues/teen%20and%20novice%20drivers>
- Insurance Institute for Highway Safety Graduated licensing laws by State <https://www.iihs.org/topics/teenagers/graduated-licensing-laws-table>

Standard 5.2 – Parent Seminar

5.2.1. States shall require the parent of a teen driver to complete a parent seminar prior to or at the start of the course.

- 5.2.2. States should ensure that the parent seminar outlines the parent’s responsibility and opportunities to reduce his or her teen’s risk, and should include, but not be limited to:
- modeling safe driving behavior;
 - determining the readiness of the teen to begin the learning process;
 - managing the novice driver’s overall learning-to-drive experience;
 - conducting effective supervised practice driving;
 - determining the teen’s readiness to advance to the next licensing stage and assume broader driving privileges; and
 - negotiating and adopting a written agreement between the teen and parent that reflects the expectations of both teen and parent and clearly defines the restrictions, privileges, rules, and consequences that will serve as the basis for the teen to learn and for the parent to grant progressively broader driving privileges.

5.2 Action Steps / Options

- Develop and execute a plan to require all driver education providers to offer parent/guardian seminars as part of the driver education course.
- Support efforts to ensure State qualified supervising drivers of emancipated teens (e.g., custody of a judge) participate in a parent/guardian seminar, unless the supervising driver is a qualified driver education instructor.
- Require parent/guardian seminars to meet the guidelines established in the ANSTSE Core Elements of Driver Education Parent / Guardian Seminars.
- Develop a plan to encourage parents/guardians to be active participants in their teens learning to drive experience.
- Explore a variety of delivery systems so all parents/guardians can participate and develop a process to monitor this participation.
- Develop informative educational materials that all providers can use and establish a process to continuously review and update the information.
- Develop checklists and educational resources to assist parents/guardian in the role to assist their teen.
- Require parents/guardians to participate in a seminar during their teen’s driver education course to review responsibilities and laws, provide guidance for supervised practice sessions, and provide rationale for teen-parent agreements for when their child is eligible to drive without supervision.

5.2 State Examples

Parent Seminars

Examples of States or organizations that require a parent/guardian seminar prior to or at the start of the driver education course include:

State	Parent Seminars
Connecticut	Mandated parent education addressing teen driving and required a 2-hour program for parents to attend with their

	teens. Pediatricians deliver teen driving information through the state’s pediatric e-network using tablets and teens must participate in learning modules when going to the pediatrician’s office to sign off on the learner’s permit application.
Hawaii	A 90-minute orientation meeting prior to the classroom instruction is required. The state provides an agenda with topics to discuss and handouts to provide.
Idaho	Required in public driver education. Minimum of 1-hour parent session. Parent drive during last drive with instructor.
Louisiana	Required for parents/guardians and does not count as part of the 30 hours classroom and shall be conducted prior to the first day of class. Topics that should be covered are provided by the state.
Maine	Must complete one of the following: attendance during classroom instruction for at least 2 hours, accompany student for 1 hour BTW instruction with instructor, or attend orientation at driving school for at least 1 hour.
Massachusetts	Requires a 2-hour class attended by the parent or guardian on content of driver education.
Minnesota	Teen Driver Parental Awareness Program (TDPAP), which is designed for presentation in conjunction with driver education classroom programs. Mandatory parent session requirement began January 1, 2015.
Montana	Revised the Traffic Education Standards to include a mandatory parent meeting.
Oregon	Oregon Parent Guide to Teen Driving, parents required to attend a parent meeting.
Vermont	Requires a Parent Night for all DMV private driver training schools.
Virginia	Parent/teen safety program developed and administered by Partners for Safe Teen Driving (PSTD) with funding from the SHSO.
Washington	Private schools are required to offer a parent session. Public schools are not required.

Modeling Safe Driving Behavior

- Examples of States that indicated in the Information Sharing System they ensure that the parent seminar outlines the parent’s responsibility, opportunities to reduce his or her teen’s risk, and includes how to model safe driving behavior include:

Hawaii	Montana	Oregon
Idaho	New Hampshire	Utah
Maryland	New Jersey	Vermont

Determining the Readiness of the Teen to Begin the Learning Process

- Examples of States that indicated in the Information Sharing System they ensure that the parent seminar outlines the parent’s responsibility, opportunities to reduce his or her teen’s risk, and includes determining the readiness of the teen to begin the learning process include:

Hawaii	Montana	Utah
Idaho	New Jersey	Vermont
Maryland	Oregon	

Managing the Novice Driver’s Overall Learning-To-Drive Experience

- Examples of States that indicated in the Information Sharing System they ensure that the parent seminar outlines the parent’s responsibility, opportunities to reduce his or her teen’s risk, and includes managing the novice driver’s overall learning-to-drive experience include:

Hawaii	Montana	Utah
Idaho	New Jersey	Vermont
Maryland	Oregon	

Conducting Effective Supervised Practice Driving

- Examples of States that indicated in the Information Sharing System they ensure that the parent seminar outlines the parent’s responsibility, opportunities to reduce his or her teen’s risk, and includes conducting effective supervised practice driving include:

Hawaii	New Hampshire	Vermont
Idaho	New Jersey	Washington
Maryland	Oregon	
Montana	Utah	

Determining the Teen’s Readiness to Advance to the Next Licensing Stage and Assume Broader Driving Privileges

- Examples of States that indicated in the Information Sharing System they ensure that the parent seminar outlines the parent’s responsibility, opportunities to reduce his or her teen’s risk, and includes determining the teen’s readiness to advance to the next licensing stage and assume broader driving privileges include:

Idaho	New Jersey	Vermont
Maryland	Oregon	
Montana	Utah	

Negotiating and Adopting a Written Agreement Between the Teen and Parent

- Examples of States that indicated in the Information Sharing System they ensure that the parent seminar outlines the parent’s responsibility, opportunities to reduce his or her teen’s risk, and includes negotiating and adopting a written agreement between the teen and parent include:

Maine	New Jersey	Vermont
Maryland	Oregon	
Montana	Utah	

Table 20 - Summary of Standard 5.2.

	Requires Parent Seminars	Includes Modeling Safe Driving Behavior	Includes Determining the Readiness of the Teen	Includes Managing Learning-To-Drive Experience	Includes Conducting Effective Supervised Practice	Includes Determining the Teen’s Readiness to the Next Stage	Includes Negotiating and Adopting a Written Agreement
Alabama							Information not available
Alaska							Information not available
Arizona							Information not available
Arkansas							Information not available
California							Information not available
Colorado							Information not available
Connecticut	X						Information not available
Delaware							
Florida							Information not available
Georgia							
Hawaii	X	X	X	X	X		
Idaho	X	X	X	X	X	X	
Illinois							
Indiana							Information not available
Iowa							Information not available
Kansas							
Kentucky							Information not available
Louisiana	X						Information not available
Maine	X						X
Maryland		X	X	X	X	X	X
Massachusetts	X						Information not available
Michigan							
Minnesota	X						Information not available
Mississippi							Information not available
Missouri							
Montana	X	X	X	X	X	X	X
Nebraska							Information not available
Nevada							Information not available
New Hampshire		X			X		
New Jersey		X	X	X	X	X	X
New Mexico							
New York							Information not available
North Carolina							
North Dakota							
Ohio							
Oklahoma							Information not available
Oregon	X	X	X	X	X	X	X

Pennsylvania	Information not available						
Rhode Island	Information not available						
South Carolina							
South Dakota	Information not available						
Tennessee	Information not available						
Texas	Information not available						
Utah		X	X	X	X	X	X
Vermont	X	X	X	X	X	X	X
Virginia	X	Information not available					
Washington	X				X		
West Virginia	Information not available						
Wisconsin	Information not available						
Wyoming	Information not available						

5.2 Resources and Support

- AAA Foundation for Traffic Safety - Orientation Sessions for Parents of Young Novice Drivers: An Assessment of U.S. Programs and Recommendations, 2018
- GHSA Promoting Parent Involvement in Teen Driving: An In-Depth Look at the Importance and the Initiatives, 2013
- GHSA/State Farm Protecting Teen Drivers: A Guidebook for State Highway Safety Offices, 2010
- ANSTSE Core Elements of Driver Education Parent / Guardian Seminars, 2020 (These resources can be found at www.anstse.info under Resources.)

Standard 5.3 – Parent Progress Reports

5.3.1. States shall require the driver education provider to ensure parents are informed about their teen’s progress throughout the driver education course and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver.

5.3 Action Steps / Options

- Schedule a formal time for the parent/guardian and driver training instructor to meet and complete a debriefing to inform the parent/guardian of the progress and proficiency of the teen driver.
- Develop and provide guidelines on the continuation of the learning to drive process after the teen has obtained a full driver’s license.
- Create options for and alternatives to face-to-face meetings between the parent/guardian and driver training instructor that may be more convenient for parents/guardians to receive progress reports.
- Establish as many options/alternatives as possible to enhance communication between the instructor and/or the driver education provider and the parent/guardian.

5.3 State Examples

Parent Progress Reports

- Examples of States that indicated in the Information Sharing System they require the driver education provider to ensure parents are informed about their teen's progress throughout the driver education course, and receive a post-course final assessment report that informs them of the progress and proficiency of their teen driver include:

Georgia	Idaho	Ohio
Hawaii	Michigan	Utah

5.3 Resources and Support

- GHSA Promoting Parent Involvement in Teen Driving: An In-Depth Look at the Importance and the Initiatives, 2013
 - GHSA/State Farm Protecting Teen Drivers: A Guidebook for State Highway Safety Offices, 2010
- (These resources can be found at www.anstse.info under Resources.)

Standard 5.4 – Parent Resources

5.4.1. States shall provide parents with resources to supervise their teen's learning-to-drive experience.

5.4 Action Steps / Options

- Make publicly available:
 - Information for parents/guardians and providers explaining the licensing laws and rules for novice teen drivers, include web links to sites on the value and importance of parent/guardian involvement throughout, and beyond the licensing process.
 - Rules, regulations, and expectations of the State GDL and Driver Education requirements.
 - A list of state approved driver education schools.
 - The State's licensing agency information that provides guidance for parents/guardians when they are teaching and supervising their teen in the car.
 - A current parent/guardian guide to provide a variety of lessons in different driving environments and increasingly challenging circumstances to practice with their teen.
 - A tool for logging the required hours of supervised practice.
 - Competencies the teen must meet to help the parent/guardian determine the teen's proficiency to advance to the next licensing stage.
 - Guidelines to assist parents in determining their teen's readiness to drive unsupervised during high risk conditions.
 - A standardized instructional unit for parents/guardians that may be delivered by all driver education providers through a variety of multimedia that can evaluate and measure participation.

- A written agreement between the teen and parent/guardian that reflects the expectations of both teen and parent/guardian and clearly defines the restrictions, privileges, rules, and consequences.
- Require driver education providers to disseminate such information, preferably through a parent/guardian seminar.
- Utilize surveys to obtain information from parent/guardians to improve seminars and resources provided.

5.4 State Examples and Resources

Parent Resources - Rules, Regulations and Expectations of the GDL and DE Requirements

- Examples of States that indicated in the Information Sharing System they provide parents with resources to supervise their teen’s learning-to-drive experience including rules, regulations, and expectations of the State GDL and driver education requirements include:

Arizona	Louisiana	Ohio
California	Maine	Oregon
Colorado	Maryland	Pennsylvania
Connecticut	Michigan	South Carolina
Delaware	Montana	Tennessee
Georgia	Nevada	Utah
Hawaii	New Hampshire	Vermont
Idaho	New Jersey	Virginia
Illinois	New Mexico	Washington
Indiana	North Carolina	
Iowa	North Dakota	

Parent Resources - A List of State Approved Driver Education Schools

- Examples of States that indicated in the Information Sharing System they provide parents with resources to supervise their teen’s learning-to-drive experience including a list of State approved driver education schools include:

Arizona	Kansas	North Dakota
Colorado	Louisiana	Ohio
Connecticut	Maine	Oregon
Delaware	Maryland	Pennsylvania
Georgia	Michigan	South Carolina
Hawaii	Montana	Tennessee
Idaho	Nevada	Utah
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Iowa	New Mexico	

Parent Resources - Access to a “Parent-Teen Driving Agreement”

- Examples of States that indicated in the Information Sharing System they provide parents with resources to supervise their teen’s learning-to-drive experience including access to a “Parent-Teen Driving Agreement” include:

California	Kansas	North Dakota
Colorado	Louisiana	Ohio
Connecticut	Maine	Oregon
Delaware	Maryland	Pennsylvania
Georgia	Michigan	Utah
Idaho	Montana	Vermont
Illinois	New Jersey	Virginia
Iowa	North Carolina	Washington

Parent Resources - Access to a Tool for Logging the Required Hours of Supervised Practice

- Examples of States that indicated in the Information Sharing System they provide parents with resources to supervise their teen’s learning-to-drive experience including access to a tool for logging the required hours of supervised practice include:

California	Louisiana	North Dakota
Colorado	Maine	Oregon
Connecticut	Maryland	Pennsylvania
Delaware	Michigan	South Carolina
Hawaii	Montana	Tennessee
Idaho	Nevada	Utah
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Iowa	New Mexico	Washington
Kansas	North Carolina	

Resources for Supervised Driving Practice Hours

- Examples of organizations that have resources to track and assist supervised driving practice hours include:

State/Organization	Resources to Track Supervised Driving Practice Hours
AAA’s StartSmart Online Parent Session	This research-based two-hour webinar explains the licensing process and parents’ role, as well as demonstrates how to maximize the practice driving that parents must complete with their teen.
American Family Insurance	Teen Safe Driver Program – a DriveCam is installed and when triggered by erratic movement it is sent to the Teen Safe Driver Center, where professional driving coaches

	review the footage and parents can log in and see how their teens are doing.
National Safety Council	DriveitHome for parents offers a variety of helpful resources to help teens get the experience they need behind the wheel to become safer, more experienced drivers. https://www.nsc.org/driveithome
State Farm	<ul style="list-style-type: none"> • Road Trips – free online, web-based tool supplements what is traditionally provided through commercial and high-school based driver education programs. • Steer Clear Driver Discount Program – for qualifying drivers age 16-24 must complete a parent/teen agreement, log of minimum 20 practice driving trips, passenger assessment log, and a driver self-assessment survey which must be completed before discount is applied. • Driver Feedback – parent app which measures acceleration, braking and cornering and provides a score for each trip the driver records.

Table 21 - Summary of Standard 5.4

	Resources on Rules, Regulations and Expectations of the GDL and DE Requirements	A List of State Approved Driver Education Schools	Access to a “Parent-Teen Driving Agreement”	Access to a Tool for Logging the Required Hours of Supervised Practice
Alabama	Information not available			
Alaska	Information not available			
Arizona	X	X		
Arkansas	Information not available			
California	X		X	X
Colorado	X	X	X	X
Connecticut	X	X	X	X
Delaware	X	X	X	X
Florida	Information not available			
Georgia	X	X	X	
Hawaii	X	X		X
Idaho	X	X	X	X
Illinois	X	X	X	X
Indiana	X	X		X
Iowa	X	X	X	X
Kansas		X	X	X
Kentucky	Information not available			
Louisiana	X	X	X	X
Maine	X	X	X	X
Maryland	X	X	X	X
Massachusetts	Information not available			
Michigan	X	X	X	X
Minnesota	Information not available			
Mississippi	Information not available			
Missouri	Information not available			
Montana	X	X	X	X

Nebraska	Information not available			
Nevada	X	X		X
New Hampshire	X	X		X
New Jersey	X	X	X	X
New Mexico	X	X		X
New York	Information not available			
North Carolina	X		X	X
North Dakota	X	X	X	X
Ohio	X	X	X	
Oklahoma	Information not available			
Oregon	X	X	X	X
Pennsylvania	X	X	X	X
Rhode Island	Information not available			
South Carolina	X	X		X
South Dakota	Information not available			
Tennessee	X	X		X
Texas	Information not available			
Utah	X	X	X	X
Vermont	X	X	X	X
Virginia	X	X	X	X
Washington	X		X	X
West Virginia	Information not available			
Wisconsin	Information not available			
Wyoming	Information not available			

5.4 Other Resources and Support

- GHSA Promoting Parent Involvement in Teen Driving: An In-Depth Look at the Importance and the Initiatives, 2013
 - GHSA/State Farm Protecting Teen Drivers: A Guidebook for State Highway Safety Offices, 2010
- (These resources can be found at www.anstse.info under Resources.)

Links to State Agencies for More Information

- Arizona Department of Transportation: <https://azdot.gov/motor-vehicles/driver-services/tests-manuals-and-driving-schools/driving-schools>
- California Department of Education: <https://www.cde.ca.gov/ci/cr/dr/>, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=51220&lawCode=EDC
- California Department of Motor Vehicles: https://www.dmv.ca.gov/portal/dmv/detail/teenweb/permit_btn1/driver_ed
- Colorado Department of Motor Vehicles: <https://www.colorado.gov/dmv>
- Colorado Department of Revenue: <https://www.colorado.gov/dmv>
- Connecticut: <https://portal.ct.gov/DMV/Licenses/Teens/Driver-Training-Options---16-and-17-Year-Olds>
- Delaware Department of Education: <https://www.doe.k12.de.us/Page/3338>
- Delaware Office of Highway Safety: <https://ohs.delaware.gov/TeenDriving.shtml>
- Georgia Department of Driver Services: <https://dds.georgia.gov/regulated-programs/driver-training-program>
- Hawaii Department of Education: <http://www.hawaiipublicschools.org/BeyondTheClassroom/DriversEducation/Pages/Home.aspx>
- Hawaii Department of Transportation: <https://hidot.hawaii.gov/highways/safe-communities/driver-education-contact-information/>
- Idaho Department of Education: <http://www.sde.idaho.gov/student-engagement/driver-ed/>
- Illinois State Board of Education: <https://www.isbe.net/Pages/Driver-Education-Program.aspx>
Illinois Secretary of State: https://www.cyberdriveillinois.com/departments/drivers/driver_education/home.html
- Indiana Bureau of Motor Vehicles website <https://www.in.gov/bmv/2447.htm>
- Iowa Department of Transportation: <https://iowadot.gov/mvd/driverseducation>
- Kansas Department of Education: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/Driver-Education>
- Kansas Department of Revenue: <https://www.ksrevenue.org/dovteen.html>
- Louisiana Office of Motor Vehicles: <https://expresslane.dps.louisiana.gov/CDLForms/drivingschoolinfo.aspx>
- Maine Bureau of Motor Vehicles: <https://www.maine.gov/sos/bmv/licenses/education.html>
- Maryland Department of Transportation – Motor Vehicle Administration: <http://www.mva.maryland.gov/drivers/education/>;
<http://www.mva.maryland.gov/rookiedriver/>

- Michigan Department of State: https://www.michigan.gov/sos/0,4670,7-127-1627_40645---,00.html; https://www.michigan.gov/sos/0,4670,7-127-1627_60169---,00.html
- Minnesota Department of Public Instruction: <https://mn.gov/elicense/a-z/?id=1083-231592#/list/appld//filterType//filterValue//page/1/sort//order/>
- Montana Office of Public Instruction: <https://opi.mt.gov/Families-Students/Family-Student-Support/Driver-Education>
- Nebraska Department of Motor Vehicles: <https://dmv.nebraska.gov/dl/driver-training-and-testing>
- Nevada Department of Motor Vehicles: <https://dmvnev.com/nvdlteens.htm>
- New Hampshire Department of Safety, Division of Motor Vehicles: <https://www.nh.gov/safety/divisions/dmv/driver-licensing/education-training/driver-education.htm>
- New Jersey Motor Vehicle Commission: <https://www.state.nj.us/mvc/license/driveschool.htm>
- New Jersey Department of Law & Public Safety: <https://www.nj.gov/lps/hts/teen-driver-study.html>
- New York Department of Education: <https://dmv.ny.gov/driver-training/requirements-and-forms-driver-education-providers>
- New York Department of Motor Vehicles: <https://dmv.ny.gov/regulated-businesses/driver-training-programs>
- North Carolina Department of Public Instruction: <http://www.ncpublicschools.org/safehealthyschools/driver-ed/>
- North Dakota Department of Motor Vehicles: <http://www.dot.nd.gov/divisions/driverslicense/dldriverinfo.htm>
- Ohio Department of Public Safety: <https://www.drivertraining.ohio.gov/>
- Oregon Department of Transportation – Transportation Safety Division: <https://www.oregon.gov/ODOT/Safety/Pages/DE.aspx>, <https://www.whydriewithed.com/approved-driver-education-providers-oregon.php#nw>
Oregon Driver Education Program Background: [http://www.anstse.info/Resources%20PDF's/Oct%2016/2016%20Oregon%20Driver%20Ed%20Background%20and%20Timeline%20\(rev%2010-2016\).pdf](http://www.anstse.info/Resources%20PDF's/Oct%2016/2016%20Oregon%20Driver%20Ed%20Background%20and%20Timeline%20(rev%2010-2016).pdf)
- Pennsylvania Department of Education: <https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/Pages/Approved-Driver-Education-Programs.aspx>
- Pennsylvania Department of Transportation: <https://www.penndot.gov/TravelInPA/Safety/TrafficSafetyAndDriverTopics/Pages/Young-Driver.aspx>
- Rhode Island Division of Motor Vehicles: <http://www.dmv.ri.gov/licenses/new/>
- South Carolina Department of Motor Vehicles: <http://www.scdmvonline.com/Driver-Services/Drivers-License/First-Time-Driver>; <http://www.scdmvonline.com/Business-Customers/Driving-Schools>

- Tennessee Department of Safety & Homeland Security: <https://www.tn.gov/safety/tnhp/spunit/drivered.html>
- Utah State Office of Education: <https://www.schools.utah.gov/curr/drivered>
- Utah Zero Fatalities: <https://zerofatalities.com/dont-drive-stupid/parents/>
- Vermont Department of Motor Vehicles: <http://dmv.vermont.gov/licenses/driver-training>
- Vermont Department of Education: <http://education.vermont.gov/student-learning/content-areas/driver-education>
- Virginia Department of Education: http://www.doe.virginia.gov/instruction/driver_education/index.shtml
- Washington Department of Licensing: <https://www.dol.wa.gov/driverslicense/drivertraining.html>
- Washington Office of Superintendent of Public Instruction: <http://www.k12.wa.us/TrafficSafety/BTW.aspx>
- West Virginia Department of Education: <https://wvde.us/middle-secondary-learning/driver-education/>
- Wyoming Department of Education: <https://edu.wyoming.gov/in-the-classroom/health-safety/driver-education/>

Full List of Resources and Support Provided in this Document

A list of all resources and support provided in the document is listed below in alphabetical order. All resources can be found at www.anstse.info unless a link is provided.

A

- AAA Foundation for Traffic Safety Evaluating Driver Education Programs How to Guide, 2006
- AAA Foundation for Traffic Safety Evaluating Driver Education Programs Guidelines, 2006
- AAA Foundation for Traffic Safety Evaluating Driver Education Programs Management Overview, 2006
- AAA Foundation for Traffic Safety Evaluation of Beginner Driver Education Programs, Mayhew et al., 2014, 2017, Manitoba & Oregon
- AAA Foundation for Traffic Safety Evaluation of New Jersey's Graduated Driver Licensing Program, 2010
- AAA Foundation for Traffic Safety Graduated Driver Licensing Research Review, 2010 – Present, 2012
- AAA Foundation for Traffic Safety Improving Parent Supervision of Novice Drivers Using an Evidence-Based Approach, 2013 <https://aaafoundation.org/wp-content/uploads/2018/01/ImprovingParentalSupervisionReport.pdf>
- AAA Foundation for Traffic Safety Large-Scale Evaluation of Driver Education Review of the Literature on Driver Education Evaluation 2010 Update
- AAA Foundation for Traffic Safety Online Basic Driver Education Programs, 2011
- AAA Foundation for Traffic Safety - Orientation Sessions for Parents of Young Novice Drivers: An Assessment of U.S. Programs and Recommendations, 2018
- AAA Foundation for Traffic Safety Parents, Teens, and the Learner Stage of Graduated Driver Licensing, 2010
- AAA Foundation for Traffic Safety Supplementary Driver Training for New Drivers, 2012
- AAMVA Guidelines for Knowledge and Skills Test Development, 2014
- AAMVA NMDTS: www.aamva.org
 - Model Driver's Manual
 - Model Examiner's Manual
 - Model Skills / Road Testing Procedures
 - Model Knowledge Test Item Pool
 - Note: These may only be obtained by State Driver Licensing Agencies.
- ADTSEA Curriculum Standards, Attachment A Novice Teen Driver Education and Training Administrative Standards
- ANSTSE Core Elements of Driver Education Parent / Guardian Seminars, 2020
- ANSTSE Guidelines for Establishing and Maintaining State Driver Education Interagency Working Groups and Advisory Boards, 2018
- ANSTSE Information Sharing System

- ANSTSE Instructor Preparation Program, 2017
- ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment A and B: ADTSEA and DSAA content standards, 2017
- ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment C Stages for Driver Education Instructor Training and Attachment D Table of Contents for Instructor Preparation Program
- ANSTSE Novice Teen Driver Education and Training Administrative Standards Attachment E – NHTSA Graduated Driver Licensing System Model, 2017

C

- Centers for Disease Control and Prevention, Graduated Driver Licensing System Planning Guide, 2016
https://www.cdc.gov/motorvehiclesafety/teen_drivers/gdl_guide.html
- Children’s Hospital of Philadelphia (CHOP), Boost Your State GDL
https://injury.research.chop.edu/sites/default/files/documents/gdl_extend_12.22.17_final.pdf

D

- Driving School Association of the Americas (DSAA) Curriculum Standards, Attachment B Novice Teen Driver Education and Training Administrative Standards

G

- GAO Report on Graduated Driver Licensing, 2010, Report No. GAO-10-544
- GHSA Promoting Parent Involvement in Teen Driving: An In-Depth Look at the Importance and the Initiatives, 2013
- GHSA/State Farm Protecting Teen Drivers: A Guidebook for State Highway Safety Offices, 2010
- GHSA State GDL Laws <https://www.ghsa.org/state-laws/issues/teen%20and%20novice%20drivers>

I

- Insurance Institute for Highway Safety Graduated licensing laws by State
<https://www.iihs.org/topics/teenagers/graduated-licensing-laws-table>
- International Association for K-12 Online Learning (iNACOL) (now the Aurora Institute) National Standards for Quality Online Courses, Version 2, 2011
- International Association for K-12 Online Learning (iNACOL) (now the Aurora Institute) National Standards for Quality Online Teaching, Version 2, 2011
(These resources can be found at www.aurora-institute.org.)

N

- Nebraska Driver Education and Teen Crashes and Traffic Violations in the First Two Years of Driving in a Graduated Licensing System, Shell et al., 2015
- New Jersey Driver Education Classroom and Behind the Wheel Instruction Assessment, 2019

- New Jersey “Teen Safe Driving Coalition” Law Enforcement Education Program
- New Jersey “Teen Safe Driving Coalition”, “Share the Keys Program” and “[Resource Guide](#)” as well as the New Jersey Manufacturers Insurance Group’s “Teen Driver Safety Program” www.njm.com/teen-driver-safety
- NHTSA A Fresh Look at Driver Education in America, 2012, Report No. DOT HS 811 543
- NHTSA Countermeasures That Work: A Highway Safety Countermeasure Guide for State Highway Safety Offices, Ninth Edition, 2017
- NHTSA Driver License Testing of Young Novice Drivers, 2011
- NHTSA Evaluation of an Updated Version of the Risk Awareness and Perception Training Program for Young Drivers, 2017
- NHTSA Evaluation of Oregon’s Graduated Driving Licensing Program, 2007
- NHTSA Examination of Supplemental Driver Training and Online Basic Driver Education, 2012, Report No. DOT HS 811 609
- NHTSA Meta-Analysis of Graduated Driver Licensing Laws, 2015, Report No. DOT HS 812 211
- NHTSA The Role of Supervised Driving Requirements in Graduated Driver Licensing Programs, 2012, Report No. DOT HS 811 550
- NHTSA’s Traffic Safety Fact Sheets www.nhtsa.gov

O

- Oregon’s Driver Education Program Background

P

- Project C.R.U.I.S.E: Culturally Responsive Understanding in Safety Education, Driver Education Training Administrators (DETA) Resources

S

- SADD and National Sheriff’s Association Toolkit for Students, Advisors, Parents, Law Enforcement, & Educators, 2020 <https://www.sadd.org/NHTSAPrograms>
- Safe States Strategies to Address Shared Risk and Protective Factors for Driver Safety, 2019

T

- TIRF A New GDL Framework: Evidence Base to Integrate Novice Driver Strategies, 2014 <https://gdlframework.tirf.ca/>

Definitions of Key Terms

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

Advanced driving skill program – an additional driving program designed to promote safe driving skills outside of the novice training.

Alternative delivery – delivery of the theory portion of driver education using channels other than the traditional classroom, such as Internet-based, correspondence-based, and parent- taught.

Behind-the-wheel – actual instructional driving time during which the novice teen driver drives on streets and highways and is guided by an instructor in the front passenger seat. Observation is not included in behind-the-wheel time.

Certification – to award a certificate to a person attesting to the completion of a course of study or the passing of a qualifying examination.

Classroom content – that part of the driver education and training program that imparts the knowledge, theory, principles, laws, rules, best practices, and related curriculum content through student-centered activities, lecture, media, programmed instruction, independent study, correspondence, and other effective techniques.

Classroom setting – the delivery of the classroom portion of the curriculum is not limited to a traditional physical location but includes the services of a professional instructor/facilitator in a variety of physical, real-time, online, and video settings. It may include home-based and parent-taught or parent-facilitated venues in which case the services of a professional instructor may or may not be required depending on State law. It does not include observation time or behind-the- wheel instruction.

Concurrent instruction – the practice of using in-vehicle, classroom, simulation, and driving range-based teaching methods simultaneously.

Confidential – spoken, written, and acted upon, etc., in strict privacy.

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

Content – the subject matter taught in driver education and training.

Correspondence-based driver education – a driver education program in which the classroom/theory portion is completed by the student at the student's home location and at the student's personal pace.

Culturally Competent – teaching in a cross-cultural or multicultural setting. Enable each student to relate course content to his or her cultural context.

Credential(s) – evidence of authority, status, rights, entitlement to privileges, or the like, usually in written form.

Curriculum – the overall program of instruction, including classroom, behind-the-wheel, observation, simulation, or driving range instruction. Generally required to be approved by the State in which the program is delivered.

Distributive learning – where the acquisition of knowledge and skills is spread over a longer period of days and weeks with fewer hours of instruction in a day, as opposed to fewer days and weeks, but more daily hours of instruction resulting in the same amount of hours.

Driving log – a written record of supervised motor vehicle operation time maintained by the student and authenticated by the parent/driving supervisor.

Driving range – a defined roadway course closed to public traffic and allowing for the recreation of various basic driving scenarios, used for driver training.

Driving range instruction – use of a closed course to instruct novice teen drivers.

Evaluate (evaluation) – to examine and judge carefully; appraise, usually applied to students throughout their driver and education and training program.

Graduated driver licensing (GDL) – a State-run and enforced system under which novice teen driver privileges are granted in phases to restrict beginners' initial experience behind the wheel to lower-risk situations. The restrictions gradually are lifted, as experience is gained so novice teen drivers are more experienced and mature when they get their full, unrestricted licenses.

Immediately sequential – occurring within 72 hours of the first phase.

In-car instruction – consists of behind-the-wheel training and observation training time.

In-vehicle assessment techniques – approach used by an instructor to monitor and objectively measure student vehicle operation and safe driving behaviors.

Instruction techniques – approach used by an instructor to transmit information to students.

Instructor – the person who delivers the curriculum; includes certified classroom and behind-the-wheel instructors.

Intermediate permit – the mid-phase driving permit in the GDL system.

Knowledge – the fact or state of knowing; the perception of fact or truth; clear and certain mental apprehension; acquaintance with facts, truths, or principles, as from study or investigation.

Learner permit – the initial driving permit in the GDL system.

Licensing - (for novice teen drivers) – formal permission from a governmental authority to operate a motor vehicle on public roadway.

Licensing (for driving schools) – formal permission from a governmental or other constituted authority to operate a driving school.

Lifelong learning – the ongoing formal and informal acquisition of knowledge or skills.

Measure – to ascertain the extent, dimensions, quantity, capacity, etc., of, especially by comparison with a standard; to judge or appraise by comparison with something or someone else.

Monitoring, evaluation/auditing – recording, regulating, or controlling a process or system.

Multistage driver education – a system where combined phases of classroom/theory and behind-the-wheel instruction are delivered at different times to enhance learning. That is, a portion of the required classroom and behind-the-wheel instruction is completed, then the parent conducts supervised driving for a specified time or amount, then the novice teen driver returns for the remaining classroom and behind-the-wheel instruction.

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.

NHTSA State Assessment / Peer Review – an activity to assist States in the review of their driver education program, helping identify the program’s strengths, accomplishments, and problem areas, while offering suggestions for improvement.

Novice teen driver – any teen who falls under the jurisdiction of the State’s GDL system.

Novice teen driver education and training – classroom instruction and supervised driving practice with instructors, training material, and procedures to reduce risk-taking and improve safety decision-making for these drivers.

Novice Teen Driver Education and Training Administrative Standards – minimum benchmark for “novice teen driver education programs”, which serve to guide all programs striving to provide quality, consistent driver education and training, while assisting States in meeting NHTSA’s Uniform Guidelines for State Highway Safety Programs Guideline No. 4 Driver Education.

Observation time – instructional time whereby novice teen drivers observe a behind-the-wheel lesson and receive perceptual practice in how to manage time and space for risk reduction outcomes.

Online – a driver education program in which the classroom/theory portion is delivered via the Internet.

Parent – a parent, guardian, or other mentor responsible for managing a novice teen driver’s learning-to-drive experience

Parent-taught driver education – a system whereby parents/guardians are authorized to be their novice teen drivers’ driving instructors and able to perform either or both the classroom and behind-the-wheel instruction responsibilities.

Phased education – the incremental introduction of concepts, skills, and techniques based on the acquisition of foundational knowledge.

Private driving school – a driver education program that is delivered by a business entity.

Professional development – the ongoing acquisition of knowledge, skills, and awareness of new or emerging issues by driving instructors, generally required as a condition of certification as an instructor by a State.

Program – the full scope of delivery of novice teen driver education, including both classroom/theory and behind-the-wheel instruction.

Provider – the legal entity (“private” or “public”) that offers a driver education program.

Public driving school – a driver education program that is delivered by a political subdivision of the State.

Report – to give or render a formal account or statement of.

Second-stage driver education and training – education and training that occurs after formal driver education and training is completed. This can include classroom and/or behind the wheel and is conducted under the supervision of a qualified driver education and training instructor.

Simulation – using interactive computer programs which imitate real or imaginary driving scenarios. Often used to create events that would normally be impossible, difficult, or dangerous to the novice teen driver.

Simulator – a replica of basic vehicle controls and instruments that allows student response to driving situations. An electromechanical device designed to represent the driver’s compartment of the automobile and with the use of films, video programs, or computer-generated multimedia attempts to develop judgment, decision-making skills, behavior response, and manipulative skills essential in learning to drive.

Skill – the ability, coming from one’s knowledge, practice, aptitude, etc., to do something well; competent excellence in performance.

Standard – something considered by an authority or by general consent as a basis of comparison; an approved model; a rule or principle that is used as a basis for judgment.

Standardized – to bring to or make of an established standard size, weight, quality, strength, or the like.

Technical Assistance – an activity that provides States a tool to use over time to review their driver education programs with seasoned national subject matter experts, noting program strengths/accomplishments as well as providing recommendations where improvements can be made. Technical assistance may be provided prior to or following a NHTSA Driver Education State Assessment / Peer review.

Theory – while "theory" specifically refers to the general principles of the body of knowledge related to driving, including the ideal set of facts, principles and circumstances for driving, it is sometimes used as a substitute for "classroom" when referring to driver education - as in "...the classroom or theory portion of driver education."

Acronyms

AAA	American Automobile Association
AAMVA	American Association of Motor Vehicle Administrators
ADTSEA	American Driver and Traffic Safety Education Association
ANSTSE	Association of National Stakeholders in Traffic Safety Education
BTW	Behind the Wheel
CDE	Certified Driver Examiner
CHOP	Children's Hospital of Philadelphia
DETA	Driver Education and Training Administrators
DMV	Department of Motor Vehicles
DOE	Department of Education
DOH	Department of Health
DOT	Department of Transportation
DSAA	Driving School Association of the Americas
GAO	Government Accountability Office
GDL	Graduated Driver Licensing
GHSA	Governors Highway Safety Association
IDEC	International Driver Examiner Certification
ISS	Information Sharing System
iNACOL	International Association for K-12 Online Learning
NIDB	National Institute for Driver Behavior
NHTSA	National Highway Traffic Safety Administration
NJDERL	New Jersey Driver Education Resource Library
NMDTS	Non-Commercial Model Driver Testing System
NTDETAS	Novice Teen Driver Education and Training Administrative Standards
OTS	Office of Traffic Safety
RAPT	Risk Awareness and Perception Training
SDERL	State Driver Education Resource Library
SDLA	State Driver Licensing Agency
SSHP	State's Strategic Highway Safety Plan
SWITRS	Statewide Integrated Traffic Records System
TADRA	Teenage and Adult Driver Responsibility Act
TREDS	Traffic Records Electronic Data System (Virginia)