

2018

Major Recommendations from NHTSA State Driver Education Assessments and ANSTSE Technical Assistance

Strategies for Meeting the Recommendations



Presentation Topics

1. Understanding the National Standards
 - NHTSA's Role
 - The Novice Teen Driver Education and Training Administrative Standards
2. Priority Recommendations from Assessments
 - Assessment Implementation
3. ANSTSE/NTDETAS Technical Assistance
 - ANSTSE Supporting Documents

Understanding the National Standards

PART 1



Understanding the National Standards

The Novice Teen Driver Education and Training Administrative Standards (NTDETAS)

- Minimum benchmark standard for “novice teen driver education programs.”
- Serve to guide all programs striving to provide quality, consistent driver education and training.
- Assists in meeting NHTSA’s Uniform Guidelines for State Highway Safety Programs Guideline No. 4. Driver Education

Understanding the National Standards

Who do the National Standards benefit?

1. State Driver Education Programs
2. Public Driver Education Providers
3. Private / Commercial Driver Education Providers
4. Instructors / Teachers
5. Parents / Guardians
6. Teens
7. Public



Novice Teen Driver Education and Training Administrative Standards

- Published in 2009.
- 2010 The Association of National Stakeholder in Traffic Safety Education (ANSTSE) was established in to maintain and enhance the Standards.
- Assist in making improvements in driver education programs nationally.



Novice Teen Driver Education and Training Administrative Standards

- Revised and published in February 2017
- Ultimate Goal: Ensure that driver education and training is:
 - High quality
 - Consistent
- Administering education standards and policies are a State's right
- To serve as an anchor for State policies on driver education and training



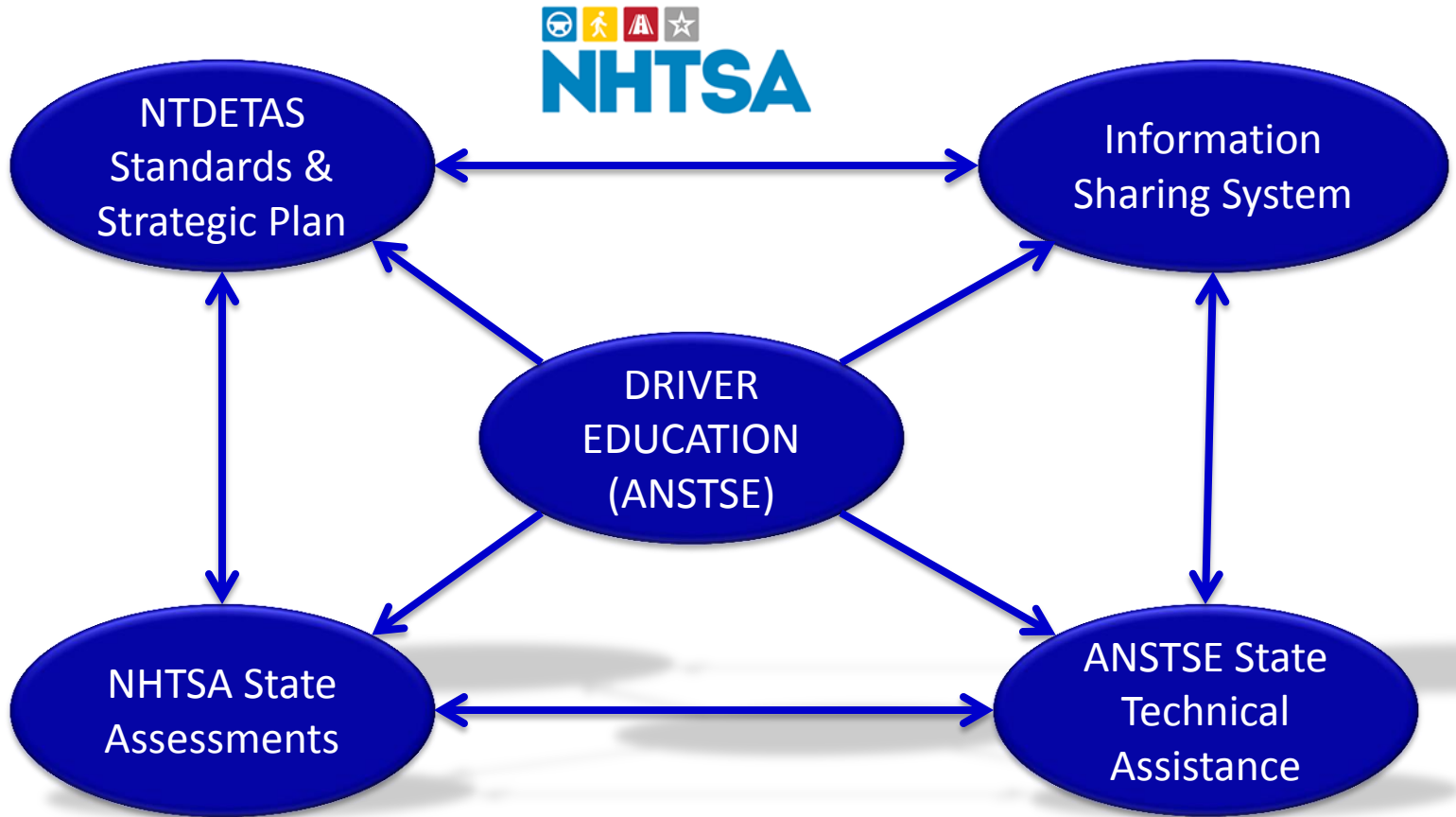
NHTSA's Support for Driver Education



- The NTDEETAS
- ANSTSE Activities
- Strategic Plan
- Technical Assistance for states
- NHTSA State DE Assessments

Visit www.anstse.info and www.nhtsa.gov

NHTSA's Support for Driver Education



Novice Teen Driver Education and Training Administrative Standards

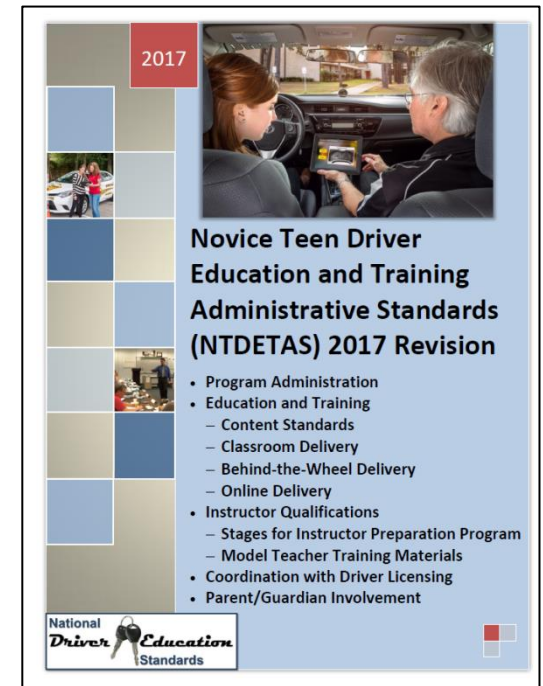
1. Program Administration
2. Education and Training (including online delivery)
3. Instructor Qualifications (program & materials)
4. Parental Involvement
5. Coordination with Driver Licensing



Novice Teen Driver Education and Training Administrative Standards

A few highlights of the revisions include:

- A. Content Standards (ADTSEA & DSAA)
- B. Delivery Standards
- C. Online Delivery Standards
- D. Instructor Training Standards



Priority Recommendations from Assessments

PART 2



NHTSA Driver Education Assessments

- Maryland (2010)
- Oregon (2010)
- Vermont (2011)
- Delaware (2012)
- Kansas (2012)
- Idaho (2013)
- Michigan (2014)
- North Dakota (2014)
- North Carolina (2015)
- Illinois (2015)
- Washington (2016)



Top Priority Recommendations from Assessments



Top 10

1. 4.1.1 Parent Orientation
2. 1.1.1 Advisory Board
3. 5.1.1. Communication Between DOE and DMV
4. 4.1.2 End-of-Course Evaluation
5. 2.1.6 Increase BTW Hours
6. 3.1.2 Standardized Instructor Training
7. 2.1.6 Increase Classroom Hours
8. 3.1.2 Adopt Teacher Training Standards
9. 1.1.4 Yearly Audit of DE Programs
10. 2.1.1 and 2.12 Curriculum Content Standards

Top Priority Recommendations from Assessments

- 1. 4.1.1 Parent Orientation (Revised 5.2)**
 - Require parents/mentors of novice teen drivers to participate in an orientation session to include the known best practices of GDL and parent involvement. (11)



Implementation of a Parent Orientation

- Utilize a current parent seminar, pre-course or a session for the parent of a teen driver to attend outlining the parent's responsibility and opportunity to reduce his or her teen's crash risk and discuss best practices of GDL and parent involvement.
- Inform parents of teen drivers that they are required to attend the seminar, pre-course or session.
- Make available online alternative.

Top Priority Recommendations from Assessments

2. 1.1.1 Advisory Board (Revised 1.1.1 b)

- Establish an advisory board of stakeholders that has input on the implementation, monitoring, evaluation and enforcement of the driver education program that has membership from the principle associations and regional school representation. (9)



Implementation of an Advisory Board

- The State should consider establishing a single agency responsible for the oversight of all driver education programs.
 - The State should choose a single person responsible for the State program.
 - This person should be responsible for reporting to the appropriate State administrator / governor.

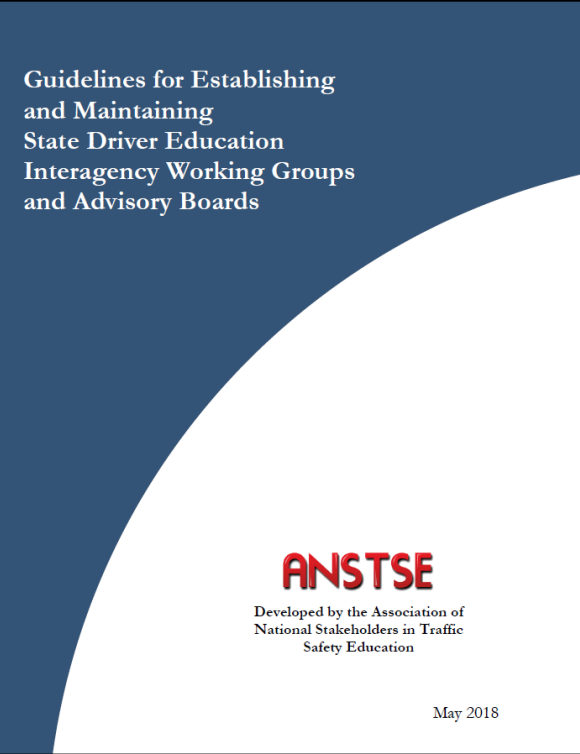


Implementation of an Advisory Board

- Establish a driver education Interagency Working Group
- Establish a driver education Advisory Board
 - Invite the appropriate agencies, organizations and individuals to serve on the board
- Utilize current advocacy stakeholders
- Establish task team(s) or subgroups
- Look at other state best practices (e.g. Oregon, North Carolina and North Dakota)

Guidelines for Establishing and Maintaining State Driver Education Interagency Working Groups and Advisory Boards

- To assist a state's understanding of an advisory board and how to develop one.
- Most common recommendation.
- Examples of best practice advisory boards.
- Helps to meet Standard 1.1.1 b.



Guidelines for Establishing
and Maintaining
State Driver Education
Interagency Working Groups
and Advisory Boards

ANSTSE

Developed by the Association of
National Stakeholders in Traffic
Safety Education

May 2018

Top Priority Recommendations from Assessments

3. 5.1.1. Communication Between State DOE and DMV (Revised 4.1.1)

- Create a formal system for communication and collaboration between the State Department of Education and the Department of Motor Vehicles or Licensing Department and create a position that will provide a central point of coordination between the two departments. (6)



Implementing Communication Between State DOE and DMV

- Establish a liaison with the State Driver Licensing Agency (SDLA) for the communication and collaboration between driver education and driver licensing.
- Conduct regular meetings with the SDLA.
- Establish protocol for sharing of information between the agencies.
- Ensure participation of the SDLA in the State Driver Education Coalition.

See Section 5 of the NTDETAS and *Guidelines for Establishing and Maintaining State Driver Education Interagency Working Groups and Advisory Boards*

Top Priority Recommendations from Assessments

4. 4.1.2 End-of-Course Evaluation

- Establish a procedure for providing an end-of-course evaluation or progress report to parents. (5) (Revised 5.3.1)



Implementation of an End-of-Course Evaluation

- Schedule a formal time for the parent and driver training instructor to meet and complete a debriefing to inform the parent of the progress and proficiency of the teen driver.
- Develop and provide competencies and/or guidelines to assist parents in determining their teen's readiness to obtain a license with full driving privileges.
- Develop and provide guidelines on how to continue the learning to drive process even after the teen has obtained a full driver's license.



Top Priority Recommendations from Assessments

5. 2.1.6 Increase BTW Hours (Revised 2.1.3 a)

– The agency should:

- Increase behind-the-wheel instruction to 10 hours. (4)



Increasing BTW Hours

- Implement additional BTW hours incrementally.
 - Add one hour of behind-the-wheel time every other year until the recommended ten hours is achieved.
- Establish a second stage of driver education that is a minimum of 10 hours and includes the additional BTW hours.



Top Priority Recommendations from Assessments

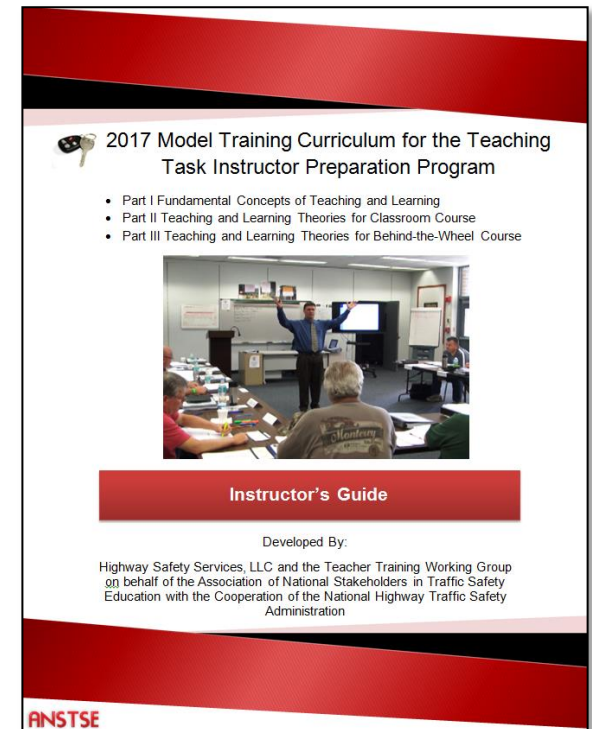
6. 3.1.2 Standardized Instructor Training (Revised 3.2.2)

- Require instructors to complete approved standardized instructor training that applies to instructors and teachers in all public and private (commercial) driver education and training programs with no less than 120 hours of preparatory time. (4)



Standardizing Instructor Training

- Use the materials developed for the teacher training system project to train instructors in your State or program.
- Use the teacher training system for course delivery and evaluations.



Top Priority Recommendations from Assessments

7. 2.1.6 Increase Classroom Hours (Revised 2.1.3 a)

- The agency should:
 - Increase classroom hours to 45 hours. (3)



Increasing Classroom Hours

1. Conduct a combination of classroom, online and CBT training equal to 45 hours of classroom/theory.
 - a) For example, conduct 30 hours of classroom with an additional 15 hours of online or CBT driver education to meet the 45 hours of classroom/theory.
2. Implement additional hours incrementally. For example, each year add two hours of classroom content time until the recommended 45 hours is achieved.
3. Establish a second stage of driver education that is a minimum of 10 hours.

Top Priority Recommendations from Assessments

8. 3.1.2 Adopt Teacher Training Standards (Revised 3.2.2)

- Adopt State teacher/instructor training standards that meet the rigor defined by the National Novice Driver Education and Traffic Safety Administrative Standards. (3)

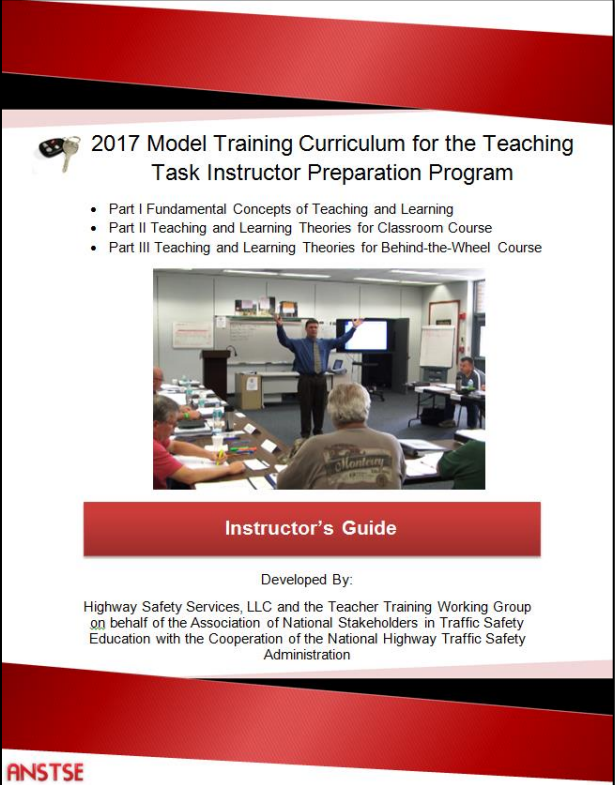


Top Priority Recommendations from Assessments

1. Section 3.0 Instructor Qualifications in NTDETAS provides standards for instructors.
2. Attachment C – ANSTSE Stages for Driver Education Instructor Preparation Program
3. Attachment D – ANSTSE Table of Contents of the Model Training Materials for Driver Education Instructors

Adopting Teacher Training Standards

1. Use the materials developed for the teacher training system project to train instructors in your State.
2. Use the teacher training system project for course delivery and evaluations.



2017 Model Training Curriculum for the Teaching Task Instructor Preparation Program

- Part I Fundamental Concepts of Teaching and Learning
- Part II Teaching and Learning Theories for Classroom Course
- Part III Teaching and Learning Theories for Behind-the-Wheel Course

Instructor's Guide

Developed By:
Highway Safety Services, LLC and the Teacher Training Working Group
on behalf of the Association of National Stakeholders in Traffic Safety
Education with the Cooperation of the National Highway Traffic Safety
Administration

ANSTSE

Top Priority Recommendations from Assessments

9. 1.1.4 Yearly Audit of DE Programs (Revised 1.2.3)

- Establish a yearly audit of approved driver education programs. (3)



Implementing a Yearly Audit of DE Programs

- Develop and execute quality monitoring, evaluation, and auditing procedures to ensure all standards and operating procedures are met.
- Ensure that every driver education and training program:
 - a) Meets minimum content, delivery and outcome standards for the delivery of driver education.
 - b) Uses a curriculum with written goals and objectives.
 - c) Uses a curriculum with appropriate instructor and curriculum resources.
 - d) Uses education theories to engage the learner.
 - e) Reflects multicultural education principles and are free of bias.
 - f) Ensure that all materials, equipment, and vehicles are safe and in proper condition.

Implementing a Yearly Audit of DE Programs

- Have appropriate staffing for monitoring and oversight activities.
- Ensure that auditors receive appropriate initial training and refresher training in monitoring and reporting.
- Complete the ANSTSE Information Sharing System (ISS) state self-assessment to measure state progress towards implementing the NTDETAS.

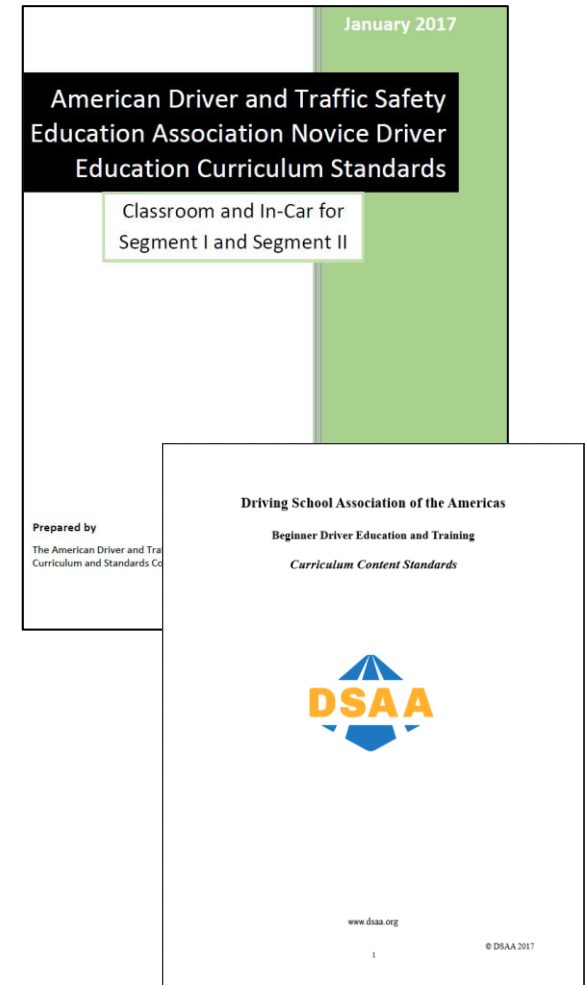


Top Priority Recommendations from Assessments

10. 2.1.1 and 2.1.2 Curriculum Content Standards (Revised 2.1.1)

- Develop or adopt Curriculum Content Standards, a Process for Curriculum Review and Standards for Curriculum Submission for driver education and training programs seeking approval for use in the State. (3)

See Section 2 and Attachments A and B of the NTDETAS.



Implementing Curriculum Content Standards

1. Compare your State approved content and delivery standards to nationally accepted content standards and bench marks to ensure quality education and training.
2. Require that the delivery of driver education content uses distributive learning.

See Section 2 and Attachments A and B of the NTDETAS.

ANSTSE/NTDETAS Technical Assistance

PART 3



ANSTSE/NTDETAS Technical Assistance

- Delaware (September 2013)
- New York (May 2014)
- Idaho (September 2014)
- North Carolina (August 2014)
- Michigan (September 2015)
- North Dakota (December 2015)
- Illinois (January 2016)
- Missouri (June 2016)
- New Jersey (January 2017)



ANSTSE/NTDETAS Technical Assistance

Goal: Assist with adopting and implementing the standards and to make improvements in driver education

- State driver education programs can request technical assistance from ANSTSE
- **No cost to the state**
- For more information visit – Project Definition Report

The screenshot displays the website for Novice Teen Driver Education and Training Administrative Standards (NTDETAS). The header features the title and logos for NTDETAS and ANSTSE. Below the header is a navigation menu with links for About Us, Standards, Technical Assistance, News, Resources, Projects, Links, and Contact Us. The main content area includes an 'Information Sharing System' section with several articles and links. The articles discuss the history of the standards, the formation of ANSTSE, and the availability of the 2017 standards. There are also links to a '2017 Novice Teen Driver Education and Training Administrative Standards (NTDETAS) Review' and a '2017 Model Training Curriculum for the Teaching Task Instructor's Guide'.

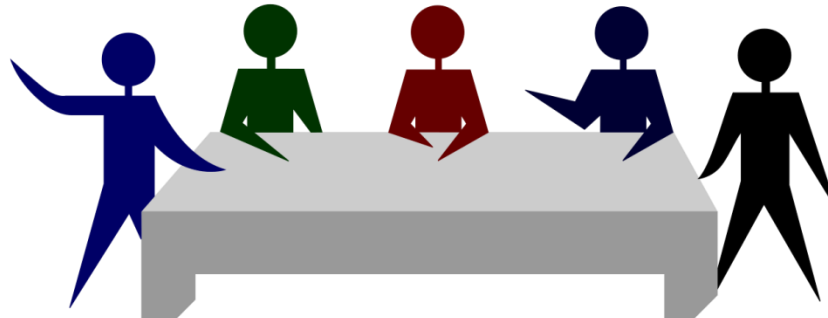
www.anstse.info

Preliminary Analysis

- May be conducted prior to a NHTSA State Driver Education Assessment / Peer Review.
- Can provide a preliminary analysis of a State's driver education program.
- A State may then utilize highway safety funds, or other funds, to conduct an Assessment.

Progress of States who have Received Preliminary Technical Assistance

- Missouri
 - Hope remains high for the establishment of the Driver Education Coalition and identifying a lead agency that can help ensure a quality driver education for all novice drivers.



Progress of States who have Received Preliminary Technical Assistance

- New Jersey
 - Development of a Driver Education Management Team.
 - creation of the New Jersey Driver Education Resource Library (NJDERL) of education resources, “comparative data documents”, and “functional data” 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).



Post Analysis

- To assist with implementing the recommendations provided in the report.
- Can be provided either onsite or offsite.
- Facilitated by the ANSTSE Secretariat and conducted by experts in driver education.



Post Analysis

- Determining how the State may adopt the NTDETAS or implement the NTDETAS without the need to adopt statutes and/or rules.
- Determining how to establish short-term, mid-term, and long-term goals in implementing the NTDETAS.
- Assisting with the development of an action plan.

Progress of States who have Received Post Technical Assistance

- Michigan
 - Practice driving logs are required to be shown prior to taking Segment II driver education and prior to obtaining a license.
 - Added a requirement for driver education providers to prepare a Driving Skills Report card and issue it to parents after completion of the behind-the-wheel portion of driver education to provide feedback to the parents and explain how 6 hours is not enough.



Progress of States who have Received Post Technical Assistance

- Michigan
 - Designed a standardized post-course evaluation to be completed by parents and students that gives feedback and measures the effectiveness of the program.
 - A parental involvement proposal has been developed but not implemented yet, that would require parents to attend a parent seminar, a pre-course session, or the initial session of the driver education program.
 - Data was collected on 18-year-old licensed drivers who did not take driver education for traffic convictions, crashes and suspensions and compared the history of driver education students versus non-driver education students.



Progress of States who have Received Post Technical Assistance

- North Dakota
 - Established a Management Team for Driver Education which includes, NDDOT Safety Division, NDDOT Driver License Division, ND Department of Public Instruction and the ND Education and Standard Practice Board.
 - Made some headway in legislation.



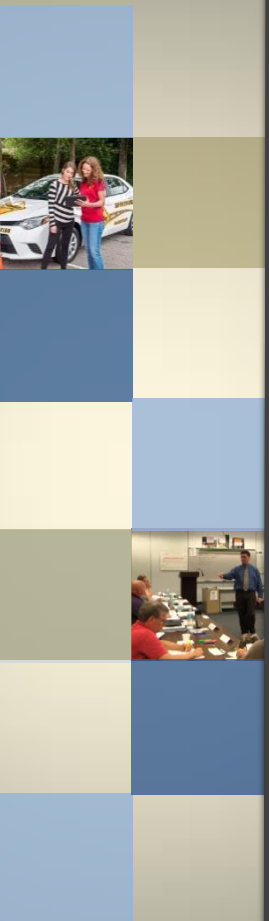
Offsite Technical Assistance

- ANSTSE can provide assistance remotely and can refer states to ANSTSE members or other national experts for additional technical assistance.
- Can be provided through telephone calls, conference calls, webinars and e-mails with ANSTSE Secretariat, ANSTSE members, other experts in the field, and other State contacts.
- Visit www.anstse.info for more information on TA.

Onsite Technical Assistance

- The ANSTSE Secretariat may assign one to two experts to travel to State to meet with key State officials.
- Onsite meetings with key State personnel are generally two-days in length.
- ANSTSE covers all travel expenses for experts to provide onsite assistance.

Testimonials



“We were extremely pleased with the overall on-site technical assistance process and would highly recommend the ANSTSE services to other organizations”

- Gary Poeducbicky, New Jersey

“The assistance team provided guidance that assisted us in working collaboratively with key state agencies, legislators and driver education stakeholders to improve the quality of our driver education program statewide.”

- Reggie Flythe, North Carolina

Top Areas to Review in Technical Assistance

The most common areas to review include:

- Program Administration
- Instructor Qualifications



Top TA Recommendations for Program Administration

1. Establish an advisory board of stakeholders and interagency working group. (6)
2. Develop and execute monitoring, evaluation and auditing procedures. (3)
3. Assemble data to support the driver education program. (3)
4. Establish a dedicated fund for driver education. (3)
5. Create a resource library. (2)



Top TA Recommendations for Education/Training

1. Adopt standardized driver education curricula or content standards. (3)
2. Require approved end-of-course knowledge and skill exams. (2)



Top TA Recommendations for Instructor Qualifications

1. Adopt instructor training standards as identified in the NTDEETAS. (3)
2. Establish standards for the training of public and commercial driver education teachers/instructors. (2)
3. Ensure teacher applications meet prerequisites (i.e. driving record). (2)
4. Compare the content of instructor training materials to NTDEETAS. (1)

Top TA Recommendations for Parent/Guardian Involvement

1. Require parent of teen DE and training student attend parent seminar, pre-course, or initial session of teen's DE and training (3)
2. Provide support and resources to the parent/guardian for supervised practice driving (3)
3. Require a parent debriefing (1)
4. Revise the parent guide (1)



Top TA Recommendations for Coordination with Driver Licensing

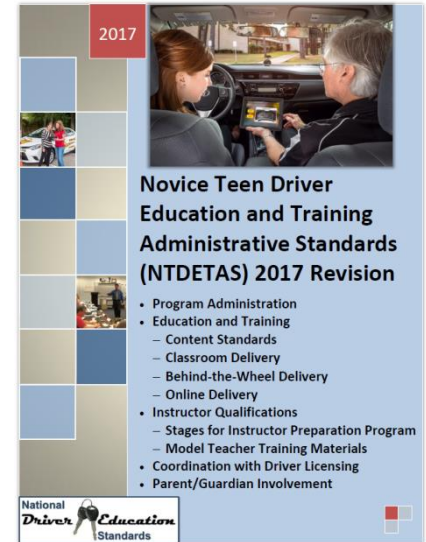
1. Adopt elements identified in NHTSA's GDL System Model. (3)
2. Implement formal educational outreach on GDL. (2)
3. Implement formal process for communication and collaboration between stakeholder agencies. (1)
4. Ensure consistency between driver testing requirements and driver education curriculum standards/content. (1)



ANSTSE Website

www.anstse.info

- Revised NTDETAS.
- Model teaching task instructor curriculum.
- ANSTSE Strategic Plan.
- NHTSA State assessment / ANSTSE technical assistance reports.
- Driver education reports and research.



ANSTSE Supporting Documents

- Standards
- Strategic Plan
- Technical Assistance Process
- Marketing Plan
- Communications Plan
- Implementation Guide (under development)
- Guidelines for Interagency Working Groups and Advisory Boards (Published May 2018)
- Guidelines for Data Collection (under development)
- Other Resources and White Papers

ANSTSE Contact

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ANSTSE Members



AAA



AAA
Foundation for
Traffic Safety



The Association
for Driver
Rehabilitation
Specialist
(ADED)



American Association of
Motor Vehicle Administrators

American
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(AAMVA)



American Driver and Traffic Safety
Education Association

American
Driver and
Traffic Safety
Education
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Driver Education and
Training Administrators

Driver Education
and Training
Administrators
(DETA)



Driving
School
Association of
the Americas
(DSAA)



Governors
Highway
Safety
Association
(GHSA)



Transportation
Research Board
(TRB)

Questions

