

A series of meetings were held to establish a general consensus of what should take place, using assessments from some of the other disciplines, to craft a "draft copy" of the driver education national assessment.

The first national assessment took place in Maryland in August 2010. It consisted of a 6-member team whose purpose was to compare information sent to them in a "pre-packet" along with a few days of interviews once on-site, in an effort to get a realistic "take" on the state of driver education in that state.

NHTSA sponsored the event. The 6-member team included one person for each of the five (5) main program areas of the national standards and a sixth person to act as recorder and logistician. The event was highly successful and a second assessment was planned for Oregon to take place in December 2010.

### The National Assessment Pre-Packet

For the assessment to be successful, the majority of the required information must be shared with the assessment team in advance of the actual week on-site. The ability to look over each member's program area and develop a general sense of their state program is paramount to the process of interviewing the panelists once on-site.

Here is a list of what can be included in the assessment pre-packet:

- 50 Questions Answered
- Oregon Statistics
- Performance Measures
- Administrative Rules & Statutes
- Legislative Concepts
- Instructor Training—TOTs
- Continuing Education for Instructors
- Conferences and Workshops
- Program Policies
- Program Compliance
- Reimbursement Process
- SB 125, reimbursement to all approved providers
- Oregon Driver Risk Prevention Curriculum
- Driver Education Advisory Committee (DEAC)
- Media and Publications
- Driver Education Program Forms

### On-Site Considerations

In addition to coordinating the travel for the team from various parts of the country, a place needs to be prepared to host the team members, as well as facilitate the interviews with persons from each of the program areas.

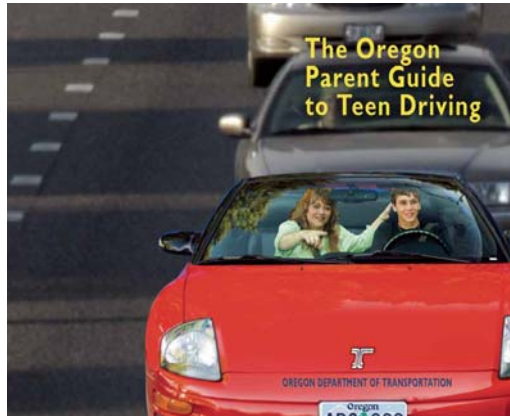
The entire team conducts interviews, each specializing in "their" area, but are also able to ask questions while another member is interviewing a panelist that may pertain to their program area.

The facility needs to be large enough to host a bigger meeting, as there will be a general session at the end of the process that is open to all interested as the assessment team gives their report on their observations and their recommendations for implementation to bring that state's program closer to the national standards.



### Summary

The national assessment is an exciting time for a state's driver education program. It provides a chance to evaluate performance measures and objectives against the national standards proposed by the Stakeholder's group.



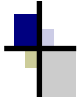
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## Novice Teen Driver Education and Training Standards Assessment



*These standards were created to serve as an anchor for State policies on driver education and training.*



## Background

### *Novice Teen Driver Education and Training Standards*

Crashes continue to be the leading cause of death among American teens, accounting for more than one third of all deaths of 16 to 19 year-olds. The crash rate is greatest among 16 year-olds, who have the most limited driving experience and an immaturity that often results in risk-taking behind the wheel.<sup>1</sup> This segment of new drivers has been over-represented in U.S. crash statistics since tracking began and continues this distinction in current driving population demographics. The social costs of these senseless tragedies are immeasurable.

Enhancing consistency and providing guidance to states seeking to improve the novice teen driver education and training experience was the goal of the working group as it convened to craft the Novice Teen Driver Education and Training Administrative Standards.

The standards are intended to assist driver education and training professionals in providing the administrative framework to teach novice teen drivers the skills and transfer the knowledge necessary to perform as safe and competent drivers, thereby contributing to the reduction of crashes, fatalities, and injuries. The working group deliberated, considered the current evidence, and reached consensus on the material that follows. It reflects the collective knowledge and experience of both research and practice in driver education and training today.

Much like the initiation and evolution of best graduated driver licensing (GDL) practices, the driver education and training administrative standards must be accompanied by a commitment for ongoing funding and research to test, refine, and redefine the best practices for the ideal state driver education and training program.



<sup>1</sup> NHTSA and the Insurance Institute for Highway Safety (2006 September). *Beginning Teenage Drivers. Report No. DOT HS 810 651.* Washington, DC: National Highway Traffic Safety Administration. <http://www.nhtsa.dot.gov/>

## National Standards Preamble

The standards were created to serve as an anchor for state policies on driver education and training with the following understandings:

- The goal of driver education and training is to transfer knowledge, develop skills, and enhance the disposition of the teen, so he/she can perform as a safe and competent driver, thereby contributing to the reduction of crashes, fatalities, and injuries.
- Driver education and training should be an integral part of the GDL system.
- Driver development should be a lifelong learning process.
- Driver education and training should be a phased education process.
- Driver education and training standards should help an organization be successful in administering and/or providing quality and uniform driver education and training, consistent with the latest advances in methodology, subject matter, and technology.
- Any standard promulgated for driver education and training must be supported with a communication strategy for all stakeholders.

These standards were developed by representatives from the driver education professional community with assistance from NHTSA. The approach to developing these standards was as follows:

- Review a cross-section of state-level driver education and training standards, curriculum content, and delivery requirements to determine how they can help shape national standards of oversight, delivery, monitoring, and evaluation of state and local driver education and training programs. Research, review, and compare driver education and training-related documents from the following stakeholder organizations:
  - NHTSA;
  - American Driver and Traffic Safety Education Association (ADTSEA);
  - AAA Foundation for Traffic Safety; and
  - Driving School Association of the Americas (DSAA).
- Identify differences in the approaches currently used by states and other programs to determine what modifications are needed to ensure uniformity and acceptance by public and private driver education and training programs.
- Assemble a working group consisting of program administrators and driver education and training specialists, both public and private, as well as other

stakeholders, to develop draft standards, guidelines, monitoring and evaluation approaches, and oversight.

- Devise standards and guidelines for overseeing public and private driver education and training programs to ensure program quality upon delivery, including monitoring and evaluation recommendations.
- Present the working group material at a national conference on driver education and training attended by key driver education and training providers from state government driver education and training administrators and private entities. Ensure conference attendees have the opportunity to comment and provide feedback on the draft standards; discuss implementation strategy development and recommend mechanisms for update, change, and follow-through on the maintenance of the standards.

The working group determined the following standards should be established for the following topic areas which consequently became the five main program areas for a national driver education assessment:

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

## The National Driver Education Assessment

There are currently many programs in the Highway Safety System that receive assessments. From DUII to Motorcycle programs, there is a specific assessment procedure for all. That is, except for Driver Education.

NHTSA, along with the "Stakeholder" group (the group of representatives of the major agencies involved in driver education from which the National Standards project springs) and other agencies recognize the timely and appropriate need for each state to assess their Driver Education programs in light of the National DE Standards.

