

Driver Education National Standards (Illinois' Response)

Below a list of the national "Novice Teen Driver Education and Training Standards" guidelines, developed by NHTSA's driver education expert panel. There are five general categories and a few items under each general category. The categories are:

1. Program Administration
2. Education/Training
3. Instructor Qualifications
4. Parent Involvement
5. Coordination With Driver Licensing

Please carefully read all items under each category and provide adequate response(s) to those items that are applicable to you and your agency in Illinois. Once you complete all responses, please save the file and send it directly to Rick Ingold at rick.ingold@illinois.gov by **January 30, 2015**.

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- F. Documentation Attached (Indicate if there is a supporting Document) _____

References and Documentation

1. **Driver Education Act (105 ILCS 5/27-24.1) (from Ch. 122, par. 27-24.1) Sec. 2**
P.A. 95 ~~289~~, eff. 8-21-07; 96-734, eff. 8-25-097
 - a. https://docs.google.com/document/d/1RZsNs_7SrKLUZUnB-r4zxsZIM4-2dqZ9y-DiPGnbaC4/edit
 - b. <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt.+27A&ActID=1005&ChapterID=17&SeqStart=163300000&SeqEnd=165200000>
2. **Administrative Rules 252 ISBE**
<http://www.ilga.gov/commission/jcar/admincode/023/02300252sections.html>
3. **Administrative Rules 1060 ISOS**
<http://www.ilga.gov/commission/jcar/admincode/092/09201060sections.html>
4. **ADTSEA 3.0 Curriculum for Driver Education**
<http://www.adtsea.org/ADTSEA%20Curriculum%20Free%20Download.html>
5. **Illinois Office of Education - (1972) DRIVER EDUCATION FOR ILLINOIS YOUTH (1976) DEMONSTRATION CENTER-SATELLITE DRIVER EDUCATION CURRICULUM**
https://docs.google.com/document/d/1XQC_G0XfdPC6qhEWbfjz17-vjnCn9sanFCnEh9A5Rqk/edit
6. **IHSCDEA Resources**
 - a. <http://www.ihscdea.org>
 - b. http://www.ihscdea.org/curriculum_resources.htm
7. **Charlotte Danielson Model for Teacher Evaluation**
<http://danielsongroup.org/framework/>
8. **Performance Evaluation Reform Act**
<http://www.isbe.net/pera/>

1.0 Program Administration

All entities delivering driver education and training 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 teen driver education and training programs. Each State may have different administrative and provisional structures. 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.

1.1. Management, Leadership, and Administration

Each State should:

1.1.1 have a single agency, or coordinated agencies, informed by an advisory board of stakeholders and charged with overseeing all novice teen driver education and training programs. That agency should have authority and responsibility for the implementation, monitoring, evaluation, and enforcement of these standards. This agency should also be charged with developing and executing communication strategies to inform parents and the public about driver education and training issues. In addition, the agency should inform providers in a timely fashion about changes to laws, regulations, and procedures.

The following is the Illinois High School & College Driver Education Association's (IHSCDEA) interpretation of various Illinois State Agencies and Professional Organizations Related to the Training and Education of Novice Teen Driver Education in the State of Illinois.

The Illinois Secretary of State (ISOS) is the state agency responsible for the physical licensing of all drivers including those drivers in the targeted "Novice Teen Driving Group" which we shall consider in the 15-18 year old age group. The ISOS, by state statute, also has authorization and oversight over the private / commercial driver training schools that are privately owned by commercial Illinois business operators.

The Illinois State Board of Education (ISBE) has the authorization and oversight over all public high school driver education (PHSDE) taught in public school districts throughout the state. ISBE is the oversight state agency that is responsible for all public school teacher credentials and endorsements. The ISBE authenticates all PHSDE instructor's teaching endorsements and licenses to all individual public school administrators.

The Illinois Department of Transportation (IDOT) is responsible for the entire oversight of traffic safety throughout the entire State of Illinois. IDOT is the state agency which connects all of driver safety including the delivery of novice teen driver education to the federal government and insures that federal guidelines, federal laws, and federal traffic safety initiatives are being administered within the State of Illinois properly. The IDOT is the agency that is directly connected to the National Highway Traffic Safety Administration (NHTSA).

1.1.2 carefully choose a State agency that is best suited and ideally not a direct provider of driver education to administer a statewide education and training program that can provide needed and appropriate regulatory environment, oversight, monitoring, evaluation, review and approval processes, professional development, and all other administrative actions that make available a quality driver education and training program to all age-eligible residents.

Illinois does not have a "single" agency and/or Administrator that is charged with the responsibility of overseeing all novice teen driver education and training programs. There is no state statute requiring a continuous Traffic Safety Advisory Board of stakeholders. The IHSCDEA Board of Directors would like to focus on the possibility of establishing a newly created Traffic Safety Advisory Board composed of traffic safety advocates in Illinois that would then select the responsible agency or agencies.

Examples of these traffic safety advocates and stakeholders could be, but not limited to, professional driver education Associations, legislators, Governor's Office, insurance industry, professional police Associations, judicial branch, prevention groups such as AAIM, MADD, SADD, medical professional organizations, and other nationally recognized traffic safety organizations.

1.1.3 have a full-time, funded State administrator for driver education and training. This individual should meet or exceed the qualifications and training required by the State for a novice teen driver education and training instructor and/or school owner or possesses equivalent experience or qualifications. This administrator should be an employee of the agency that has oversight of driver education and training.

Refer to ISOS, IDOT and ISBE for further information. Presently there is no separate Driver Education Administrator for ISOS or ISBE. It is the position of the IHSCDEA Executive Board that if a person is selected to administer to the needs of how driver education is implemented in Illinois, that this person have academic and administrative experience, a college degree in education and have a strong background and experience in Driver Education and curricular / instructor licensing implementation.

1.1.4 have standardized monitoring, evaluation/auditing, and oversight procedures to ensure that every driver education and training program uses a curriculum with written goals and objectives.

Refer to ISOS, IDOT and ISBE for further information. For public high schools, evaluation of curriculum, goals, and objectives is the responsibility of district administrators who are required to follow the Administrative Rules 252. as a guide. ISBE is the agency that has legislative oversight over public education and school districts whereas ISOS has legislative oversight over commercial driver training schools.

In the fall of 2014, after applying required state and local modifications, the IHSCDEA Board of Directors approved the use of the American Driver and Traffic Safety Education Association (ADTSEA) 3.0 Curriculum for use in Illinois public high schools. As part of a State Farm grant, this nationally-recognized standardized curriculum will be provided to the majority of the nearly 800 members of public high school driver education instructors. It is noteworthy, however, that the IHSCDEA has no official oversight as to whether or not a school or school administrator will implement this curriculum, as those decisions are made on a school by school basis. School representatives who attend the 63rd Annual IHSCDEA State Conference will be provided with the 3.0 ADTSEA Curriculum “free of charge” as part of this grant.

1.1.5 have a program renewal process to ensure that curriculum material and procedures are current.

Refer to ISOS, IDOT and ISBE for further information. For public high schools, the updating of curriculum, goals, objectives, and learner outcomes is the responsibility of school district administrators and Driver Education staff for that particular high school. Several members of the IHSCDEA have had, or currently have representation on the Novice Teen Driver Education and Administrative Standards Strategic Plan Committee. Involvement of our members on these national committees allow the other members of the Association to be updated to the most current “cutting-edge” curriculum updates and changes. Many of these IHSCDEA members are nationally known for their expertise in novice teen driver education and have or are currently working on initiatives sponsored by NHTSA and ADTSEA.

1.1.6 adopt an instructor certification renewal process.

Refer to ISOS, IDOT and ISBE for further information. Illinois certification requirements for the public high school driver education endorsement is outlined in Section 252.40 under the Driver Education Personnel Requirements:

<http://www.ilga.gov/commission/jcar/admincode/023/02300252sections.html>

Once a public high school teacher becomes certified (holds a teaching degree in Illinois), in order to receive a PHSDE endorsement, that teacher must also successfully pass college-level coursework similar to what is outlined in the NHTSA Novice Driver Training recommendations. However, it is the responsibility of the individual school district’s administrators and their assigned staff along with cooperation with the ISBE ROE Office to require an ongoing nationally-recognized and accepted evaluation system whereby instructors are evaluated and retained on an annual basis.

All public school certified / licensed instructors, including those who are licensed and endorsed to teach PHSDE, go through a rigorous and continuous evaluation process that incorporates several physical observations by a school administrator on a regular basis. All DE instructors are required to attend educationally accepted and approved graduate-level courses, workshops, and/or on-going educational symposiums as part of the evaluation system by which that same instructor is retained as an instructor for that particular course. This evaluation system is administered by each individual public school and is overseen for further review and approval generally through the Regional Office of Education (ROE) that functions as the local office of ISBE. The ISBE evaluation system currently in use for most Illinois public schools is known as the "Performance Evaluation Reform Act" or commonly known as "PERA" which is based on the "Danielson Evaluation System." Links to this information is listed directly below.

<http://danielsongroup.org/framework/>

<http://www.isbe.net/pera/>

1.1.7 approve driver education and training programs that conform to applicable state and national standards.

Refer to ISOS, IDOT and ISBE for further information. Presently PHSDE programs are to follow a set of standards adopted, but not developed by ISBE as per PA 98-1025. The standards that are currently in place are not based on those recommended by the Novice Teen Driver Education and Training Administrative Standards. It is the recommendation of the IHSCDEA Executive Board that further development in the review and implementation of both state and national learning standards for Illinois Driver Education be continually updated and based on those that are more aligned with the NHTSA National Standards.

1.1.8 deny or revoke approval of driver education and training programs that do not conform to applicable State and National standards.

Refer to ISOS and ISBE for further information. Parameters for this are established in the Administrative Rules and Regulations 252.0

1.1.9 ensure that programs reflect multicultural education principles and are free of bias.

Refer to ISOS and ISBE State Standards for further information. Individual school districts have curriculum standards in place and have the responsibility to be sure that school curricula reflect multicultural educational principles and are free of bias.

PHSDE instructors have taken extensive coursework as part of their teacher certification process in dealing with students that have special needs without bias. Adaptations are constantly made through the collaboration with the Special Education Department staff, a student's parents, and that particular student's Individual Education Plan (IEP).

1.1.10 administer applications for licensing of driver education and training instructors, including owner/operators of public and private providers.

Refer to ISOS and ISBE for further information. Administration of commercial driving schools is the responsibility of ISOS. Administration of public High School Driver Education programs is the responsibility of ISBE.

All PHSDE instructors go through extensive college-based coursework that can be taken for endorsement either as an undergraduate or as a graduate student. All coursework is authenticated by an accredited college or university and taught by highly-trained college professors and teachers. Coursework includes both classroom, laboratory, and in-the-field "real-life" experiences. ISBE has the direct responsibility to approve or disapprove certification and endorsement coursework.

1.1.11 develop and execute monitoring, evaluation, and auditing procedures to ensure standards are met by public and private providers.

Refer to ISOS and ISBE for further information. ISOS has the responsibility to monitor, evaluate, and audit private providers. ISBE has the responsibility to monitor, evaluate, and audit public high school programs.

1.1.12 adopt goals, objectives, and outcomes for learning.

Refer to ISOS, IDOT and ISBE for further information. (See answer for 1.1.7 above)

Learner goals, objectives, standards, and outcomes should be similar if not the same regardless of the venue by which driver education is taught. Please note that the ADTSEA 3.0 driver education curriculum has goals, objectives, and outcomes that are based upon the Novice teen driver education and training administrative standards.

1.1.13 develop criteria to assess and approve programs, curricula, and provider effectiveness. Financial and/or administrative sanctions for non-compliance with the State application and approval processes and/or standards should be provided to all applicants and provide remediation opportunities to driver education and training programs when sanctions are issued.

Refer to ISOS, IDOT and ISBE for further information. ISOS and ISBE have the responsibility to develop criteria to assess and approve their respective programs. Curricula and provider effectiveness for public high schools is the responsibility of local school district. Financial administration of funds, reimbursement, and investigations for non-compliance in public high schools is the responsibility of ISBE. For private providers the responsibility lies with ISOS.

1.1.14 establish and maintain a conflict resolution system for disputes between the State agency and local driver education and training programs.

Refer to ISOS, IDOT and ISBE for further information.

It is the position of the IHSCDEA Executive Board that regardless of where a student / parent elects to take the novice teen DE course, that there should be very little if any difference in the curriculum being taught. The implementation of a Traffic Safety Advisory Board that would make well-thought-out recommendations would help resolve any differences between the two DE providers.

1.1.15 require, provide, or ensure the availability of ongoing professional development for instructors to include updates in best education and training methods and material.

Refer to ISOS, IDOT and ISBE for further information. IHSCDEA provides the opportunity to attend Fall and Spring professional development workshops for all Driver Education teachers in 10 geographical regions throughout Illinois. Instructors who attend these professional workshops help to satisfy the ISBE requirements for recertification of public school teachers.

1.1.16 require all public and private driver education and training providers to report program data to the designated State agency so that periodic evaluations of the State's driver education and training programs can be completed and made available to the public.

Refer to ISOS, IDOT and ISBE for further information. Each school district has a designated person to load student information into the ISBE Illinois Web Application Security database (IWAS) system.

1.1.17 ensure that student information submitted to the agency or used by the agency remains confidential, as required by applicable State and Federal regulations.

Refer to ISOS, IDOT and ISBE for further information. The public high school program student information and confidentiality of records are monitored by school district administrators and staff authorized in performing such duties. To the best of the IHSCDEA knowledge, all state and federal laws pertaining to the rights and confidentiality of students are being followed by public schools in Illinois.

1.1.18 ensure that all novice teen driver education and training programs, instructors, and associated staff possess necessary operating licenses and credentials required by the State.

Refer to ISOS, IDOT and ISBE for further information. PHSDE instructors' licensure and endorsement credentials are monitored by school district personnel in charge of that duty and report to the ISBE ROE (Regional Office of Education) in the region of the state assigned to that school. The review of instructor driver license records with regard to proper licensure status is conducted by ISOS for each PHSDE instructor in Illinois on a regular basis.

1.1.19 ensure that each driver education and training provider has 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.

Refer to ISOS, IDOT and ISBE for further information. Each school district has a designated person to load student information into the state IWAS (ISBE Web Application Security) database.

1.1.20 ensure that all materials, equipment, and vehicles are safe and in proper condition to conduct quality, effective driver education and training.

Refer to ISOS, IDOT and ISBE for further information. Each school district is responsible for the oversight and condition of all driver training equipment including the maintenance and purchase of driver education cars and facilities. Individual PHSDE instructors also inspect student driving vehicles on a daily basis. Most school districts have maintenance staff or a local garage / dealership that provides regular maintenance to cars and other equipment as well.

1.1.21 refer to a general standard for online education such as those established by the North American Council for Online Learning in the absence of national standards specific to the delivery of online driver education or online teacher preparation.

ISBE does not recognize or accept any online education coursework for those eligible DE students under the age of 18 in the State of Illinois in lieu of the requirements set forth by the Driver Education Act. The IHSCDEA Executive Board strongly believes that there is no substitute for the instructor / student contact time in the instruction of learning standards for classroom, and in particular, the necessary instructional time to spend in teaching novice teen drivers the necessary components of driving a car safely in today's complicated driving environments.

1.1.22 ensure that the instruction of novice teen drivers is completed using concurrent and integrated classroom and in-car instruction where the bulk of the classroom instruction occurs close in time to the in-car instruction to ensure the maximum transfer of skills.

The IHSCDEA Executive Board strongly supports and suggests to all school districts the use of a concurrent and integrated classroom and laboratory instruction.

2.0 Education/Training

2.1 Each State should:

2.1.1 have driver education and training that meets or exceeds current nationally accepted content standards and benchmarks.

The IHSCDEA Board of Directors has recommended for adoption to all Illinois school districts the ADTSEA 3.0 Curriculum based on NHTSA National Standards as allowable by Illinois State Statute.

2.1.2 approve curricula that are based on nationally recognized standards such as ADTSEA and DSAA – Attachments E and F. Each State retains authority in determining what curricula meet its State standards. Other resources include AAA4 and NIDB.5

The IHSCDEA has recommended for adoption to all Illinois school districts the ADTSEA 3.0 Curriculum based on NHTSA National Standards and Illinois adaptations allowable by state statute. Prior to ADTSEA 3.0 the majority of PHSDE programs based their standards on “Driver Education for Illinois Youth.”

2.1.3 regulate the use of simulation and driving ranges.

Current state statute does not allow the use of simulation or driving ranges in lieu of behind-the-wheel hours in public high school driver education (PHSDE).

2.1.4 require an approved end-of-course knowledge and skill assessment examination based on the stated goals and objectives to graduate from the driver education and training program.

Assessment exams are the responsibility of each school district Driver Education program based on the district goals and course objectives.

2.1.5 require a course provider to conduct valid post-course evaluations of driver education and training programs to be completed by the students and/or parent for the purpose of improving the effectiveness of the program (a resource for help in conducting these evaluations is the AAA Foundation for Traffic Safety 6).

Many individual school boards and administrators require post-course evaluations by students and parents, however, there is no state statute that mandates such provisions.

2.1.6 require core driver education hours that focus on the driving task and safe driving practices sufficient to meet the criteria established by the end-of-course examination. To enable States to select the appropriate guidelines for contact hours to meet the desired outcomes, the following instructional time should be:

- . First stage education:
 - . Minimum of 45 hours of classroom/theory;
 - . Minimum of 10 hours of behind the wheel instruction;
 - . 10 hours in-car observation;
- . Second stage education;
 - . Minimum of 10 hours; and
 - . The in-car instruction can be enhanced with simulation or driving range instruction.

Illinois State Statute and Administrative Rules and Regulations 252.0 require 30 clock hours of classroom instruction, 6 hours of behind-the-wheel instruction, and 6 hours of in-car observation. Based on the current standards that are provided by Illinois State Statute, and in particular, the state funding provided by the Illinois State Legislature, PHSDE course offerings are offered to all eligible students and are in complete compliance with Illinois laws that govern PHSDE.

2.1.7 require distributive learning.

Administrators and local Boards of Education determine the type of learning style used in their individual public schools which typically align themselves with the needs of the parents, students, and the demographics of the area.

3.0 Instructor Qualifications

3.1 Each State should:

3.1.1 require the following prerequisites for instructors receiving certification and recertification:

Presently Established in Administrative Rules and Regulations 252 and 1060 for private providers

a) possession of a valid driver's license, as recognized by the State.

Presently Established in Administrative Rules and Regulations 252 and 1060 for private providers

b) have an acceptable driving record as determined by the State.

Presently Established in Administrative Rules and Regulations 252 for public providers and 1060 for private providers

c) pass a Federal and State criminal background check.

Presently Established in Administrative Rules and Regulations 252 and 1060 for private providers

d) meet health or physical requirements as determined by the State.

Presently Established in Administrative Rules and Regulations 252 and 1060 for private providers

e) achieve a minimum academic education requirement as determined by the State.

The requirement for instructors to attain an Illinois PHSDE endorsement requires 24 semester credits or the equivalent of 360 clock hours of class time beyond the required teaching degree and license. Specific course content and credit hours can be found in the Administrative Rules and Regulations 252.

f) meet a minimum age requirement as determined by the State.

Presently Established in Administrative Rules and Regulations 252.0 and 1060 for private providers

3.1.2 require instructors to complete approved standardized instructor training that applies to instructors and teachers in all public and private driver education and training programs. This preparation should include a course of study that is no less than 120 hours of preparatory time. (See Attachment B, Instructor Qualifications Statement)

Public High School Driver Education teachers receive a standardized series of coursework from approved universities and colleges. The licensing of private instructors for teen training is conducted primarily by the owners of the private driving schools and the requirement is 48 clock hours of instruction time. Further requirements for Commercial Driver Training School (CDTS) instructors can be found in the Administrative Rules 1060 as identified at the beginning of this document.

3.1.3 require instructors to receive training in accepted best practices in course delivery and evaluations using various delivery modalities.

Public high school Driver Education teacher endorsement programs have best practices from research-based strategies as part of their curriculum.

3.1.4 require that an instructor pass a State-approved practical and/or written exam (e.g., Praxis II, National Teacher Certification Program (www.ADTSEA.org)).

Public High School Endorsed Driver Education Teachers must complete a 24 semester hour teacher education program in Driver Education above their regular teacher certification / license. These programs require multiple levels of assessment. Rigorous testing and other methods of instruction are a dynamic part of all college-level coursework and are integrated in the certification classes that all future PHSDE instructors must pass.

3.1.5 require annual continuing education and professional development hours for instructors.

ISBE requires 120 clock hours of continuing professional development units (CPDU) to renew certification over the course of 5 years for those DE instructors that hold a Bachelor's Degree

3.1.6 require an annual driving record review for instructors.

ISBE requires all PHSDE instructors to fill out documentation pertaining to each instructor's name and Illinois driver's license number annually. It is the understanding of the IHSCDEA that these credentials are then used to verify that all PHSDE instructors hold a valid driver's license from the state that they reside in. Further information can be obtained from the ISOS staff.

4.0 Parent Involvement

4.1 Each State should:

4.1.1 require the parent of a teen driver education and training student to attend a parent seminar, pre-course, or the initial session of the teen's driver education and training course. This session should outline the parent's responsibility and opportunity to reduce his or her teen's crash risk in several ways, including modeling safe driving behavior. Information conveyed to the parent in this session should include, but not be limited to, the following known best practices of GDL and parental involvement:

Although not a requirement in state statute, most PHSDE programs host some form of a "Parent Involvement Program" at their individual schools. We have many remarkable PHSDE instructors who have outstanding Parent Involvement Programs with the main focus of coordinating student performance on achieving learning through the integrated participation of parents. Exemplary programs can be seen at Glenbrook South and Neuqua Valley High Schools which have received outstanding ISOS Awards for each of the two past years, respectively. Other noteworthy public high schools that have outstanding "Parent Involvement Programs" can be found on the Association's website (www.ihscdea.org)

Each school district has the option and responsibility to provide the opportunity for parent/teen seminars or open house informational meetings. Many high school programs have very successful parent/student/school relationships, however, it is not a state requirement to do so. It is the belief of the IHSCDEA to encourage all of our high schools to provide a quality PR program to maintain strong and effective Driver Education programs. For several years the IHSCDEA has worked with ISOS staff to create a "Parent Involvement Model" which can also be found on the ISOS website.

a) Manage the novice driver's learning-to-drive experience to determine the readiness of the teen to begin the process, and supervise the teen's driving so that the parent can better determine the teen's readiness to advance to the next licensing stage and assume broader driving privileges;

Many public high schools work with ISOS with the Cooperative Driver Testing Program (CDTP) which, after additional training, allows PHSDE instructors to provide state road testing for their students. Many teachers provide websites and various forms of technology (Google Apps / Parent Portal Apps) to communicate teen's progress and readiness to advance to licensing. Typically, each semester public schools host teacher / parent conferences whereby parents speak privately with their student's instructor regarding their progress and readiness to become licensed.

b) Supervise an extended learner permit period of at least six months that provides at least weekly opportunities for the novice driver to accumulate a minimum of 50 hours of supervised practice driving in a wide variety of increasingly challenging circumstances. Hours of supervised practice driving required in GDL should not be reduced by a novice driver's participation in other driver education and training programs, nor should any other activity be considered a substitute.

Illinois GDL law presently requires nine months for the learner permit period which exceeds National Standards.

c) Supervise an extended intermediate license period that temporarily restricts driving unsupervised with teen passengers and during nighttime hours until the State's GDL requirements have been met and the parent determines the teen's readiness to drive unsupervised in these high risk conditions; and

Illinois GDL accommodates for the restrictions of intermediate licensing periods.

d) Negotiate and adopt 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 earn and for the parent to grant progressively broader driving privileges.

Public schools and private provider programs have the option of negotiating and adopting written agreements between the teen, parent and school.

4.1.2 require a parent to complete a debriefing with the driver training instructor to inform the parent of the progress and proficiency of the teen driver. This final session should include a reminder that it is the parent who must ultimately determine the teen's readiness to obtain a license with full driving privileges and of the parent's responsibility and important role in helping the teen to become a safe driver.

Public school and private provider programs have the option of requiring a parent to complete a debriefing and/or exit meeting regarding the teen's readiness to obtain a license.

5.0 Coordination With Driver Licensing

5.1 Each State should:

5.1.1 have a formal system for communication and collaboration between the State driver education and training agency and the State driver licensing authority. This system should allow sharing of information between driver education and training program/course administrators and the State's driver licensing authority.

Refer to ISOS, IDOT and ISBE for further information. Each school district has a designated person to load student information into the state IWAS (ISBE Web Application Security) database.

5.1.2 have a GDL system that includes, incorporates, or integrates driver education and training. Completion of driver education and training should not reduce the time requirements in the GDL process.

Refer to ISOS and IDOT for further information. Driver Education is part of the GDL process, but does not reduce or modify the time requirements in the GDL process.

5.1.3 provide information and education on novice teen driving requirements and restrictions to judges, courts, and law enforcement officials charged with adjudicating or enforcing GDL laws.

Refer to ISOS and IDOT for further information.

5.14 ensure that sanctions for noncompliance with GDL requirements by novice teen drivers are developed and enforced uniformly.

Refer to ISOS for further information.

5.1.5 require a parent to submit State-specified documentation that certifies completion of required supervised hours in a manner that reduces the possibility of fraudulent entries.

Refer to ISOS for further information.

5.1.6 ensure that State licensing tests are empirically based and reflect performance competencies of the standards-based driver education and training program outlined in the previous sections of this document.

Refer to ISOS for further information.

5.1.7 develop and implement a valid and reliable driver's knowledge and skills test that assesses factors associated with the novice teen driver's ability to reduce driving risks.

Refer to ISOS for further information

IHSCDEA Recommendations

The IHSCDEA wishes to express our thanks to IDOT and NHTSA for allowing us the opportunity to be involved in the Illinois State Driver Education Assessment. It is our hope that the following recommendations shall be considered for implementation:

1. IHSCDEA Board of Directors recommend the legislative establishment of a Traffic Safety Advisory Board composed of traffic safety advocates and other stakeholders.
2. The IHSCDEA Board of Directors feel that if an Administrator is selected to oversee Novice Teen Driver Education in Illinois, that this person should work together with the Traffic Safety Advisory Board when making recommendations for voting approval.
3. The IHSCDEA believes this position is very important but should not take the place of the Traffic Safety Advisory Board as a decision making group. This position might initially be funded through a NHTSA grant.
4. Establish National Standards and Learner Outcomes that are adopted by all Illinois Driver Education programs
5. To ensure that the teacher endorsement certification process for PHSDE instructors continues to be accessible for the future development and retention of highly-trained teachers
6. In 2012, of those sophomore students who did take formal Driver Education, 73% of those students took PHSDE (100,173) while 27% of sophomore students took private instruction from a CDTS (37,402). Therefore, it is critical that PHSDE continues to be affordable and accessible to all eligible students by maintaining a strong level of support.