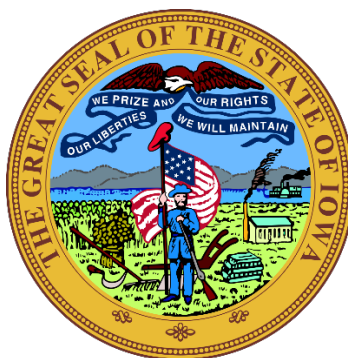


STATE OF IOWA

TECHNICAL ASSESSMENT of the DRIVER EDUCATION PROGRAM



August – October 2023

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Jacqueline Milani, National Highway Traffic Safety Administration (NHTSA) Headquarters, Susan DeCourcy, NHTSA Regional Administrator Region 7; and Robert Eichkorn, NHTSA Highway Safety Specialist Region 7 assisted with the facilitation of the assessment process. The TAT Assessors would like to thank NHTSA for helping to give a national and regional perspective to the assessment.

The TAT Assessors also thanks each of the participants in the review process for the time and energy invested in preparing and delivering their presentations. The participants' candor and thoroughness in discussing driver education in the State of Iowa greatly assisted the Team in conducting a complete review.

The TAT Assessors believe this report will contribute to the State's efforts to enhance the effectiveness of its driver education program in preventing injuries, saving lives, and reducing economic costs of young novice driver motor vehicle crashes on Iowa's roadways.

The TAT Assessors recognize the assessment is a review of the State's driver education activities comparatively to the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) and commends all who are involved in the day-to-day efforts to improve driver education and highway safety in Iowa.

This report is a TAT Assessor's report; it is not a NHTSA document. Iowa may use the assessment report as the basis for planning driver education program improvements, assessing legislative priorities, providing for additional training, and evaluating funding priorities. On behalf of the Assessment Team, NHTSA provides this final report to the Iowa DOT.

Introduction

Motor vehicle crashes are among the leading cause of unintentional injury and death in the United States¹. In addition, motor vehicle crashes are one of the leading causes of teen deaths for those between the ages of 15-19 years².

The mission of NHTSA is to save lives, prevent injuries and reduce economic costs due to road traffic crashes, through education, research, safety standards and enforcement activity. In its ongoing efforts to reduce traffic crashes and subsequent fatalities and injuries, NHTSA provides technical program assessments including driver education to States upon request.

A NHTSA Assessment is a technical assistance tool offered to States that uses an organized, objective approach with well-defined procedures to (1) provide an overview of the program's current status; (2) note the program's strengths and opportunities; and (3) provide recommendations for improvement. Often, the NHTSA Assessments are cooperative efforts among State Highway Safety Offices, NHTSA's Office of Research and Program Development (NPD), and NHTSA's Offices of Regional Operations and Program Delivery (ROPD).

A Driver Education Program State Assessment is based on the information included in the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). The foundation of the NTDETAS originated from the Uniform Guidelines for State Highway Safety Programs: Highway Safety Program Guideline No. 4, Driver Education³.

The NTDETAS were developed with support from NHTSA by the Association of National Stakeholders in Traffic Safety Education (ANSTSE) and representatives from the driver education professional community. The five major sections in the standards include:

- Program Administration
- Education/Training
- Instructor, Mentor, and Instructor Trainer Qualifications
- Coordination, Collaboration, and Communication with Driver Licensing
- Parent/Guardian Involvement

NHTSA serves as a facilitator in the Assessment process by assembling a Team composed of non-federal subject matter experts who have expertise in at least one of the five key NTDETAS sections.

¹ CDC, NCIPC (2020). *Ten leading causes of death and injury by age group*, United States 2018. Retrieved from https://www.cdc.gov/injury/wisqars/LeadingCauses_images.html

² CDC, NCIPC (2020). *Ten leading causes of injury deaths by age group highlighting unintentional injury deaths*, United States 2018. Retrieved from <https://www.cdc.gov/injury/images/lc-charts/leading-causes-of-death-by-age-group-unintentional-2018-1100w850h.jpg>

³ NHTSA (2009). Guidance documents, *Uniform Guidelines for State Highway Safety Programs. Highway Safety Program Guideline No. 4, Driver Education*, March 2009. Retrieved from <https://www.nhtsa.gov/laws-regulations/guidance-documents#uniform-guidelines-state-highway-safety-programs-52986>

Assessment Process

While all States may participate in a similar assessment process, each State will have a unique output and set of findings or recommendations. Every State has a different set of laws, organizational structure, social/environmental atmosphere, economic levels, and unique demographic classifications of people. NHTSA Headquarters, with support from NHTSA Region 7, facilitated the Iowa Driver Education Program Assessment. The Assessment was conducted over a period of three months from August 2, 2023 – October 25, 2023, using a remote response or hybrid approach process. NHTSA would like to acknowledge both the State and the TAT Assessors for their efforts in making the Assessment a success and in contributing to lessons learned for the next State that will participate in a remote or hybrid Assessment process.

One of the first steps for Iowa was to prepare a set of objectives for what they hoped to obtain as a result of the NHTSA Assessment. The State identified the following specific objectives:

- 1) Review Iowa’s Driver Education Curriculum and topic list from Iowa State University (Iowa driver education course requirements and Iowa standards and benchmarks).
- 2) Review the content and delivery of the Iowa Driver Education Certification Course.
- 3) Review the Department of Education’s role and how we may be able to offer additional course options at more locations.
- 4) Review content and delivery of the online bi-annual refresher course created by the Iowa DOT.
- 5) Recommendations for providing additional formal trainings with instructors such as regular virtual meetings or monthly communications.
- 6) Recommendations for the best delivery methods (e.g., in-person, online, or a blend of both).
- 7) Review the certification process for new instructors, renewals, and peace officer exemption.
- 8) Recommendations of educational resources for classroom instructors, BTW instructors, parents, and teens.
- 9) Recommendations on how the Iowa DOT can build stronger relationships and improve communication with their driver education providers and partners.

The State should utilize the recommendations found in this report to enhance their overall program and utilize the NTDEETAS to begin to address the Assessment objectives included herein. If the State finds that additional guidance is still needed after conducting a review of

the Assessment findings and strategic planning process, further consultation services should be requested from ANSTSE.

Efforts were made to select TAT Assessors that reflected the needs and interests expressed by the Iowa team during pre-assessment web meetings and in response to their identified objectives.

The assessment consisted of the following activities:

- A Kick-Off meeting to officially begin the State Assessment process.
- Bi-weekly meetings between the Iowa DOT, Iowa Governor’s Traffic Safety Bureau, NHTSA, and TAT Lead Assessor.
- Development of an online Data Collection Resource Library of reference materials and other supporting documents allowing TAT Assessors to verify State information.
- Documentation in an Assessment Response Workbook including specific information on each of the five NTDETAS Sections, Standards, Strategy Evaluations, and responses from the State reflecting how the State’s Driver Education system is performing relative to the NTDETAS.
- Two rounds of electronic online question/response periods using the Assessment Response Workbook between members of the Iowa DOT and the TAT Assessors.
- Remote interviews with members of the Iowa DOT, Board of Educational Examiners, Department of Education, driver education school owners, instructor training program representatives, recent instructor graduates, driver education school instructors, law enforcement, and parents/guardians were held in two, three-hour sessions to verify details on which to base Assessment findings and recommendations (agenda attached in Appendices).
- Submission of a final Response Workbook with Summary worksheets and a written narrative report was provided to the Iowa DOT and Iowa Governor’s Traffic Safety Bureau with documentation of the States strengths, opportunities for improvement, and/or areas already planned for future change.
- A final briefing was conducted to share the results and to report back to the State, discussing major points of focus and next steps for implementation.

The Assessment Response Workbook and the accompanying narrative report provide information on each area identified in Table 1 below.

Table 1: NTDETAS Sections and Number of Standards and Strategies

NTDETAS Section	# of Standards	# of Strategies
Program Administration	6	31
Education & Training	8	25
Instructor, Mentor, and Instructor Trainer Qualifications	4	22
Coordination, Collaboration, and Communication with Driver Licensing	5	19
Parent/Guardian Involvement	3	12

The conclusions drawn by the TAT Assessors included herein are based upon the facts and information provided by the State during the full Assessment process. The conclusions are presented as Summary worksheets as part of the Response Workbook and in a consensus report by the TAT Assessors. The recommendations are based on the unique characteristics of the State and what the TAT Assessors believed the State, its political subdivisions, and partners can do to improve the effectiveness and comprehensiveness of their driver education and Graduated Driver Licensing (GDL) efforts for novice drivers.

The 2023 edition of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS) included updates to several sections to include:

- Standards for students with disabilities and cultural equity,
- Virtual classroom instruction and blended instruction,
- Instructor training and mentor qualifications,
- Testing for licensure through driver education,
- ADTSEA and DSAA revised Content Standards, and
- Risk/emergency preparedness.

Following the Assessment, the State's next steps are to take the information shared in this report and the Assessment Response Workbook and move towards implementing whichever ones the State prioritizes. To get the most from the findings, Iowa must review the recommendations provided in this Final Report along with supporting documentation found in the Assessment Response Workbook. The Assessment Response Workbook includes worksheets for each Section of the NTDETAS. These worksheets provide a snapshot of what the Assessors verified as part of their role with the Assessment. The Assessment Response Workbook includes a determination of how the TAT Assessor felt the State's driver education program is performing relative to the NTDETAS, using the following standardized scales:

- ✓ Not Started – State provided no evidence that work has started, did not respond, or did not follow up on a round in response to questions from TAT Assessors.
- ✓ Early Progress – Some supporting evidence but is less than 50% completed or not substantiated by corroborative evidence.
- ✓ Underway – Supporting evidence that substantiates the State is headed in the right direction but not all questions or evidence show the State meets the Standard.
- ✓ Substantial Progress – Strong supporting evidence is provided showing State progress in the area between 80% to 99% completed. Not all responses are substantiated or corroborated with substantive evidence.
- ✓ Completed – State meets the description of the ideal with substantive evidence and complete responses.

The Assessment Response Workbook also includes Summary worksheets for each section of the NTDETAS. These worksheets summarize the overall findings and include the TAT Assessors priority findings.

The State should use the Assessment Response Workbook in conjunction with the findings outlined within this report to develop a workplan. Within the Response Workbook the individual sections provide the space for the State to strategically plan implementation

through a prioritizing process. Partners statewide should be engaged in reviewing future-plans, strengths, and opportunities and the prioritization process to extend the reach and importance of the investment made in this Assessment.

Additionally, State leadership should consider contacting the ANSTSE to request Consultation Services. Such assistance should be requested through the submission of a written letter that explains the purpose, goals, and specific areas of interest (i.e., instructor training, program administration). Contact [ANSTSE](#) for more information or to submit a Consultation Services request.

It is to be noted that there are a variety of education and outreach initiatives conducted throughout Iowa in the area of driver education and traffic safety. It is not the intent of this report to thoroughly document all such activities, nor credit the large number of individuals at all levels who are dedicated to driver education.

State Background

Population

Iowa's population estimate is 3.2 million, according to the U.S. Census.⁴ Iowa consists of 99 counties. Iowa is divided into nine geographic regions: Northwest to Southwest, the regions are 1) Northwest Iowa Plains, 2) Des Moines Lobe, 3) Paleozoic Plateau, 4) Mississippi River Alluvial Plain, 5) East-Central Iowa Drift Plain, 6) Iowa Cedar Lowland, 7) Southern Iowa Drift Plain, 8) Loess Hills, and 9) Missouri River Alluvial Plain.⁵

According to the 2020 Census, the most populated counties were Polk County with a population of 492,401 and Linn County with a population of 230,299.⁶ Statewide, Caucasians make-up 83.7 percent of the population, Hispanics or Latinos make-up 6.9 percent, Black or African Americans make-up 4.4 percent, Asians make-up 2.8 percent, two or more races make up 2.2 percent, American Indian and Alaska Natives make up 0.6 percent, Native Hawaiian and other Pacific Islanders make up 0.2 percent.⁴

Transportation

Iowa has over 114,000 total miles of roadways. The Iowa DOT owns 8,902 miles; counties own 89,698 miles; municipalities own 15,442 miles; parks and institutions own 602 miles; and federal agencies own 138 miles.⁷

⁴ U.S. Census Bureau. (2022). *QuickFacts Iowa*. U.S. Department of Commerce. Retrieved from <https://www.census.gov/quickfacts/fact/table/IA/PST045222>.

⁵ Hayes, M. (2022, March 18). *Geography of Iowa*. GeographyRealm. Retrieved from <https://www.geographyrealm.com/geography-of-iowa/>.

⁶ U.S. Census Bureau. (2020). *Iowa Counties Population*. Iowa Secretary of State. Retrieved from <https://sos.iowa.gov/elections/pdf/2020census/counties.pdf>.

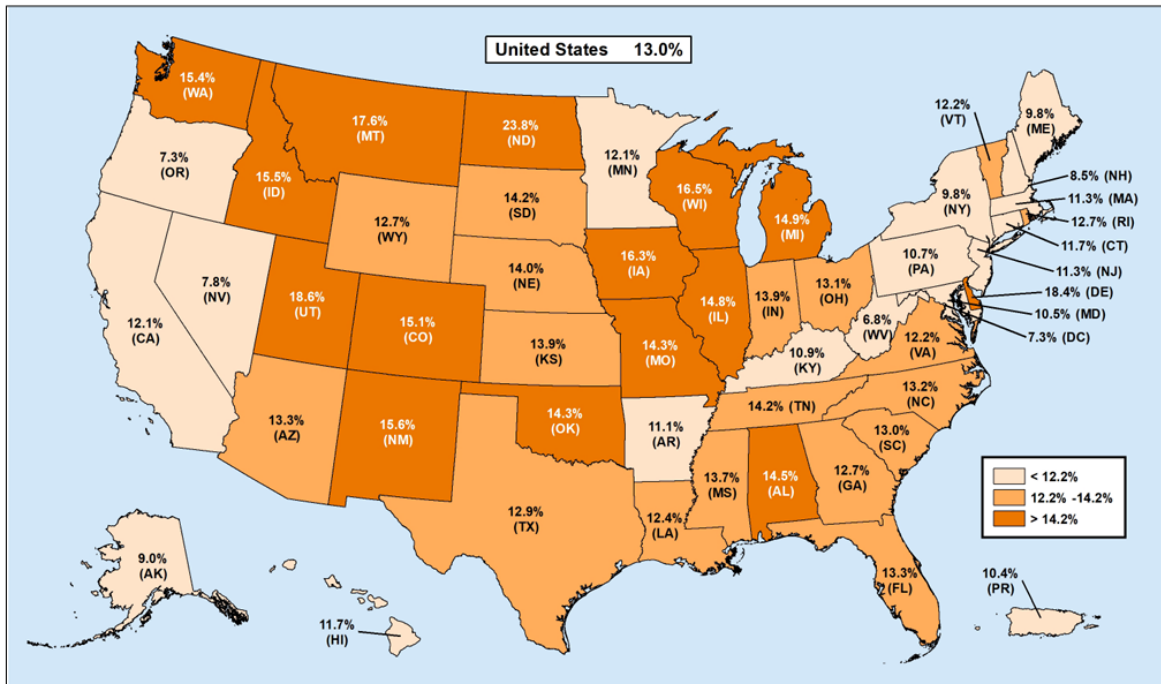
⁷ Iowa Department of Transportation. (n.d.). *About the DOT: Roads, Streets, and Bridges*. Retrieved from <https://iowadot.gov/about/roads>.

Highway Safety

An examination of the State's Traffic Crash Statistic files reveals the following data for Iowa:

- In 2021, Iowa experienced 58 fatalities in traffic crashes involving young drivers, which is 16.3 percent of all traffic fatalities in Iowa, regardless of age. See Figure 6.
- Fatalities involving young drivers consisted of 22 drivers, 13 passengers in young drivers' vehicles, 15 occupants of other vehicles, and 8 nonoccupants.⁸

Figure 6. Percentages of Traffic Fatalities in Crashes Involving Young Drivers, by State, 2021

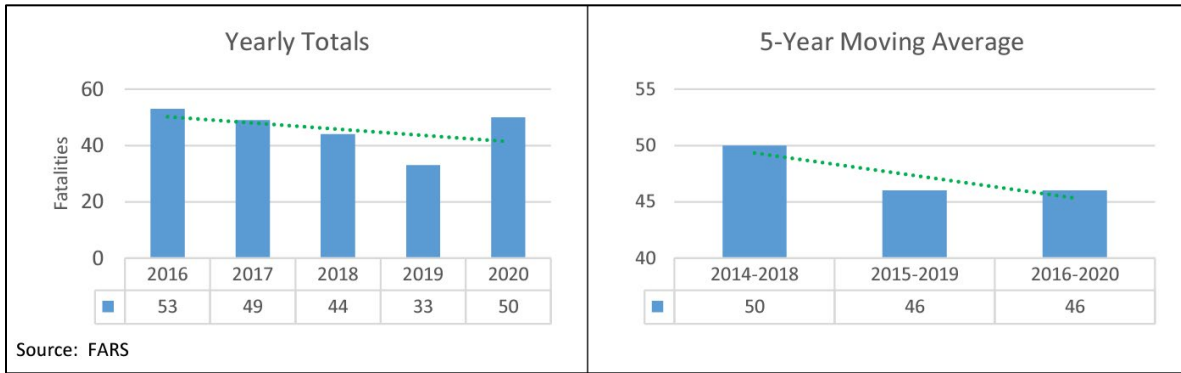


Source: FARS 2021 ARF

According to the *Iowa 2021 Annual Evaluation Report*, at the end of 2021, linear trend lines for yearly totals and 5-year moving average both show downward trends. However, there was a 51.51 percent increase in the number of drivers age 20 or younger involved in fatal crashes between 2019 and 2020. Drivers age 20 or younger represented 10.73 percent of all drivers involved in fatal crashes.⁹

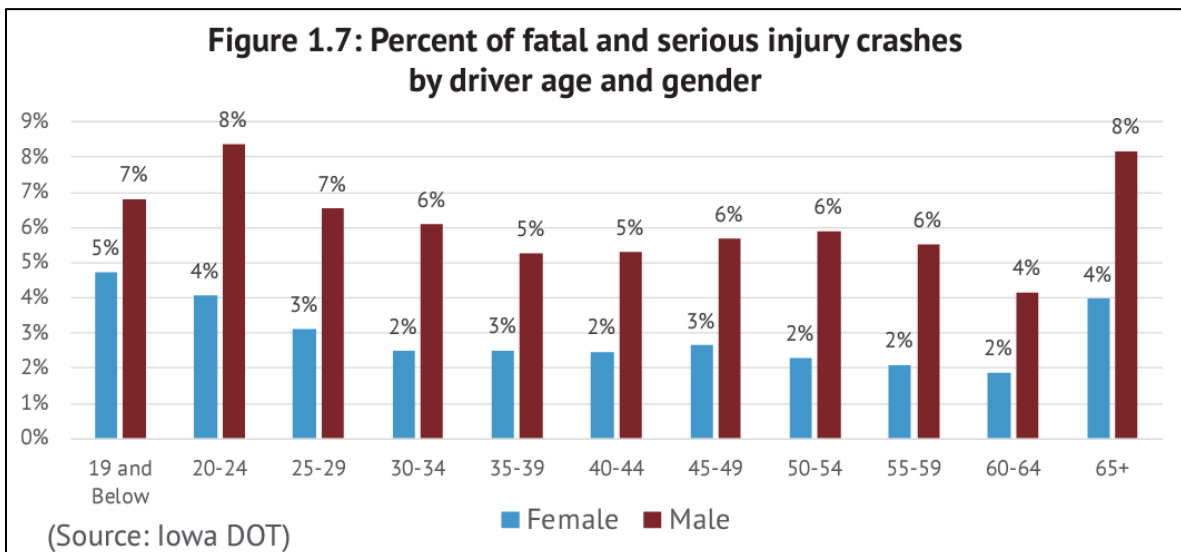
⁸ U.S. Department of Transportation. National Highway Traffic Safety Administration. (2021). *Traffic Safety Facts: Young Drivers*. Retrieved from <https://ansts.info/wp-content/uploads/2023/08/Young-Drivers-Traffic-Safety-Facts-2021-Data.pdf>.

⁹ Iowa Governor's Traffic Safety Bureau. (2021). *Annual Evaluation Report FFY 2021*. Retrieved from www.nhtsa.gov/sites/nhtsa.gov/files/2022-05/IA_FY2021_AR.pdf.



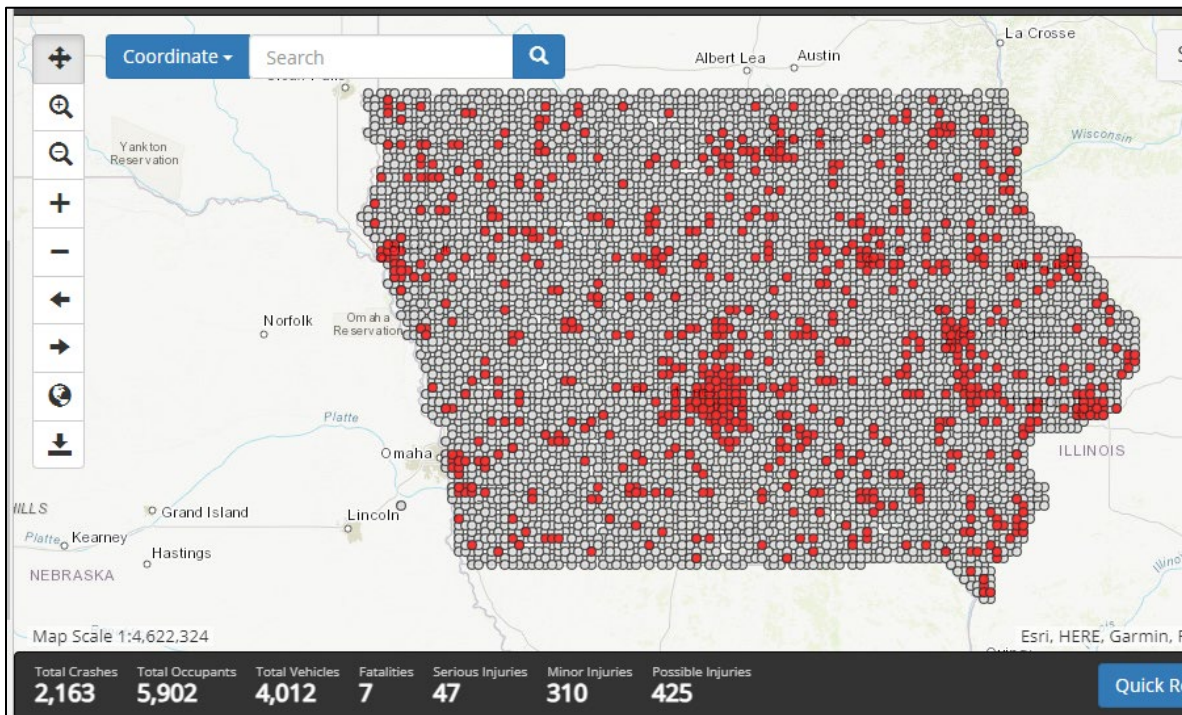
According to the *Iowa Strategic Highway Safety Plan 2019-2023*, male drivers in every age group represent a disproportionately large percentage of the fatal and serious injury crashes. Further, for both male and female drivers, the age groupings with the largest proportions are those at either end of the spectrum. For example, the highest represented group, if age and gender are combined, is males under the age of 25. These drivers are represented in over 15 percent of the fatal and serious injury crashes between 2008-2017.¹⁰

Iowans under the age of 25 and Iowans over the age of 65 represented over 35 percent of the drivers involved in fatal and serious injury crashes. It is projected that Iowa’s population will continue to urbanize; however, a larger proportion of Iowa’s fatal and serious vehicle injuries are occurring in rural areas as opposed to urban areas. Even though more travel occurs on the primary system, more fatalities and serious injuries occur on county and municipal systems. In Iowa, male drivers are over-represented in fatal and serious injury crashes, often 2-3 times their female counterparts.¹⁰



¹⁰ Iowa Department of Transportation. (2019). *Iowa Strategic Highway Safety Plan 2019-2023*. Retrieved from <https://iowadot.gov/traffic/pdfs/lowaSHSP.pdf>

According to the Iowa DOT Crash Analysis Tool, there were 2,163 total crashes for 15–16-year-old drivers in Iowa, seven were fatal, 47 included serious injuries, and 310 included minor injuries.¹¹



¹¹ Iowa Department of Transportation. (n.d.) Crash Analysis Tool. Retrieved from <https://icat.iowadot.gov/>.

Priority Recommendations

Program Administration

- 1.1.1 b): Establish formal coordination, through an interagency working group, between the Motor Vehicle Division individual program sections (for course approvals, instructor certifications, course content, driver licensing, and driver records), the Department of Education (for classroom instructors), and the Iowa State Patrol (for enforcement of traffic and driver license laws), which are the three primary State agencies that have a role in the regulation, administration, and oversight of all novice driver education programs.
- 1.1.1 c): Establish and maintain an advisory board representative of all stakeholders to provide input to the trio of coordinated State agencies (Motor Vehicle Division, Department of Education, State Patrol).
- 1.2.2 and 1.2.3: Establish standardized pro-active monitoring, evaluation/auditing, and oversight procedures through the Motor Vehicle Division for its providers and the Department of Education for its approved public schools, to ensure compliance with the NTDETAS and State standards.

Education and Training

- 2.1.1: Require, at a minimum, driver education course requirements as outlined in the NTDETAS: be taught by State approved instructors who meet Section 3.0 of the NTDETAS; distribute classroom/theory instruction over a period of 30 days or more; consist of classroom/theory instruction with a maximum of 120 minutes per day; consist of BTW instruction with a maximum of 90 minutes per day per student (may be in addition to classroom instruction provided daily); consist of a maximum number of 30 students for classroom; be culturally equitable and apply multicultural education practices for all students; and accommodate those with disabilities.
- 2.2.2: Require driver education and training providers to use State approved formalized curricula as outlined in the NTDETAS.
- 2.3.1: Ensure that providers and instructors deliver timely and ongoing feedback to students and parents/guardians on students' progress in classroom, behind-the-wheel, and any other laboratory phases, including remedial instruction, during and at the conclusion of the driver education and training course consistent with the concepts, lessons, and course objectives; provided following the teaching of classroom and driving instruction; and constructive, informative, and frequently provided.
- 2.8.1: Require training vehicles used for driver education and training to meet requirements as outlined by the NTDETAS.

Instructor, Mentor, and Instructor Trainer Qualifications

- 3.2.1: Require instructors to successfully complete approved continuing education and professional development.
- 3.2.6: Require instructor candidates to successfully complete supplemental courses/requirements (e.g., CPR, First Aid).

Coordination, Collaboration, and Communication with Driver Licensing

- 4.1.1: Establish a formal communication, coordination, and collaboration process between the Motor Vehicle Division and Department of Education to share information, resolve issues and to improve and assess the total Minor and Intermediate License Program.
- 4.2.1: Enhance the Graduated Driver Licensing (multi-stage) Minor and Intermediate Driver License program to meet nationally recognized standards.

Parent/Guardian Involvement

- 5.1.3: Require the parent/guardian certifies the novice teen driver completes: a) minimum of 50 hours of supervised on-street practice driving (optimally 100 hours) distributed over the Learner Permit period and b) at least 10 hours of nighttime on-street practice driving as part of the minimum 50 hours. (Note: The minimum of 50 hours of supervised practice driving should not be reduced by a novice teen driver's participation in driver education and training programs.)
- 5.2.1 and 5.2.2: Require the parent/guardian of a novice teen driver to complete a parent/guardian seminar and ensuring the content in parent/guardian seminars describes their responsibilities and opportunities to manage the novice teen driver's overall learning to drive experience to reduce the novice teen's risk.

Assessment Findings

Section 1. Program Administration

Summary

Iowa is Underway in the Program Administration section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). For the six standards and 31 strategies in this section, 39 percent are considered Complete or show Substantial Progress, 16 percent are Underway, and 45 percent have shown Early Progress or are Not Started. Details on the scale of progress are in the Assessment Response Workbook.

In Iowa, by statute (§321.178), the Iowa Department of Transportation (DOT) is authorized to provide program oversight for driver education. In practice, driver education is being overseen by the Motor Vehicle Division (MVD).

Within the MVD, Driver Central Programs (DCP) has the direct program responsibility for the driver education programs taught under MVD's structure. DCP's full-time oversight staff person, does not hold a certification as a driver education instructor, is fully funded by MVD revenue, and is a talented program manager. The Iowa Department of Education (DOE) has responsibility for the certification for classroom instructors. There are multiple providers that offer instructor training for both the public and commercial providers of behind-the-wheel (BTW) instruction.

The interaction between MVD Driver and Identification Services (DIS), DCP, and DOE staff for the management and coordination of the driver education program and driver licensing is informal or non-existent. A programmatic advisory board, which includes stakeholders of the State's driver education program, has not been established. A formal communication plan and consistent meeting schedule have not been put in place by DCP and the DOE for oversight and management of the public-school programs and personnel. Internal programs of MVD have differing pieces of responsibility for novice teen drivers, including driver education. There does not appear to be an established formal conversation around the overall direction, planned program changes, sharing of data, auditing functions, and evaluating the driver testing functions provided by the driver education programs for the various MVD offices. The MVD does list the currently approved schools, resources for special needs students, parent/guardian materials, and multiple links to other resources on the MVD website.

Student records are not submitted to, nor evaluated by the State, and security/confidentiality are the responsibility of each provider. Driver education course providers have a portal for the MVD database that allows the provider to submit a student's completion information. Security training and expectations are completed by the provider's staff before MVD allows access to the portal. Driver education providers maintain their own student records in a central database. Crash, conviction, survey, and other data related to novice teen drivers is available to driver education providers and instructors. There are no requirements to use this information and research to improve the content of the driver education course, instructor preparation, or parent/guardian resource materials.

The driver education classroom and BTW delivery of driver education is currently monitored through complaints. A compliance program exists in MVD for other programmatic areas outside of driver education. The DCP approves the use of curricula during the initial approval of a program to deliver a driver education course. At this time, when the in-person and on-line curriculum is reviewed, there is a lack of content standards outside of the small list of items required by statute (§321.178(1)). The DCP has established a much more detailed list of requirements for parent-taught driver education curriculum content (Administrative Rule 761-634.11(321)). DCP notifies providers and instructors of any new laws or policies through email.

Curriculum that is culturally competent is dependent upon the individual school or instructor as there is no State requirement to be followed. DCP provides web links for courses to assist students with special needs or in accordance with their instructional documented plan. DCP does not require course providers to accommodate Spanish or other language speakers. The driver education providers make their own decisions on how to instruct students with special needs or direct them to other providers.

There are currently no MVD plans to evaluate the quality of the individual driver education programs located throughout the State. DCP does not randomly survey students, parents/guardians, or instructors. The driver education providers have no formal process to evaluate the quality of their own driver education program. There is an MVD plan to evaluate the recently approved parent-taught option for driver education by reviewing the driver license records and crash records of parent-taught drivers as compared to the rest of the novice teen driver population.

A strategic guidance document, performance measures, research, or data evaluation plan for the driver education program is not currently in place. During the COVID-19 pandemic, Iowa allowed online classroom instruction, which is still in place. Specific expectations for the online course content, delivery synchronization with the BTW segment, access to an instructor during the online portion, and use of Iowa specific laws, images, and data are not in place.

The Governor's Traffic Safety Bureau produces multiple media and education campaigns, resource materials, training courses, and holds an annual traffic safety conference. The driver education course providers are not consistently accessing the materials or attending the training events.

Planned Initiatives

Iowa's planned initiatives in support of Section 1: Program Administration:

- 1.3.1: The Motor Vehicle Division plans to evaluate the recently approved parent-taught option for driver education by reviewing the driver license records and crash records of parent-taught drivers as compared to the rest of the novice teen driver population.

Strengths

Iowa's strengths for Section 1: Program Administration:

- 1.1.1: Has one State agency, the Motor Vehicle Division, that regulates, administers, and oversees all novice driver education programs.
- 1.1.2: Has a full-time, funded State administrator for driver education at the Motor Vehicle Division.
- 1.2.1: Has an application process for all driver education course providers, behind-the-wheel instructors, and classroom instructors.
- 1.2.1 d): There is a Motor Vehicle Division (MVD) list of the approved driver education providers under its oversight on the MVD website.
- 1.6.1: Allowed for delivery of classroom instruction in an online classroom setting during the COVID-19 pandemic.

Opportunities/Recommendations

Iowa's opportunities/recommendations for Section 1: Program Administration:

- **1.1.1 b): Establish formal coordination, through an interagency working group, between the Motor Vehicle Division individual program sections (for course approvals, instructor certifications, course content, driver licensing, and driver records), the Department of Education (for classroom instructors), and the Iowa State Patrol (for enforcement of traffic and driver license laws), which are the three primary State agencies that have a role in the regulation, administration, and oversight of all novice driver education programs.**
- **1.1.1 c): Establish and maintain an advisory board representative of all stakeholders to provide input to the trio of coordinated State agencies (Motor Vehicle Division, Department of Education, State Patrol).**
- 1.1.1 e): Implement, monitor, evaluate, and enforce the NTDETAS and State standards, per the authority granted in existing State law and Administrative Rule, through the Motor Vehicle Division and Department of Education.
- 1.2.1: Expand the application and curriculum review process for providers under the oversight of the Motor Vehicle Division.
- 1.2.1 c): Expand the review of the applications for recertification of driver education instructors, including classroom and behind-the-wheel instructors (see NTDETAS Section 3.0 Instructor Qualifications).
- **1.2.2 and 1.2.3: Establish standardized pro-active monitoring, evaluation/auditing, and oversight procedures through the Motor Vehicle Division for its providers and the Department of Education for its approved public schools, to ensure compliance with the NTDETAS and State standards.**
- 1.2.7: Require driver education providers to collect and make available to the Motor Vehicle Division, all student identification, performance, and other data so evaluations of the State's driver education program can be conducted and made available to the public.
- 1.3.1: Track and utilize crash, conviction, and attitudinal survey data for the improvement of the driver education providers and instructor training schools.
- 1.5.4: Develop and implement a statewide communication plan and campaign directed at supporting policy and program elements of the driver education and training schools, instructors, and driver licensing of novice teen drivers.

- 1.6.1: Complete a business continuity plan for the State level office for driver education in the Motor Vehicle Division.
- 1.6.1 d): Require the driver education providers to have a business continuity plan in place for their local program.

Section 2. Education/Training

Summary

Iowa is in Early Progress in meeting standards in the Education/Training section of the Novice Teen Driver Education and Training Administration Standards (NTDETAS). For the eight standards and 25 strategies in this section, 8 percent are considered Complete or show Substantial Progress, 20 percent are Underway, and 72 percent have shown Early Progress or are Not Started. Details on the scale of progress are in the Assessment Response Workbook.

The Iowa Department of Transportation (DOT), Motor Vehicle Division (MVD) provides laws and rules for driver education providers, instructors (teachers), course instruction, and vehicles for the State. Driver education and course content is in Iowa Administrative Rule 761-634 and Iowa Code 321.178. The Iowa driver education instruction time includes 1800 minutes (30 hours) of classroom instruction and 360 minutes (six hours) of behind-the-wheel (BTW) instruction, exclusive of observation time. The instructional hours are not delivered in multiple learning segments, which would give the student time to gain exposure and experience between each segment. The Iowa DOT approves the course instruction prior to the provider starting instruction. A textbook is not required by the State; however, some providers do use a textbook during classroom instruction. A list of approved textbooks is provided on Iowa DOT's website. The State Driver's License Manual is also available for use in classroom instruction. Some providers create slide presentations for classroom instruction.

Iowa makes every effort for driver education instruction to be made available to all students. The driver education course is concurrent and integrated as the Iowa Code indicates that students shall be scheduled to receive classroom, BTW, and observation each week. The BTW instruction shall be limited to a maximum of 30 minutes per student per session and a maximum of 60 minutes in a single day.

Classroom can be provided face-to-face, online, or blended/hybrid. Face-to-face or blended/hybrid classroom providers are expected to provide seating for all students. Instructors are expected to teach in the same classroom as the students.

Iowa Code indicates that instructors must have completed certification from the Iowa DOT and the Iowa Board of Educational Examiners to provide BTW and classroom instruction. In a parent taught driver education course (Iowa Administrative Rule 761-634.11(321)) the teaching parent may instruct a student in an approved course of driver education. The teaching parent selects from the list of approved courses posted on the Iowa DOT's website. The Parent Taught curriculum must, at a minimum, meet the requirements of Iowa

Code 321.178A to be appropriate for teaching parent-directed driver education and related street or highway instruction.

Students are required to successfully complete the instruction to receive credit to obtain the next license. The completion certificates are secure in the Archon Registration and Titling System (ARTS). However, Iowa DOT does not have any code or rule for the following standards:

- Courses taught by State approved instructors who meet Section 3.0 of the NTDETAS.
- Instruction to be distributed over 30 days.
- Classroom/theory instruction to be a maximum of 120 minutes per day.
- Classroom to consist of a maximum number of 30 students.
- Instruction is culturally equitable and applies multicultural education practices for all students.
- Accommodates those with disabilities (some providers accommodate students with disabilities).

Providers should, but are not required, to distribute course information to the students and parents/guardians. The course information includes a) syllabus; b) requirements and applicable policies; c) overall learning objectives and outcomes; d) grading policy/rubric; e) timeline of important dates and deadlines; f) parent/guardian requirements and resources; g) privacy and legal policies; and h) contact information, hours of availability, and expected provider's response time.

Iowa DOT does not have a curriculum that meets current nationally recognized curriculum content standards such as the American Driver and Traffic Safety Education Association (ADTSEA) and Driving School Association of the America's (DSAA). Iowa DOT has Iowa curriculum standards and benchmarks on its website that is available for providers' use. Iowa State University is reviewing the Content Standards made available by ADTSEA and DSAA to develop individual sections of driver education content for providers. A provider wishing to offer driver education must submit its course to Iowa DOT for review and approval prior to the provider being approved.

Providers should, but are not required, to provide timely and ongoing feedback to students and parents/guardians on students' progress in classroom, BTW, and any other laboratory phases. The type of student assessments used are up to the provider. Instructors are encouraged to have on-going classroom and BTW assessments that are graded, tracked, and recorded with the method of assessment being clearly stated. The courses are expected to have one approved end-of-course knowledge and skill assessment based on course goals and objectives. A BTW final road test is required. Instructors should, but are not required, to accommodate the end-of-course assessment for those with disabilities.

Iowa allows providers to conduct online and blended/hybrid classroom driver education instruction. The Iowa DOT reviews the online driver education curriculum to ensure all requirements are followed. The State does not have any requirements for the technological design for online asynchronous delivery. The hybrid/blended program is described as the

course delivery that combines online and classroom instruction that meets the delivery standards for both online and classroom settings and is instructor-led. Iowa does not offer virtual classroom instruction.

Iowa requires training vehicles for BTW, observation, and range instruction. The training vehicle must be designed to carry nine or fewer occupants, have a dual control brake, inside rearview mirror, and sideview mirrors. Iowa Code requires two or more students shall occupy the vehicle for all BTW instruction to ensure that observation time is experienced.

Instructors should supervise students operating a training vehicle and should be in either a seated position in the front right seat of the vehicle during BTW instruction or a central supervising position for driving range instruction and simulation. When necessary, providers should refer students with disabilities to a certified driver rehabilitation specialist or specialized instructor.

Iowa DOT has substitution hours for simulation and driving ranges. Four hours of simulation shall be considered equal to one hour of BTW. Two hours of driving range experience shall equal one hour of BTW. A minimum of three hours of BTW must be completed when using simulator or range time. There is no State Code or rules governing virtual/augmented reality substitution hours.

Planned Initiatives

Iowa's planned action for Section 2: Education and Training:

- 2.1.2: Create individual sections of driver education content for providers.

Strengths

Iowa's strengths for Section 2: Education and Training:

- 2.1.1 Require completion of driver education classroom, behind-the-wheel, and observation for a teen to obtain a license.
- 2.1.2: Provide curriculum standards and benchmarks on the Iowa DOT website for providers use.
- 2.2.2: Require providers to submit course materials to Iowa DOT for review and approval.
- 2.3.4: Require successful completion of approved end-of-course knowledge and skill assessments and BTW final road test.
- 2.6.1: Approve online delivery of driver education instruction.
- 2.7.1: Approve blended/hybrid delivery of driver education instruction.
- 2.8: Require training vehicles for driver education.
- 2.8.5: Established requirements for maximum BTW substitution hours of simulation and driving range instruction.

Opportunities/Recommendations

Iowa's opportunities/recommendations for Section 2: Education and Training:

- **2.1.1: Require, at a minimum, driver education course requirements as outlined in the NTDETAS: be taught by State approved instructors who meet Section 3.0 of the NTDETAS; distribute classroom/theory instruction over a period of 30 days or more; consist of classroom/theory instruction with a maximum of 120 minutes per day; consist of BTW instruction with a maximum of 90 minutes per day per student (may be in addition to classroom instruction provided daily); consist of a maximum number of 30 students for classroom; be culturally equitable and apply multicultural education practices for all students; and accommodate those with disabilities.**
- 2.1.2: Require core driver education instructional hours, that focus on the driving task and safe driving practices, to meet the criteria established by the course goals, objectives, and outcomes that requires (instructional hours be delivered in multiple learning segments, such as provided in the NTDETAS Attachments A and B, giving the student time to gain exposure and experience between each segment):
 - 45 hours of classroom/theory (e.g., traditional, online, virtual, hybrid);
 - 10 hours of behind-the-wheel instruction;
 - 10 hours of additional flexible, verifiable instruction, such as but not limited to the following:
 - Observation
 - Behind-the-wheel
 - Range
 - Simulation
 - Classroom/Theory (e.g., traditional, online, virtual, hybrid)
 - Online independent student learning (e.g., hazard anticipation training)
 - Virtual/Augmented reality
- 2.1.3: Require each student to utilize an approved (hardcopy or electronic) driver education textbook, workbook, and/or other educational materials of equal scope.
- 2.1.4: Require distribution of course information to students and parents/guardians, including but not limited to: a) syllabus, b) requirements and applicable policies, c) overall learning objectives and outcomes, d) grading policy/rubric, e) timeline of important dates and deadlines, f) parent/guardian requirements and resources, g) privacy and legal policies; and h) contact information, hours of availability, and expected response time for providers.
- 2.2.1: Require driver education and training curricula that meets or exceeds current nationally recognized curriculum content standards such as those provided by ADTSEA and DSAA – NTDETAS Attachments A and B.
- **2.2.2: Require driver education and training providers to use State approved formalized curricula as outlined in the NTDETAS.**
- **2.3.1: Ensure that providers and instructors deliver timely and ongoing feedback to students and parents/guardians on students' progress in classroom, behind-the-wheel, and any other laboratory phases, including remedial instruction, during and at the conclusion of the driver education and training course consistent with the concepts, lessons, and course objectives; provided**

following the teaching of classroom and driving instruction; and constructive, informative, and frequently provided.

- 2.3.2: Establish requirements for the process of student assessments, including: a) types of assessments; b) how assessments will be conducted; and c) verification of each student’s identity, if not in-person, as specified by the State.
- 2.3.3: Require on-going classroom and behind-the-wheel assessments that are graded, tracked, and recorded by the provider and/or the instructor. The methods for assessment (e.g., homework assignments, worksheets, quizzes, driving assessments) shall be clearly stated.
- 2.3.4: Require successful completion of approved end-of-course knowledge and skill assessments based on course goals and objectives. End-of-course knowledge and skills assessments shall: a) have at least two different versions or a pool of randomized questions to prevent students from copying and/or sharing test information; and b) be accessible to all students and accommodate those with disabilities, when necessary.
- 2.4.1: Require providers to make available seating and writing space for each student in traditional classroom instruction.
- 2.4.2: Prohibit instructors from teaching in multiple classrooms simultaneously in traditional classroom instruction.
- 2.5.1: Establish requirements for the virtual delivery of classroom instruction as outlined in the NTDETAS, if State approves virtual delivery of classroom instruction.
- 2.5.2: Establish requirements for the technological design and capabilities for virtual delivery of driver education as outlined in the NTDETAS, if State approves virtual delivery of classroom instruction.
- 2.5.3: Establish legal requirements for the delivery of virtual driver education and training as outlined in the NTDETAS, if the State approves virtual delivery of classroom instruction.
- 2.6.1: Establish requirements for the instructional design of online synchronous delivery of classroom instruction that specifies how to organize, standardize, communicate, and deliver the instructional content/curriculum as outlined by the NTDETAS.
- 2.6.2: Establish requirements for the structural design of online asynchronous delivery of driver education that describes how the course will be implemented to meet the learning and course requirements as outlined in the NTDETAS.
- 2.6.3: Establish requirements for the technological design and capabilities of online asynchronous delivery of driver education as outlined in the NTDETAS.
- 2.6.4: Establish legal requirements for the delivery of online asynchronous driver education as outlined in the NTDETAS.
- 2.7.1: Require providers utilizing blended/hybrid delivery to meet the relevant instruction standards for traditional classroom instruction (NTDETAS Section 2.4), virtual classroom instruction (NTDETAS Section 2.5), and/or online classroom instruction (NTDETAS Section 2.6) settings as outlined in the NTDETAS.
- **2.8.1: Require training vehicles used for driver education and training to meet requirements as outlined by the NTDETAS.**

- 2.8.2: Require instructor supervision at all times when students are operating a training vehicle. The instructor shall be in either in a: a) seated position in the front right seat of the vehicle during behind-the-wheel instruction; or b) central supervising position for driving range instruction, fully interactive simulation, and virtual/augmented reality, if applicable.
- 2.8.3: Establish requirements for a maximum of three students in a training vehicle at one time (one student driver and two observers).
- 2.8.4: Require providers to refer students with disabilities to a certified driver rehabilitation specialist or specialized instructor, when necessary.
- 2.8.5: Establish, if the State approves virtual/augmented instruction, requirements for maximum substitution hours of virtual/augmented reality for behind-the-wheel (BTW) instruction. Substitution should be based/determined on published research and evidence-based best practices for novice teen drivers (e.g., no more than one-third of the required BTW hours shall be substituted with virtual/augmented reality).

Section 3. Instructor, Mentor, and Instructor Trainer Qualifications

Summary

Iowa is Underway in meeting standards in the Instructor, Mentor, and Instructor Trainer Qualifications section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). For the four standards and 22 strategies in this section, 50 percent are considered Complete or show Substantial Progress, 9 percent are Underway, and 41 percent are in Early Progress or are Not Started. Details on the scale of progress are in the Assessment Response Workbook.

Three post-secondary community colleges offer instructor candidate programs, Indian Hills Community College (IHCC), Hawkeye Community College (HCC), and Iowa Western Technical Community College (IWTCC). Indian Hills offer coursework for licensure in both classroom and behind-the-wheel (BTW). Hawkeye and Iowa Western offer courses for BTW licensure only. Trainers at IHCC use the Association of National Stakeholders in Traffic Safety Education (ANSTSE) Attachment C – *Stages for Driver Education and Instructor Preparation Program* for their training curriculum.

To teach driver education classroom, instructors must possess a 5-12 teaching license and have a driver education classroom endorsement on their license. They can add the endorsement for teaching driver education by meeting the requirements in Iowa Code 282 subrule 13.28(4) which requires nine semester hours in driver education. Courses must include coursework in accident prevention, drug, and alcohol abuse, vehicle safety, and BTW driving. IHCC requirements for an endorsement include building a course syllabus, providing a detailed overview of the curriculum for both classroom and BTW lessons, and developing a policy for special needs students who enroll in their driver education courses. The exit final exam consists of a 3-question essay test.

A teaching license is not needed to teach BTW. Those wanting to teach BTW must meet the requirements in Iowa Administrative Rule 761-634.6(321). They must hold a valid

driver's license and have a clean driving record for the previous two years. A clean driving record consists of 1) Does not have a suspension under the habitual violators provision, 2) Has no suspensions, revocations, denials, cancellations, or bars, 3) Not committed an offense that would result in a suspension, 4) No record of a contributive motor vehicle accident that caused the death or serious injury, and 5) No record of two or more contributive motor vehicle accidents in a two-year period.

The BTW instructor candidate (IC) must complete 24 clock hours of coursework that includes psychology of the young driver, BTW teaching techniques, and driving route selection. IHCC requires the IC to develop a set of protocols for their mobile classroom, develop a driving lesson strategy for their six hours of BTW and produce six, one hour drive routes with assessments during their practicum. IC's must then observe a certified BTW instructor teaching teens for 12 hours and demonstrate they can teach teens in the mobile classroom. After all is complete, they must submit their application for approval from the Iowa Board of Educational Examiners and the Iowa Motor Vehicle Division (MVD).

Peace Officers may bypass the training by filing a Peace Officer BTW Exemption Application with the Central Programs Bureau and meeting the requirements in Iowa Code §321.178 (1)(b)(2)(a). Qualified individuals must be a peace officer as defined in subsection 801.4 (11), paragraph "a", "b", "c", or "h", with five or more years of experience as a peace officer, or a retired peace officer who holds a driver license that is valid for more than two years from the date of issuance. Peace officers, while able to drive and enforce the law, may not be able to connect the vocabulary or concepts from the classroom or be skilled in the mobile classroom and nuances of working with teens in a mobile classroom.

Strengths

Iowa's Strengths for Section 3: Instructor Qualifications:

- 3.1.1: Utilize a system for preparing driver education and training instructor candidates to deliver driver education and training courses, such as provided in *Attachment C – Stages for Driver Education Instructor Preparation Program*.
- 3.1.2: Require all driver education candidates to meet prerequisites.
- 3.1.4: Require candidates to successfully complete a program covering driver education training classroom and behind-the-wheel curricula content.
- 3.1.5: Require candidates to successfully complete course(s) and demonstrate learning techniques outlined in *Attachment C – Stages for Driver Education Instructor Preparation Program – Stage III*.
- 3.1.7: Require instructor candidates to complete practice teaching assignments during the instructor course, including both classroom and behind-the-wheel lessons.
- 3.1.8: Require instructor candidate to teach classroom and /or behind-the-wheel instruction to novice teen drivers with a qualified mentor.
- 3.2.2: Require the review of an instructor's driving record.
- 3.2.3: Require instructors to pass criminal background check(s).
- 3.4.2: Require new instructor trainers to complete approved training.

Opportunities/Recommendations

Iowa's opportunities/recommendations for Section 3: Instructor Qualifications:

- 3.1.3: Require programs to administer entry-level assessments to instructor candidates to evaluate their knowledge and skills for the safe operation of a motor vehicle.
- 3.1.9: Ensure a student teaching mentorship program provides instructor candidates with the knowledge of administrative requirements.
- 3.1.10: Require instructor candidates to pass exit assessments outlined in Attachment C.
- **3.2.1: Require instructors to successfully complete approved continuing education and professional development.**
- 3.2.4: Require instructors working with students with disabilities to obtain additional training (Refer to Attachment F).
- 3.2.5: Require instructors working with students with disabilities to meet additional qualifications.
- **3.2.6: Require instructor candidates to successfully complete supplemental courses/requirements (e.g., CPR, First Aid).**
- 3.3.1: Establish an instructor mentor program, which will require candidates to meet prerequisites.
- 3.3.2: Require approved training for candidates to become instructor mentors.
- 3.3.3: Require instructor mentors to meet the same ongoing training and requirements as instructors contained in NTDETAS Section 3.2.
- 3.4.1: Require instructor trainer candidates to meet prerequisites.

Section 4. Coordination, Collaboration, and Communication with Driver Licensing

Summary

Iowa is in Early Progress in meeting standards in the Coordination, Collaboration, and Communication with Driver Licensing section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). For the five standards and 19 strategies in this section, 16 percent are considered Complete or show Substantial Progress, 21 percent are Underway, and 63 percent are in Early Progress or are Not Started. Details on the scale of progress are in the Assessment Response Workbook.

As part of the Iowa Graduated Driver Licensing (GDL) program, drivers under the age of 18 are required to complete a state approved driver education program. Traditional driver education programs are offered by both public schools and licensed private driver education companies, which are instructed by licensed classroom educators and Department of Transportation (DOT) certified behind-the-wheel (BTW) instructors. Most students who complete an approved driver education course from one of Iowa's licensed driver education programs are excused from further drive skills testing at the time of licensing, however, a parent, guardian, instructor, or licensing personnel may request that a drive test be administered by the Iowa DOT. All students that complete parent taught driver education

are required to take and pass the drive skills test prior to licensing.

Three agencies currently oversee elements of Iowa's required driver education/training efforts, the Iowa Department of Transportation, the Iowa Board of Educational Examiners (BOEE), and the Motor Vehicle Division (MVD). Iowa DOT assumed oversight of driver education from the Iowa Department of Education in 2002. Communication between driver education/training and licensing personnel is informal and on an as needed basis through emails, phone calls and occasional meetings. Currently, there are no joint licensing and driver education/training activities or projects underway to assess or improve the Intermediate Driver Licensing Program. All the involved individuals in the DOT, BOEE, and MVD understand their roles and the requirements for the Driver License program.

Communication, cooperation, and collaboration between driver licensing staff and driver education/training administrators should be a priority. The DOT collects an abundance of licensing information and has connections with law enforcement and the court system regarding citations and adjudications. Accessing and sharing this information for planning joint activities to assess and improve the driver education/training and Intermediate Licensing programs is important.

Driver testing and licensing is the responsibility of the MVD. Iowa has completed the process for adopting and implementing a formal multi-stage GDL program for applicants ages 14.5 through 17 seeking a Minor School License or an Intermediate Driver License. A Minor School Provisional License can be obtained at 14.5 years of age. An Intermediate License allows individuals to receive a Provisional License at age 16. At age 17, individuals may obtain a Full Unrestricted License.

A Minor School License is a Provisional License, the license allows you to drive without adult supervision between the hours of 5 a.m. and 10 p.m. The student may drive from home to their school of enrollment for class or school sponsored activities using the most direct and accessible route. Public school students are limited to driving within the school district of enrollment or a contiguous district and accredited nonpublic school students are limited to driving within a 50-mile driving distance. Activities must be at the school you are enrolled in. They also may drive to a location that is not their school of enrollment to participate in extracurricular activities using the most direct and accessible route. Activities must be within the district of enrollment or in a contiguous (bordering) school district for public school students, or not more than 50 miles driving distance for private school students, and must be held at a site, facility, or school designated for the activity under a sharing agreement between schools or conducted at a site or facility that the school you are enrolled in has designated to accommodate extracurricular activities. A Minor School License may be suspended if convicted of a traffic violation (including, but not limited to, speeding, reckless driving, failure to obey a traffic signal), violate any of the restrictions on the license, or are involved in or contribute to a crash. Individuals on a Minor School License may not do any of the following:

- Drive to work without adult supervision unless you live or work on a farm and are driving less than 50 miles for farm-related work.
- Use a cell phone, smartphone, tablet, or other electronic communication or entertainment device while driving.

- Carry more than one minor passenger that is not a relative when driving without adult supervision.
- Carry more passengers than the number of seat belts in your vehicle, even when driving with adult supervision.

An Intermediate License may be obtained at age 16 if a valid Instruction Permit and/or Minor School License has been held for a total of 12 months, maintained a clean driving record for at least six months immediately prior to licensing, and complete 20 hours of supervised driving, including any driving completed in driver education, with at least two hours of nighttime driving.

A Full License may be obtained at age 17 by meeting all conditions of intermediate licensing. An Intermediate License must be held for at least 12 months with a clean driving record immediately before applying for a Full License. Full driving privileges have no driving restrictions. Once an individual turns 18 years of age a Full License can be obtained without meeting any driver education requirements.

The DOT and the MVD have not provided information and education on Minor or Intermediate License requirements and restrictions to judges, prosecutors, courts, and law enforcement officials in several years. Courts and law enforcement rely on their internal systems to understand and enforce the Minor School and Intermediate Licensing laws. Information on citations and adjudications is available on request and through online reports. Iowa does not have any active or planned Minor or Intermediate Driver License enforcement evaluation projects.

Enforcing Minor School and Intermediate License restrictions is complex and difficult because restriction violations can only be determined if the driver is stopped for moving violations and if the violation occurred in the designated restriction period. No information on Minor School or Intermediate License suspensions or revocations was provided.

The Iowa Driver's License Manual provides detailed information for all licensing stages and what is required to operate a vehicle on public roads. The Driver's License Manual is available online and is reviewed and updated by MVD Operations staff and the driver education administrator on a regular basis. There has been no occasion when, driver education/training providers and instructors have been asked for suggestions. The MVD has a tutorial online to prepare individuals for the knowledge test. The MVD has completed progress on the Iowa Driver's License Manual, Learner's Permit knowledge test, and road test. The knowledge and road tests are based on the information contained in Iowa's Driver License Manual and developed based on the American Association of Motor Vehicle Administrators (AAMVA) guidelines:

- <https://www.aamva.org/getmedia/fcd4ac-907b-4bd9-abfb-4a036dcfdf72/Model-Driver-sLicense-Manual.pdf>

The Learner's Permit knowledge test is automated and may be completed at an MVD Office or remotely online. There are some concerns about online remote testing. The MVD has not identified any serious issues and is satisfied with this online testing process. No information was provided on pass/fail rates for in-office or online knowledge Learner's

Permit testing.

Students who complete an approved driver education course from one of the Iowa licensed driver education programs are excused from further drive skills testing at the time of licensing, however, a parent, guardian, instructor, or licensing personnel may request that a drive test be administered by the Iowa DOT. Approximately 7 percent of Iowa students take the road skills exam.

The Archon Technologies System (ARTS) allows driver education/training providers to electronically report the completion of driver education to the MVD. ARTS is a valuable tool for gathering driver education/training information and automatically updates the MVD licensing records. The MVD approves some driver education providers (third-party) to administer the knowledge and drive test. The driver education instructors approved to administer this test are considered MVD examiners, however, they are not trained or reviewed by the MVD to ensure the tests are administered correctly. These same examiners are not audited by any licensing agency. Employees of the MVD are trained annually to administer exams and are regularly audited internally. Driver education provider examiners are responsible for their own student records. No information was provided on the number of road tests completed on an annual basis by the high school or driver training schools.

Strengths

Iowa's strengths for Section 4: Coordination with Driver Licensing:

- 4.1.1: The driver education/training administrators and Motor Vehicle Division Operations licensing staff continue to maintain informal communications through emails, phone calls, and occasional meetings.
- 4.1.1: An abundance of Motor Vehicle Division information is available online and upon request that may be useful for focusing, assessing, and improving the driver education/training and Minor/Intermediate License programs.
- 4.2.1: Has a Graduated Driver Licensing (multi-stage) Minor and Intermediate Driver License program.
- 4.2.2: Driver education/training is required for 14.5 through 17-year old's seeking a Minor or Intermediate License.
- 4.2.3: The Archon Technologies System collects driver education/training information and automatically updates an applicant's driving record at the Motor Vehicle Division.
- 4.3.2 and 4.3.3: Violations of Minor and Intermediate License restrictions, infraction, crashes, and moving violations may result in suspensions on first violation and a 30-day suspension upon second violation.
- 4.3.2 and 4.3.3: Violations of Minor and Intermediate License restrictions, infraction, crashes, and moving violations result in repeating the six months clean record phase upon a second violation.
- 4.4.1 and 4.4.2: The Motor Vehicle Division Learner's Permit knowledge test is automated, available in several languages and may be completed at a local licensing office or remotely online.

- 4.4.2: The Iowa Driver's License Manual and knowledge test are reviewed on a regular basis by the Motor Vehicle Division Operations staff and the driver education administrator.
- 4.4.3: Iowa's testing allows for reasonable accommodation and complies with Federal regulations (e.g., ADA and HIPAA regulations).
- 4.5.1: All parent taught students are required to take a roadway exam prior to licensing.
- 4.5.2: Quality assurance of Motor Vehicle Division examiners is completed on a regular basis.
- 4.5.2: Motor Vehicle Division examiners are trained on a regular basis.

Opportunities/Recommendations

Iowa's Opportunities/Recommendations for Section 4: Coordination with Driver Licensing:

- **4.1.1: Establish a formal communication, coordination, and collaboration process between the Motor Vehicle Division and Department of Education to share information, resolve issues and to improve and assess the total Minor and Intermediate License Program.**
- 4.1.1 Establish a system to monitor, report, and analyze crash and citation data to determine opportunities for improvements to the Minor and Intermediate License Program and focus driver education/training instruction.
- 4.1.2: Use Motor Vehicle Division information regarding testing, license issuance, citations, and adjudications so it may be shared and used to assess and improve the driver education/training and Minor and Intermediate Driver License programs.
- **4.2.1: Enhance the Graduated Driver Licensing (multi-stage) Minor and Intermediate Driver License program to meet nationally recognized standards.**
- 4.2.1: Increase parent/guardian education and required parent/guardian supervised driving.
- 4.3.1, 4.3.2 and 4.3.3: Develop and implement a judicial outreach program for court personnel, prosecutorial, and law enforcement representatives to ensure sanctions for Minor and Intermediate Driver License requirements are enforced uniformly.
- 4.3.2: Educate law enforcement to identify Minor and Intermediate license restriction violations.
- 4.3.3: Ensure GDL violations are enforced.
- 4.3.4: Evaluate Minor and Intermediate License sanctions enforcement to determine their effectiveness.
- 4.4.1: Review the current knowledge and road tests to assure they meet the guidelines established by the American Association of Motor Vehicle Administrators (e.g., number of questions, question bank, response selection, examiner training, consistency of test administration, etc.).
- 4.4.1: Ensure integrity of knowledge test and identity of student taking exam online at their own residence.
- 4.4.2: Continue to gather testing and licensure data information and review data to share with driver education, training administrator, and advisory board to support improvements for Minor and Intermediate Driver License programs.
- 4.4.1 and 4.5.1: Require roadway examinations for every teen to obtain a license.

- 4.5.1: Ensure roadway examinations are consistent and standardized between the Motor Vehicle Division examiners and the driver education provider examiners.
- 4.5.1 and 4.5.2: Conduct quality assurance visits on driver education provider instructors and approved road test examiners on a regular basis.
- 4.5.2: Train driver education provider instructors to administer knowledge and/or skills tests that qualify a student for a driver license.

Section 5. Parent/Guardian Involvement

Summary

Iowa is Underway in the Parent/Guardian Involvement section of the Novice Teen Driver Education and Training Administrative Standards (NTDETAS). For the three standards and 12 strategies in this section, 33 percent are considered Complete or show Substantial Progress, 33 percent are Underway, and 33 percent have shown Early Progress or are Not Started. Details on the scale of progress are in the Assessment Response Workbook.

As the first step in the state’s Graduated Driver Licensing (GDL) system, Iowa’s Learner Permit period spans a full 12 months, unless they receive a school permit which reduces it to six months. During this learner period, parents/guardians are required to complete a minimum of 20 hours of supervised practice driving, and two hours of which must be completed at night for both the instruction permit and school permit. Iowa encourages parents/guardians to use the Road Ready app to log the required hours.

Though parents/guardians are not required to log their hours of supervised practice driving, they are encouraged to do so. To help motivate parents/guardians to take this duty seriously and complete at least 20 hours, Iowa requires them to verify that the student has driven the required hours on the *Parent’s/Guardian’s/Custodian’s Consent* that states the information is to be given under oath.

As part of the State’s efforts to minimize the risks posed to and by new teen drivers once they begin to drive on their own, Iowa’s Intermediate License period spans a full 12 months in length, or until a novice driver turns 18, whichever occurs first. During this phase, restrictions are imposed on the conditions under which teens can drive on their own. Iowa’s current restrictions on teens’ solo driving include:

- No driving between 12:30 a.m. and 5:00 a.m.
- No more than one minor passenger for the first six months if the parent/guardian does not waive the passenger restriction when the license is issued.
- No use of a cell phone, smartphone, tablet, or other electronic communication or entertainment device while driving.

Iowa has a guidebook for parents/guardians called *The Parent’s Supervised Driving Program*. The guidebook provides tips for parents/guardians on how to supervise their novice teen driver, skills to be taught starting from simple to more complex driving tasks, a supervised driving log, and information about bicycles, large trucks, and the importance of continuing education after the permit phase. It is available online and can be downloaded. Physical copies of the guidebooks are mailed to the State but are not being distributed at the

Motor Vehicle Division (MVD) licensing offices. Though the guidebook is a great resource for parents/guardians, it appears parents/guardians were not consistently made aware of the guidebook.

Iowa does not require a parent/guardian seminar and it becomes up to the individual providers to hold one. Parent/guardian seminars describe the parent/guardian responsibilities and opportunities to manage the novice teen driver's overall learning to drive experience to reduce the novice teen's risk. It is unclear if the State encourages providers to conduct a parent/guardian seminar.

Communication should occur between driver education providers and the parents/guardians of novice teen drivers to provide parents/guardians with feedback and progress concerning their teen, to be applied while conducting supervised practice driving sessions. To date, this has not become a requirement in Iowa.

Iowa's website on under 18 driver's license is full of information that walks parents/guardians through the process of licensing requirements, GDL laws, and effective coaching strategies. Although these resources are available on the website, these resources are not being proactively promoted to the parents/guardians.

The State informs new providers of the resources available for parents/guardians; however, established providers are expected to ensure their instructors are aware of resources for parents/guardians. If there is a program update or change the State will inform all instructors and providers, but no other communication is provided unless asked by an instructor or provider.

Strengths

Iowa's strengths for Section 5: Parent/Guardian Involvement:

- 5.1.2: Require the parent/guardian to supervise their novice teen driver during a learner permit period of six months or more.
- 5.1.5: Require the parent/guardian to ensure the novice teen driver complies with intermediate license stage requirements and restrictions (e.g., passenger restrictions, limits on driving at night, use of electronic devices).
- 5.3.1: Provide a centralized location for parents/guardians and providers to obtain current information and resources for the supervision of the novice teen's learning to drive experience.

Opportunities/Recommendations

Iowa's opportunities/recommendations for Section 5: Parent/Guardian Involvement:

- **5.1.3: Require the parent/guardian certifies the novice teen driver completes: a) minimum of 50 hours of supervised on-street practice driving (optimally 100 hours) distributed over the Learner Permit period and b) at least 10 hours of nighttime on-street practice driving as part of the minimum 50 hours. (Note: The minimum of 50 hours of supervised practice driving should not be reduced by a novice teen driver's participation in driver education and training programs.)**

- **5.2.1 and 5.2.2: Require the parent/guardian of a novice teen driver to complete a parent/guardian seminar and ensuring the content in parent/guardian seminars describes their responsibilities and opportunities to manage the novice teen driver’s overall learning to drive experience to reduce the novice teen’s risk.**
- 5.2.3: Ensure that parent/guardian seminars include content elements such as those contained in the ANSTSE *Core Elements of Driver Education Parent/Guardian Seminars*.
- 5.3.3: Encourage course providers to distribute information and resources listed in NTDETAS Strategy 5.3.2 to parents/guardians.

Appendices

Appendix 1 – Team Credentials

Timothy Beckham

Project Manager

Highway Safety Services, LLC, Oregon

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Phone: 503-508-4786

Tim Beckham has been involved in driver education for 9.5 years. Tim started as a driver instructor and later advanced to Vice President of Oregon Driver Education Center for 7.5 years. He became a Trainer of Trainer at Western Oregon University 6 years ago and has been a Master Trainer for 4 years. He is also the President of the board of a non-profit driver education school called Columbia River Driver Education. He has presented at various conferences throughout the nation and received the Teacher of Excellence Award from the American Driver and Traffic Safety Education Association (ADTSEA) in 2020. He is currently a Project Manager for Highway Safety Services where he assists in managing ADTSEA committees and completing projects in the areas of driver education, teacher training, and curriculum development.

Troy E. Costales

Consultant, Oregon

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Phone: 503-559-0140

Mr. Costales retired from the state of Oregon's Transportation Safety Division after serving as their Administrator and Governor's Highway Safety Representative since September of 1997. During his time as the Governor's Representative, he worked for three different Governors. Troy has over 32 years of experience in Transportation Safety, including 24 as the Administrator of the Division.

Mr. Costales was the 2011-2012 Chairman of the Governor's Highway Safety Association. He also served on: the American Association of State Highway and Transportation Officials (AASHTO) – Standing Committee on Highway Safety, AASHTO's Strategic Highway Safety Plan initiative, NHTSA's Impaired Driving program management course writing team, Transportation Research Board's Transportation Safety Management Committee and the Naturalistic Driving Data project, the International Association of Chiefs of Police - Drug Evaluation and Classification Program Technical Advisory Panel, and many others.

He has been part of the faculty for the GHSA Executive Training Seminar for the past eighteen years. He was a founding member of the Association of National Stakeholders in Traffic Safety Education. Under Mr. Costales' leadership, Oregon saw a dramatic decline in traffic fatalities and injuries, to the lowest levels since 1944. The number of individuals injured in traffic crashes also declined more than 30 percent since its peak of 39,000 in 1996. The Oregon Legislature asked Mr. Costales to revitalize the driver education program along with the graduated driver license law that went into effect in 2000. Over the past eighteen years the number of 16-year-old drivers involved in fatal and injury crashes declined significantly. Oregon continues to post one of the highest safety belt use rates in the nation peaking at 98 percent. With the decline in the overall

fatality toll, the number of alcohol-involved fatalities has also decreased by double-digit percentages during this past decade.

Mr. Costales was a member and chairman for several driver education, occupant protection and impaired driving program assessments over the past fifteen years. He has also assisted multiple states in a technical assistance role for highway safety management, driver education, and highway safety planning.

Mr. Costales has a master's degree in Public Administration from the Portland State University.

Christie Falgione

Senior Director

Highway Safety Services, LLC, Pennsylvania

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Phone: 724-349-7233

Christie Falgione is the Senior Director with Highway Safety Services, LLC (HSS) located in Indiana, PA. Mrs. Falgione has been involved in the highway traffic safety arena for more than 17 years. She has assisted in completing projects in the areas of driver education, driver license test administration, motorcycle safety, commercial driver licensing, curriculum development, examiner training, teacher training, online training, and many others.

Mrs. Falgione is also involved with the project development and management for both the American Driver and Traffic Safety Education Association (ADTSEA) and the National Association of State Motorcycle Safety Administrators (SMSA). Additionally, she is involved with projects for the Association of National Stakeholders in Traffic Safety Education (ANSTSE) and assists with the Association's secretariat duties. She has assisted with five other driver education assessments.

Richard Hanson, M. Ed.

Consultant, DTS Consulting

Instructor Trainer, Western Oregon University

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Mr. Hanson Graduated from Oregon State University in 1978. He began teaching science in 1978 at Riverdale School. He moved to Tigard High School in 1980 and taught driver education for 21 years (1995-2016). He became an Oregon Trainer of Trainers in 2003. He was a contributor for the first version of the Oregon Risk Prevention Curriculum CD with a team of writers and trainers in 2003. He contributed to the development of the Oregon teacher training curriculum in 2004 and 2017. He earned a MS degree in 2010 in Instructional Design for Online Learning from Capella University. He has presented at 14 different ADTSEA conferences in the Secondary Division, Administrative Division, and Higher Education Division. He has presented at the following State Conferences: Oregon, Washington, Vermont, New Hampshire, Iowa, Pennsylvania (This was a regional safety conference sponsored by the Lehigh Valley Medical Center), Wisconsin, Kansas, Missouri, Illinois, North Dakota, South Dakota, Montana, Hawaii,

and Virginia. He has presented at two regional conferences: Pacific Northwest Conference and the New England Conference.

Curriculum Consulting and Authoring for the Oregon Risk Prevention Curriculum and the Oregon Playbook, Washington Curriculum Update, North Dakota, Montana, and New York State. He conducted teacher training for: Oregon Trainer of Trainers, Vermont Teacher Training, ANSTE Teacher Training Pilot 1 in North Carolina, ANSTE Teacher Training Pilot 3 in Oregon, Teacher Training program for Manitoba Public Insurance, Winnipeg, MB.

He was part of the ANSTE Teacher Training Work Group that developed and refined the national teacher training standards and was a contributing member of the committee that put together the ANSTSE Model Teacher Training Curriculum. He has worked with four colleges and universities to create and teach online classes for training driver education teachers: Western Oregon University, Oregon Castleton University/Higher Education Collaborative, Vermont Keene State College, New Hampshire Chemeketa Community College, Oregon

Awards Related to Driver Education include Oregon Driver Education Teacher of the Year, 2005, ADTSEA Teacher of the Year 2006, Silvernale Award, 2018 (Michigan) for work on the Teacher Training Work Group, Kaywood Award 2019 for Contributions to traffic safety education.

He has conducted NHTSA Technical Assessment in the area of Teacher Preparation for North Dakota, North Carolina, and Washington State. He has conducted ANSTSE Technical Assistance for Washington for teacher training, North Carolina, for Behind-the-Wheel Training, Tennessee for Instructor preparation development.

Nina Jo Saint, PhD

Executive Director, DETA and Foundation for Safe Driving

Director, SafeWay Driving, Texas

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Nina Jo Saint, PhD, is the Executive Director for Driver Education and Training Administrators (DETA). In addition, she is the Executive Director for the Foundation for Safe Driving and Director for SafeWay Driving in Houston, Texas. She has also worked as a driver education state administrator for the Texas Education Agency. She has over forty-two of experience in the field of education and over thirty-eight years of experience in the field of driver education/traffic safety.

Dr. Saint serves on the Texas Department of Licensing and Regulation (TDLR) Driver Education and Safety Advisory Board for Texas' driver education community. She serves or has served on many national and state traffic safety organizations including Association of National Stakeholders for Traffic Safety Education (ANSTSE); American Driver and Traffic Safety Education Association (ADTSEA); Driving School Association of the Americas (DSAA); Texas Motorcycle Safety Coalition, Texas Impaired Driving Taskforce; Texas Chapter of the National Association for Multicultural Education; Transportation Research Board's Operator and Education Committee; and the Texas Driver and Traffic Safety Education Association (TDTSEA). She has served as a member of NHTSA's Driver Education Program Assessment

team in Oregon, Vermont, Kansas, Delaware, Idaho, North Dakota and New Jersey. One of her most current projects has been working with Association for Driver Rehabilitation Specialists (ADED) on “On-road Training Intervention Strategies.”

Dr. Saint has published peer-reviewed articles and has been a speaker at multiple driver education and traffic safety conferences/workshops. She has received awards for her work in driver education and traffic safety including the Texas Driver and Traffic Safety Education Associations (TDTSEA) Gene Wilkins Honor Award and TDTSEA’s Teacher of the Year Award. She has received the prestigious Driving School Association of the Americas’ H. B. Vinson Award and Hensel Leadership Award

Audra Urie, M. Ed.

Utah State Board of Education

State Administrator

Email: Audra.Urie@schools.utah.gov

Audra Urie currently works for the Utah State Board of Education (USBE) as the Driver Education Specialist and Program Director for the State of Utah. During her short time in Utah, she has participated in two National Highway Traffic Safety Administration (NHTSA) state driver education and bicycle and pedestrian assessments. She has been an integral part of assessing and rewriting law and policy to implement parent/guardian education requirements. She has also designed and implemented a roadway examiners training course and mentoring standards to ensure driver education instructors are appropriately teaching students and administering road examinations. Prior to serving in Utah, she was the Idaho State Driver Education Director for eight years and was involved in three NHTSA assessments. She designed and implemented driver education instructor training and program standards to meet the national standards.

She has a Bachelor of Science degree from Boise State University and a master’s degree in Educational Administration and Leadership from the University of Idaho. She spent ten years teaching high school and, after leaving the classroom, spent fourteen years as a police officer specializing in traffic safety and crash reconstruction. She has worked with traffic safety stakeholders and agencies for over twenty years serving as a highway safety commissioner, and a board member with Operation Lifesaver and the Teen Driving Taskforce.

Appendix 2 – Assessment Schedule

Iowa Assessment – Web Interface Meeting September 20 – 21, 2023

September 20, 2023 - Day 1 Agenda		
9am – 12pm CST / 10 am – 1 pm EST / 8 am – 11 am MST / 7 am – 10 am PST		
Welcome/Introductions – 9 am – 9:10 am CT		
7 am – 7:10am PT 8 am – 8:10 am MT 9am – 9:10am CT 10am-10:10 am ET	NHTSA – Jackie Milani Assessment Team Lead – Troy E. Costales Iowa Team – Vania Boyd, Julie Johnson, Regina Sterbenz	
Section 2: Education and Training – Nina Saint – 9:10 am – 10:25 am CT		
7:10 am – 7:35 am PT 8:10 am – 8:35 am MT 9:10 am – 9:35 am CT 10:10 am – 10:35 am ET (25min)	Session 1	<p>Topic: Rules and Guidelines for Teaching Classroom and BTW Driver Education for both Public and Private Schools</p> <p>Guests: Sara Davis, Instructor at Iowa Central CC (public), Andy Nelson, Instructor with Safer Driver Solutions (Private), Susie Quinn, Dbq Driving Academy (Instructor / Owner)</p> <p>Compliance Team Members: Kathleen Meradith-Eyers, Director of Operations & Policy with Iowa DOT and Kasey Lee, Compliance Officer with Iowa DOT</p> <p>Additional Guest(s): Vania Boyd, Driver Education Manager with Iowa DOT, Ryan Kreitzer with NICC Parent-Taught DE provider and Rachel Wilson, AAA Parent-Taught</p>
9:35am – 10am CT (25min)	Session 2	Education and Training Conversation Continued
10am – 10:25am CT 11 am – 11:25 ET (25min)	Session 3	Education and Training Conversation Continued
10:25am – 10:35am CT 11:25 am – 11:35 am ET	BREAK	

Section 5: Parent/Guardian Involvement – Tim Beckham – 10:35 am – 11:25 am CT		
10:35am – 11am CT 11:35 am – 12pm ET (25min)	Session 4	<p>Topic: Consumer experience with driver education Guests: Brett Tjepkes, Bureau Chief of the Governor's Traffic Safety Bureau (Parent), Jamie Schadt (Parent)</p> <p>Topic: Distribution of Guidebooks for Parents Supervised Driving Program Guests: Vania Boyd, Driver Education Manager with Iowa DOT</p> <p>Topic: Communication on Updates to the Program Guests: Vania Boyd, Driver Education Manager with Iowa DOT</p> <p>Topic: Graduate Drivers Licensing Questions and Traffic Officer Training Guests: Sgt. Major with Iowa State Patrol (Traffic Officer/Trooper)</p>
11am – 11:25am CT 12 pm – 12:25 pm ET (25min)	Session 5	<p>Parent/Guardian Involvement Conversation Continued</p>
Section 3: Instructor Qualifications – Rich Hanson – 11:25 am – 12 pm CT		
11:25am – 12noon CT 12:25 pm – 1:00 pm ET (35min)	Session 6	<p>Topic: Requirements for Keeping Instructor Endorsement Current Guests: Greg Horstmann, Consultant/Investigator with Board of Educational Examiners</p> <p>Topic: Review Criminal Background Check for BTW Instructors Guests: Greg Horstmann, Consultant/Investigator with Board of Educational Examiners</p> <p>Topic: Hit on the Background Check Guests: Greg Horstmann, Consultant/Investigator with Board of Educational Examiners</p> <p>Topic: Iowa College Aid (Driver Education Program Approval) Guests: Lisa Kneip Pundt, Postsecondary Authorization Team</p> <p>Topic: Recent instructor graduate experiences Guests: Beth Chadwick, Instructor who took the course from Andy Nelson at Grand View University</p> <p>Additional Guests: Maryam Rod Szabo, Iowa Department of Education and Vania Boyd, Driver Education Manager with Iowa DOT</p>
12noon – 12:30pm CT	DEBRIEF	

September 21, 2023 - Day 2 Agenda
1 – 4 pm CST / 2 – 5 pm EST / 12 – 3 pm MST / 11 am – 2 pm PST

Welcome/Introductions – 1 pm – 1:05 pm CT

<p>11 am – 11:05 am PT 12pm – 12:05 pm MT 1pm – 1:05pm CT 2pm – 2:05pm ET</p>	<p style="text-align: center;">Assessment Team Leaders</p>
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Section 3: Instructor Qualifications – Rich Hanson – 1:05 pm – 1:30 pm CT

<p>11:05 am – 11:30 am PT 12:05pm – 12:30pm MT 1:05pm – 1:30pm CT 2:05pm – 2:30pm ET (25min)</p>	<p style="text-align: center;">Session 7</p>	<p>Instructor Qualifications Conversation Continued</p> <p>Topic: Instructor Certification Courses (5-12 Endorsement for Classroom Instructor and Behind-The-Wheel Certification Course</p> <p>Guests: John Torno, Instructor with Western Iowa Tech Community College, Mary Fontes with Hawkeye Community College and Andy Nelson and Ed Jennings with Indian Hills Community College (formerly with Grand View University)</p>
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Section 4: Coordination with Driver Licensing – Audra Urie – 1:30 pm – 1:55 pm CT

<p>1:30pm – 1:55pm CT (25min)</p>	<p style="text-align: center;">Session 8</p>	<p>Topic: Driver Education Curriculum Standards</p> <p>Guests: Vania Boyd, Driver Education Manager with the Iowa Department of Transportation, and Instructors (below)</p> <p>Topic: Standard for Passing Driver Education Classroom and BTW</p> <p>Guests: Susie Quinn, Dbq Driving Academy (Instructor / Owner), Andy Nelson, Safer Driver Solutions (Instructor & Owner)</p> <p>Topic: Funding for Driver Education</p> <p>Guests: Vania Boyd, Driver Education Manager for Iowa Department of Transportation</p> <p>Additional Guests: Lori Kolbeck with Iowa Vocational Rehabilitation and Joe Nielsen with Clive Police Department, Ed Jennings, Indian Hills Community College (formerly with Grand View University), Sara Davis, Instructor at Iowa Central CC (public)</p>
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<p>1:55pm – 2:05pm CT</p>	<p style="text-align: center;">BREAK</p>
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Section 4: Coordination with Driver Licensing Continued – Audra Urie – 2:05 pm – 2:30 pm CT

<p>2:05pm – 2:30pm CT (25min)</p>	<p>Session 9</p>	<p>Topic: Detail on the ART’s System Guests: Denise Said, Business System Administrator – Motor Vehicle Division at Iowa Department of Transportation</p> <p>Topic: Detail on ERM’s Guests: Denise Said, Business System Administrator – Motor Vehicle Division at Iowa Department of Transportation</p> <p>Topic: Standardized Roadway Exam and Scoring Guests: Charles Cunningham, Service Center Supervisor, Driver and Identification Services with Iowa DOT</p> <p>Topic: Public Schools Performing Permit Exams Guests: Brandi McCuen, Operational Logistics Coordinator, Customer Service Bureau with Iowa DOT and Amanda Daughenbaugh, Public Service Supervisor, Customer Service Bureau with Iowa DOT</p> <p>Topic: Continuing Education for Public and Private Driver Education Guests: Vania Boyd, Driver Education Manager with Iowa DOT</p>
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Section 1: Program Administration – Troy Costales – 2:30 pm – 2:55 pm CT

<p>2:30pm – 2:55pm CT (25min)</p>	<p>Session 10</p>	<p>Topic: Consumer experience with driver education Guest: Sgt. Alex Dinka, parent</p> <p>Topic: Iowa DOT Data Collection Guests: Zachary Hans with Iowa State University</p> <p>Topic: Experience or Training for State Administrator Guests: Vania Boyd, Driver Education Manager for Iowa Department of Transportation and Julie Johnson, Manager of Driver Central Programs with Iowa DOT</p> <p>Topic: Emergency Response Plan Guests: Vania Boyd, Driver Education Manager for Iowa Department of Transportation; Julie Johnson, Manager of Driver Central Programs with Iowa DOT; and Steve Stonehocker</p> <p>Additional Guest: Regina Sterbenz, Program Administrator for Governor’s Traffic Safety Bureau</p>
<p>2:55pm – 3:20pm CT (25min)</p>	<p>Session 11</p>	<p>Program Administration Continued</p>
<p>3:20pm – 3:45pm CT (25min)</p>	<p>Session 12</p>	<p>Program Administration Continued</p>
<p>3:45pm – 4:15pm CT</p>	<p>Debrief</p>	