

ONLINE DRIVER EDUCATION IN THE UNITED STATES: ACCESS, PERCEPTIONS, AND PARTICIPATION

INTRODUCTION

The “classroom” or knowledge segment of driver education is a pillar of driver training in the US; required by law for drivers below the age of 18 in most US states. However, it is not universally required, nor is it completed by all novice drivers in the US. Today, the knowledge component of driver education is increasingly being delivered online. Research is needed to understand how the availability of online driver education programs impacts overall access to and participation in driver education, as well as perceptions about different types of programs.

PROJECT GOAL AND PLAN

This project will generate actionable insights to inform policy and practice through three key tasks. A literature review will be conducted on the effectiveness of online versus traditional in-person driver education in terms of learning outcomes, knowledge retention, and skill acquisition across different learning modalities. Two national surveys will be conducted—one of teens and aged 15–19 and one of parents of 15-19-year-olds—to assess motivations for choosing online, hybrid, or in-person driver education, as well as perceived learning outcomes and satisfaction. A secondary analysis of 2023 California DMV data from older novice drivers (aged 18–24) will extend findings to those delaying licensure. In the third task, state regulations related to online driver education and engage state administrators to collect information on enrollment, delivery modality, and demographic participation patterns.

Project Team

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Period of Performance

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