

National Child Passenger Safety Certification Training Program

Planning and Logistics Guide

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OVERVIEW AND OBJECTIVES

PROGRAM OVERVIEW

This training program is designed to educate individuals who wish to become nationally certified Child Passenger Safety Technicians (CPSTs). After successfully completing this course, students will be able to provide both individual and group CPS education.

Teaching strategies include lectures, hands-on practice and group discussion. Written and performance examinations are given throughout the program. Successful participation in all activities and assessments leads to national certification as a CPST.

Refer to the current “National Child Passenger Certification Policies and Procedures” manual regarding details of the Safe Kids Worldwide policies and procedures for the National Standardized Child Passenger Safety Training Program. This information can be found on the Safe Kids Worldwide CPS Certification website at www.safekids.org/certification. The P&P manual can be found under Resources > Overview > Program-related Resources.

PROGRAM OBJECTIVES

After participating in this program, the individual will be able to:

1. Select appropriate child restraints and secure children in vehicle restraint systems according to best practice guidelines.
2. Teach others how to install child restraint systems in multiple types of vehicles according to best practice guidelines.
3. Use appropriate resources to obtain updated CPS information.
4. Serve as a CPS resource to your community, state or organization.

PROGRAM OUTCOME

Individuals who successfully complete this program will become nationally certified CPSTs. The certification process requires technician candidate (student) attendance and active participation throughout the entire course, including the checkup event. The certification period is two years. There is a separate process for certification as a CPST-Instructor.

The Policies and Procedures Manual contains information regarding all certification processes. Please make sure you are using the most recent edition by checking the Web site often for updates at: www.safekids.org/certification/resources.html

NATIONAL CPST CERTIFICATION PROCESS

The standardized National CPS Program would not exist without the cooperation and collaboration of all of its partners. Each is responsible for and contributes to different aspects of the program.

National Highway Traffic Safety Administration

NHTSA developed the original National Standardized CPS Training Curriculum in the mid-1990s and continues to update its content with the latest technical information. NHTSA is also a founding member of the National CPS Board.

Safe Kids Worldwide

Safe Kids Worldwide is the current certifying body for the National CPS Training Program. It is responsible for administering all aspects of certification and maintaining a directory of nationally certified CPS technicians and instructors.

National CPS Board

The National CPS Board strives to improve the quality and integrity of CPS information and materials. It provides recommendations and guidance to NHTSA and Safe Kids Worldwide regarding curriculum and test development and serves as a panel of experts and advocates for the program.

The CPS Board provides program direction and technical guidance to states, communities and organizations as a means to maintain a credible, standardized CPS training and certification program. Its members include representatives from child restraint manufacturers, vehicle manufacturers, law enforcement, the medical and public health fields, the insurance industry and other CPS advocates.

GENERAL INSTRUCTOR GUIDELINES AND COURSE POSITION DESCRIPTIONS

CPS Training Course Instructor Team:

Team of certified instructors, instructor mentors and instructor candidates who conduct the standardized training. **Only certified CPS technician instructors and approved instructor candidates may teach the standardized course.** Certified technicians may assist with set up and behind the scenes as teaching assistants, but certified instructors are responsible for all curriculum content and practices taught during the standardized course.

It is strongly recommended that classes have:

- A minimum of two instructors.
- A maximum of 25 students.
- An instructor-to-student ratio of 1-to-5.
- No more than three Instructor Candidates participating.

Course Position Descriptions

CPS Training Course Lead Instructor: An experienced, certified CPS technician instructor works with the course administrator. The lead instructor coordinates logistics, develops the agenda, assigns instructor duties, conducts pre-course and daily planning meetings, and ensures that all certification paperwork is completed and submitted in a timely manner.

Course Administrators: Currently certified instructors, state CPS coordinators, NHTSA regional representatives, Safe Kids coalition coordinators and other approved individuals. If you are not included in one of these categories and are responsible for setting up courses, please submit a Course Administrator Application, which can be found on the certification Web site (www.safekids.org/certification/) under Resources > Forms.

PLEASE NOTE: Although Safe Kids allows members of any of the groups above to administer and set up training courses, there may be additional state or local qualifications for instructors. Please check with your state CPS coordinator to ensure that state and local policies are followed.

Course administrators:

- Plan and promote the standardized CPS training course.
- Coordinate the course logistics before, during and after the workshop.
- Contact their state CPS coordinator about their intent on holding a standardized CPS training course.
- Provide information about the date, location, type and number of participants anticipated.
- Select a lead instructor and other certified instructors or instructor candidates for the instructor team.
- Register their courses online through the CPS certification Web site at www.safekids.org/certification.
- Follow the guidelines provided in this Planning and Logistics Guide for workshop planning, suggested timetables, equipment and material supply lists, suggestions for setting up and conducting a checkup event.

Ideally, the duties of the lead instructor and the course administrator should not be handled by the same person. The administrator should plan to be on-site throughout the course so the instructor is free to teach. This guide includes a suggested timeline, explanatory narrative, and a checklist of all equipment and materials needed to run the course.

Instructions for adding, editing or canceling courses and the administrative duties before, during and after the course are available on the certification Web site under the heading Course Administration.

Assistant Instructor: A certified CPS Technician Instructor who assists the lead instructor or serves as a mentoring instructor for an instructor candidate. Refer to Appendix D for detailed information about roles and responsibilities.

CPS Technician Instructor Candidate: A CPST who has enrolled in, met instructor candidate program requirements and is formally approved to teach segments of the course while being evaluated by a certified instructor or instructors. Refer to Appendix D for detailed information about roles and responsibilities.

CPS Instructor Mentor: Instructor candidates are evaluated and recommended for certification by experienced certified CPS Technician Instructors who are designated as “instructor mentors.” An instructor mentor must be present at all times when an instructor candidate is teaching. Two instructor mentors should evaluate each instructor candidate.

CPS instructor mentors should:

- Teach as little as possible so their attention is focused on observing the candidate.
- Not act as the lead instructor and as a mentor for the same course.

If an instructor mentor must teach, he or she must be able to observe the candidates’ teaching assignments, including their preparation for hands-on exercises.

Refer to Appendix D for detailed information about roles and responsibilities and guidelines for selecting an instructor mentor.

COURSE PLANNING AND PROCESS

The following checklist is a guide for new class administrators. Please be sure to read the Policies and Procedures Manual on the CPS Certification Web site for updated program deadlines and requirements.

- 1) Contact your state CPS Training Contact.
 - Current contact information is available at:
 - www.nhtsa.dot.gov/CPS/Training/ContactList.cfm
 - www.cpsboard.org/state.htm
 - Inform the state CPS training contact of your intent to host a class, he or she can assist you in identifying instructors and obtaining training materials and state-specific resources.

- 2) Choose the instructor team and dates for the course.
 - An effective lead instructor is vital to the success of your program. If you've never worked with the person before, ask for references and follow up with phone calls.
 - Identify two or three potential dates. Take note of holidays school closings that might create conflicts.
 - Discuss any fees and/or travel reimbursement with instructors
 - **Create a detailed agenda.** The curriculum is designed to be taught in a variety of formats, but the entire course must be taught. Sample agendas are included on the Instructor CD.
 - Send a confirmation letter to the instructor team with the following:
 - Dates, times and location of the course suggested arrival time and social events outside class time
 - Expected participants (e.g., police officers, nurses, community advocates)

- 3) Recruit students
 - Select course type.
 - A public course is open to all individuals.
 - A controlled course is open only to individuals approved by the lead instructor or course administrator.

- 4) Schedule the required public CRS checkup event. Partnering with community groups or events will maximize your resources. Examples include:
 - Open served community event: A first-come first-served public events are usually conducted at retail locations or other public venues such as a parks.
 - Appointment-based event: Interested families schedule a time to get their car seats checked.
 - Partnering with an inspection station: The inspection station allows the class to “work” its station.

For more information on planning and promoting a checkup event, see Appendix C.

- 5) Select a training facility and negotiate a contract.

In-house facilities often work well. Hospitals, law enforcement academies, government agencies and many businesses have facilities that are designed for training and may be available to you at reduced or no cost.

Here are some factors to consider when selecting a site.

- **Location and convenience:**
 - Will students and the instructor team be interrupted by other activities at the facility?
 - Is the facility clean, in good repair and professional in appearance?
 - Can the classroom be locked at night or is secure storage available nearby?
 - Is food/meal preparation available on site? If not, are there other options (catering, nearby restaurants)?
 - Does the parking lot have space available for hands-on sessions (be sure to consider safety issues)?
 - Is the parking lot readily accessible for student hands-on activities?
 - Is overhead cover available to protect students from the sun, rain, etc.

- **Classroom size:**
 - Is the classroom large enough to accommodate students, materials and teaching activities?
 - Where will the projector and computer be placed and plugged in?
 - Can all participants see the screen and instructor?

- **Vehicle storage:**
 - Is there access to a covered parking area where vehicles can be stored and hands-on demonstrations conducted?
 - Is there a safe area to conduct demonstrations and, if needed, a checkup event?
 - Is there a backup plan for adverse weather?

- **Equipment:**
 - Who is providing the audiovisual equipment?
 - Is there a rental charge for equipment?

COURSE CHECKLIST

COMPLETE PRIOR TO CLASS:

- Secure a location.
 - Classroom size/layout (e.g., adequate seating and space for equipment).
 - Space for hands-on activities and vehicles (e.g., reserve parking spaces in lot or garage).

- Prepare a course budget. Include:
 - Fees and travel expenses.
 - Certificate of insurance, if required.
 - Food for breaks (optional).
 - Money from grants or sponsors (optional).

- Register course:
 - Date/time/location; public or controlled
 - Register online at www.safekids.org/certification at least 8 weeks before it starts.
 - Notify state CPS training contact

- Select instructor team.

- Set a detailed class agenda (including breaks) and notify instructor team of their assignments.

- Recruit students (depends on course type and limitations).
 - Send letters to the heads of agencies (e.g., police chiefs) telling them about the course and why it would be useful for their employees (optional).
 - Double-check your online roster for accuracy. The roster must be correct by the end of the first day of the course.
 - ♦ Contact CPS Customer Service at 877-366-8154 for assistance.

- Send welcome letters with local details (e.g., directions) to registrants (optional).

- Find a caterer and order food, drinks, etc.

- Plan a community check up event.
 - Identify a local coordinator to handle the event. He or she should not be a member of the instructor team.
 - Publicize the checkup event and make appointments.

- Make sure you have the necessary equipment:
 - LCD projector.
 - Laptop with CD-ROM.
 - Sample child restraints (refer to “Suggestions For Demonstration Equipment”).
 - Sample belts/buckles (mock seat).
 - Vehicles (refer to “Suggestions For Demonstration Equipment”).
 - Internet access (e.g., for recalls and class roster).

- Latest recall lists.
 - Locking clips and belt shortening clips.
 - Pool noodles/towels.
 - Sample non-regulated products (e.g., padding, belt tightener).
 - Dolls.
 - General course materials (e.g., vehicle ID cards).
 - Demonstration tables.
 - Direction signs for posting outside and inside the building ..
 - Duct tape.
 - Index cards (for hands-on exercises).
 - Name tags.
 - Clipboards.
 - Materials for CRS checkup event (see Appendix C).
 - Skills Evaluation Forms (included in Instructor's Guide).
 - Checkup Event Checklists (included in workbook appendix).
 - Samples of educational materials (e.g., updated Child Transportation Safety Tip Sheets, CPS brochures, posters, technical updates, fact sheets, etc.).
 - List of child restraint manufacturers.
 - Local CPS resource lists.
 - Course/instructor evaluation forms (optional but strongly recommended).
 - TV monitor and videos/DVDs (optional).
 - Easel board, paper and markers (optional).
 - Child restraint manufacturer instruction CD (optional).
 - LATCH manual and order forms (optional).
 - Sample vehicle manuals (optional).
 - Extension cord/surge protector (optional).
 - Table tent cards for participant names (optional)
- Hold a pre-course instructor meeting.
- Discuss teaching strategies.
 - Discuss roles and expectations.
 - Review any evaluations (including IC evaluation).
 - Review the agenda and teaching assignments.
 - Set up the room and prepare materials.
 - Rehearse or practice with equipment (optional).
 - Review the course roster.

POST CLASS

- The lead instructor must follow all post-class instructions in the Policies and Procedures manual.
- Send letters of congratulations to course participants (optional).
- Send thank you letters to instructor team and community support agencies.
- Send copies or a summary of course evaluations to the instructor team (optional but strongly recommended).

SUGGESTIONS FOR DEMONSTRATION EQUIPMENT

VEHICLES

Provide as much variety as possible. Vehicles can be supplied by local car dealerships, course participants and instructors or employees of the host agency. You can make an agreement with a used car dealer to borrow vehicles to fill your course vehicle systems needs.

The goal is to offer a variety of latch plate-retractor combinations, including emergency Locking Retractor (ELR)-sliding belt systems.

If possible, include the following types of vehicles and restraint systems:

- Pre-1989 vehicles
 - Rear lap belts.
 - ELR with sliding latch plate. If a vehicle with passenger position not available, consider using driver position in an SUV, truck or minivan.
 - ELR with fixed latch plate.
 - ALR with fixed latch plate.
 - Automatic belts (shoulder, lap/shoulder, knee bolster).
- 1989 and later vehicles
 - ELR with locking latch plate.
 - ELR with lightweight locking latch plate.
 - ELR with switchable latch plate.
 - Switchable retractor w/sliding latch plate.
 - Switchable retractor with fixed latch plate.
 - Driver frontal air bag.
 - Passenger frontal air bag.
 - Side air bags.
 - Pre-installed tether anchors.
- Special features
 - LATCH
 - Forward-mounted belts
 - Asymmetrical belts. Anchors for the same belt that are different distances from the back of the seat.
 - Narrow anchor spacing.
 - Deeply contoured seats.
 - Vehicles with identifiable tether anchor points.
 - 60/40 split bench.
 - Front-facing jump seats.
 - Side-facing jump seats.
 - Fold-down armrests.
 - Integrated child restraints.
 - Pre-installed air bag on/off switch.
 - Shoulder belt height adjusters
 - Belt-sensitive ELR.

CHILD RESTRAINT SYSTEMS

Child restraint systems used for demonstrations should include a variety of old and new models. CRS should have instruction booklets, intact labels, and their original parts. The number of CRs necessary for an effective and efficient training will vary. When determining child restraints needed for class, instructor teams should consider:

- Number of participants
- Equipment needed to complete all hands-on practice and skills evaluation experiences within allotted time.

Child Restraint Overview

- Rear-facing/Infant -only
 - 3-point harness.
 - 5-point harness.
 - Detachable bases with and without angle recline adjustment mechanism.
 - LATCH-equipped.
 - Various harness adjustment mechanisms (A-lock, rod/slot, adjuster slide, etc.).
- Convertible restraints
 - T-shield.
 - Tray-shield.
 - 5-point harness.
 - Tethers.
 - Built in lock-offs.
 - LATCH
 - Various harness adjustment mechanisms (A-lock, rod/slot, adjuster slide, etc.).
 - Various weight ratings (rear facing and forward facing).
- Forward-facing only
 - Combination seat.
 - Higher weight limit harness.
 - Travel vest.
- Boosters
 - Shield.
 - Removable shield.
 - Backless belt-positioning booster.
 - High back belt-positioning booster.
- Adaptive restraints for children with special healthcare needs
 - Car Beds.
 - Vest/Y-harness.
 - Assorted special needs restraints.
- Equipment for hands-on exercises
 - 10 to 12 dolls representing a variety of infant and child sizes.
 - Child age and weight cards.
 - Scenario number cards.
 - Role-playing cards.

APPENDIX A – ORGANIZATIONAL RESOURCES

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

The National Highway Traffic Safety Administration (NHTSA) is an agency of the U.S. Department of Transportation.

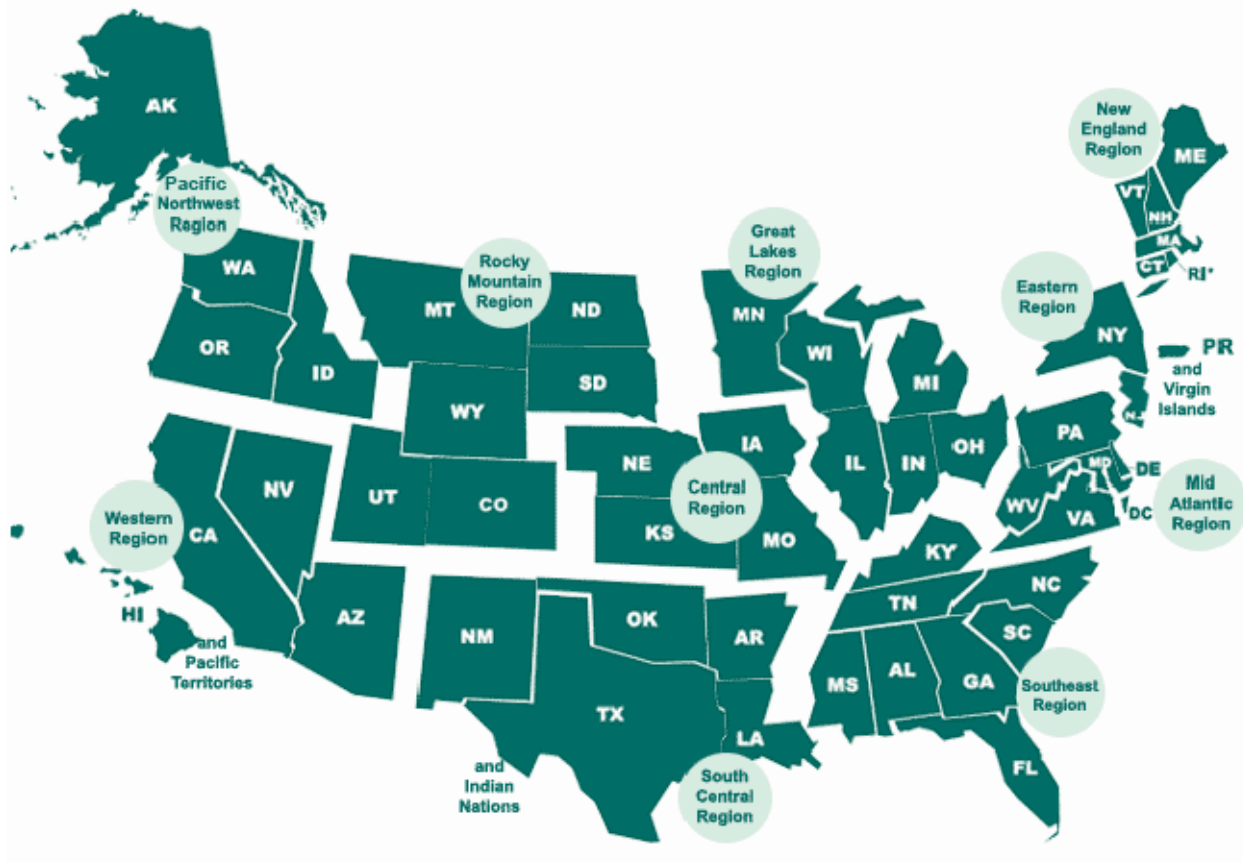
NHTSA Office of Traffic Injury Control
400 7th Street SW
Washington, DC 20590
Phone 202/366-2708
Fax 202/493-2088

Web site: <http://www.nhtsa.dot.gov>

Hotline: 1-800-424-9393 or 1-800-DASH-2-DOT

State CPS training contacts: <http://www.nhtsa.dot.gov/CPS/Training/ContactList.cfm>

Regional Offices: <http://www.nhtsa.gov/nhtsa/whatis/regions/Index.cfm?Fitting=No>
NHTSA has 10 regional offices around the country to provide local assistance to state and private-sector highway safety programs. Ask to speak with the training coordinator.



SAFE KIDS WORLDWIDE

Safe Kids Worldwide is the certifying agency for the standardized CPS course. Contact the organization regarding course registrations, materials and certification.

Safe Kids Worldwide
NSCPS Training Program
475 Riverside Drive, 6th Floor
New York, NY 10115-0089
Phone: 877-366-8154
Fax: 917-305-9876
E-mail: cps.certification@safekids.org

NATIONAL CHILD PASSENGER SAFETY BOARD

The National CPS Board provides recommendations and guidance to NHTSA and Safe Kids regarding curriculum and test development and serves as a panel of experts and advocates for the program as a whole.

The National Safety Council coordinates many aspects of the program including general information, and serves as a coordinator of the board.

National CPS Board
c/o National Safety Council
1025 Connecticut Avenue NW, Suite 1200
Washington, DC 20036
Phone: 202-296-6263
Fax: 202-293-0032
E-mail: cpsboardsecretariat@nsc.org
Web site: www.cpsboard.org

APPENDIX B – SAMPLE COURSE CONFIRMATION MATERIALS

SAMPLE LETTER OF CONFIRMATION

Dear Future Child Passenger Safety Technician:

Please read this letter carefully! It will serve to prepare you for your upcoming National Standardized Child Passenger Safety training on _____ at _____. Directions to the training site are enclosed. You will be given a manual on the first day of class. **Remember to bring your manual to class everyday.** Please dress in comfortable clothing. Be prepared to work in and around vehicles. This is a physically demanding class that will require you to climb in and out of cars, apply weight into child restraints and manually adjust seat belts. If you have physical limitations that may prevent you from completing these tasks, please contact me at _____ to discuss your situation.

If you have not adjusted or installed a child restraint system in a long time or question why this class takes so many hours to complete, you may want to attend a child restraint system checkup event in your community or visit a local store to "play" with different car seats to get a better understanding of the problems faced by people who transport young children. Coming to class with this information may help you get a jump on understanding the issue.

LOGISTICS

The class starts promptly at _____ each day. You must attend and successfully complete the entire course to become certified. There are no excused absences from the class. Leave your cell phone on silent while in the classroom. There are breaks throughout the day when you can make phone calls.

Breakfast and lunch are provided in the classroom for a cost of \$_____. If you have special food needs, please contact _____ at _____. Unless otherwise arranged, all class members will receive the same meal choices.

WHAT THE COURSE INVOLVES

This class deals with the basics of child restraints and proper vehicle installation. Course work includes hands-on activities in the classroom and outside in vehicles.

If you have any questions about the class, the certification process or travel logistics, please feel free to contact me at _____. I'm looking forward to seeing you at _____.

Sincerely,

APPENDIX C – SAMPLE COURSE INFORMATION SHEET AND SCHEDULE

**Child Passenger Safety Training Workshop
February 1-4, 20XX
Heartland County Police Training Center**

Sponsored by the Heartland Safety Belt Coalition

Location: Heartland County Police Training Center, State Highway 123 just west of downtown Heartland. See the map on the reverse for detailed directions. Free parking is available in the visitors' parking lot. All participants are encouraged to arrive in time to attend the welcoming reception on Monday evening (see attached schedule).

Accommodations: Rooms are available at the Heartland Motor Lodge for participants from out of town. The hotel is two blocks from the training center and has an indoor pool, exercise facility and 24-hour café. Please call the hotel directly at 800- XXX-XXXX and ask for the Heartland Safety Belt Coalition's special rate of \$79 per night. Free shuttle service is available from the airport.

Dress: Dress comfortably for the workshop. Pants and sportswear are appropriate for the entire workshop, including the welcoming reception. Remember to bring appropriate clothing and outerwear to adapt to changing weather conditions. For the checkup event, health care personnel may wear white jackets, and police officers and emergency medical professionals may wear uniforms.

Fees: In addition to the national program fee of \$60 (paid directly to Safe Kids Worldwide), the workshop is \$125, and a \$50 nonrefundable deposit is required to reserve a space. The remainder of the fee is due no later than January 15, 2007. This fee includes all additional workshop materials and handouts, continental breakfast daily, lunch daily and a welcoming reception.

Remember: This is a physically demanding class. You will be climbing in and out of a variety of vehicles outdoors during the hands-on practice exercises and while participating in the public checkup event. If you have any medical or physical limitations, please contact the lead instructor for the course beforehand so arrangements may be made, if possible.

APPENDIX D - INSTRUCTOR CANDIDATE AND INSTRUCTOR MENTOR ROLES AND RESPONSIBILITIES

Additional details, forms (e.g., evaluations) and instructions may be found on the certification Web site under the heading Instructor Candidacy.

INSTRUCTING DURING A COURSE

It is the shared responsibility of the lead instructor, the instructor mentor and the instructor candidate to ensure that the following requirements are met in order for the instructor candidate to successfully complete all of the teaching requirements detailed below.

The instructor team is responsible for providing feedback, through the assigned instructor mentor, on a daily basis.

Instructor candidacy teaching recommendations:

- Must attend the entire course, including any pre- or post-course instructor meetings.
- Lecture for at least five hours, divided among at least three chapters.
- Set up a hands-on exercise (classroom or vehicle).
- Be the lead for a different hands-on exercise.
- Participate in the community education event.

Instructor Mentors

Each instructor candidate must have a designated instructor to serve as their primary mentor during the course. This person will be the primary point of contact for any questions or concerns about the candidate's evaluation and is responsible for daily reviews with the candidate.

Teaching as an Instructor Mentor

While not required, please keep the following recommendations in mind when serving as a mentor instructor:

- Teach as little as possible so your attention is focused on observing the candidate.
- Do not act as the lead instructor and a mentor for the same course.
- If you must teach, you must be able to observe the candidates' teaching assignments, including their preparation for hands-on exercises.

Feedback

The instructor mentor should provide daily feedback to the candidate using the Instructor Candidate Evaluation, which is available on the certification Web site under Resources: Forms.

The instructor team is also responsible for providing feedback, through the assigned mentor, on a daily basis. If the candidate needs improvement, use the course time to help him or her learn, providing clear and constructive criticism. At every point during the course, the candidate should have a clear understanding of his or her progress and evaluation.

