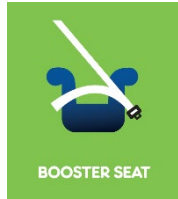
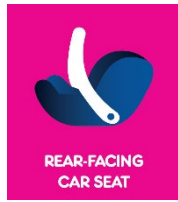


A Training Delivery Guide for the Instructor Team



April 2025

INSTRUCTOR PREP GUIDE



CHILD PASSENGER SAFETY
TECHNICIAN CERTIFICATION
TRAINING



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CAR SEAT AND BOOSTER SEAT MANUFACTURERS

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AmSafe	Graco
babyark, Inc.	Harmony Juvenile Products
Britax	KidsEmbrace
Chicco, USA	NUNA
CYBEX	Orbit Baby
Diono	Peg Perego U.S.A., Inc.
Doona/SP Distribution	Safe Traffic System, Inc.
Dorel Juvenile	UPPAbaby
Evenflo Company, Inc.	WAYB
EZ-ON Products, LLC	

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THANK YOU!

About the CPST Certification Training

Child Passenger Safety Technicians (CPSTs) are trained educators in the field of occupant protection. By understanding the correct use of vehicle occupant protection systems, car seats and booster seats, CPSTs educate caregivers and provide resources on the safe transportation of children in motor vehicles.

Goals

The goals of the *Child Passenger Safety Technician (CPST) Certification Training* are to:

1. Provide a foundation of technical knowledge about the correct use of car seats, booster seats and seat belts.
2. Create opportunities to develop and practice effective communication skills for educating caregivers on the safe transportation of children in motor vehicles.

Purpose

Successful completion of the *CPST Certification Training* results in certification as a Child Passenger Safety Technician.

Focus

The focus of the *CPST Certification Training* is the correct use of conventional car seats and booster seats as well as seat belts in passenger vehicles. Transporting children with specific needs and transportation in other vehicles are covered in CPST enrichment trainings.

Planning a Course

Course Delivery Team Position Descriptions

The following positions support the administration and delivery of a *Child Passenger Safety Technician (CPST) Certification Training* course.

COURSE ADMINISTRATOR

A Course Administrator assists the Lead Instructor with all course planning and coordination. A Course Administrator may be a Child Passenger Safety Technician Instructor (CPST-I) or a Safe Kids Worldwide-approved Course Administrator.

- If a person who is not a CPST-I wishes to set up a course, they must first successfully complete the Course Administrator Application, found on the National Child Passenger Safety Certification Program website (cert.safekids.org) under **Resources - FAQs** and then **Forms**.

A Course Administrator should plan to be onsite throughout the course, so the Lead Instructor can focus on teaching and coordinating the activities of the Instructor Team.

SITE ADMINISTRATOR

A Site Administrator is the local point of contact who assists with site coordination for the course. They may or may not work for the host agency. A Site Administrator does not have to be a CPST-I or a Safe Kids Worldwide-approved Course Administrator.

CHECKUP EVENT COORDINATOR

A Checkup Event Coordinator plans, promotes and manages the checkup event to be held at the end of the course. The Checkup Event Coordinator may be a local CPST or CPST-I, the Course Administrator, the Site Administrator or a Course Assistant.

LEAD INSTRUCTOR

A Lead Instructor is an experienced, currently certified CPST-I who works with the Course Administrator to offer a course. The Lead Instructor is responsible for overseeing every aspect of the course and must be able to attend the course in its entirety.

- To serve as a Lead Instructor, a CPST-I must successfully complete the Lead Instructor Quiz by clicking on the action item **APPLY TO BE A LEAD INSTRUCTOR** in their National Child Passenger Safety Certification profile at cert.safekids.org.

INSTRUCTOR

An Instructor is a currently certified CPST-I who assists the Lead Instructor in delivering the course.

INSTRUCTOR CANDIDATE

An Instructor Candidate is a currently certified CPST who has met the Instructor Candidate requirements and is approved by Safe Kids Worldwide. Instructor Candidates must complete their candidacy as part of an in-person *CPST Certification Training* course and are required to attend the course in its entirety.

- Instructor Candidates are **not** permitted to complete their candidacy as part of a hybrid *CPST Certification Training* course or a *National CPST Certification Renewal Testing Course*.

MENTOR

A Mentor is a currently certified CPST-I who prepares, guides and evaluates an Instructor Candidate throughout their candidacy. Although only one Mentor is required, it is recommended that two Mentors evaluate each Instructor Candidate. Ideally, a Mentor does as little teaching as possible during the course so they can focus on mentoring the Instructor Candidate.

COACH

A Coach is a currently certified CPST-I participating in a hybrid *CPST Certification Training* course. Coaches may be Lead Instructors or Instructors.

To build community virtually, each student in a hybrid course is assigned a Coach who serves as the student's primary point of contact throughout the course.

For more information on the responsibilities of a Coach, refer to the [Hybrid Coach Responsibilities](#) section in the Appendix.

COURSE ASSISTANT

A Course Assistant is a currently certified CPST who attends the course to provide behind-the-scenes help, i.e., setting up activities and skills evaluations.

If a Course Assistant is interested in applying to become an Instructor Candidate, they are required to attend the course in its entirety to qualify to meet the Instructor Candidate requirements.

The Course Assistant may also serve as the Site Coordinator or the Checkup Event Coordinator.

Course Delivery Team Requirements

- Only currently certified CPST-Is and Safe Kids Worldwide-approved Instructor Candidates may teach the *CPST Certification Training* course.
- Currently certified CPSTs serving as Course Assistants may assist with set-up and behind-the-scenes help.
- A minimum of two Instructors must be listed when registering a course.

- All course Instructors, Instructor Candidates and Course Assistants who are interested in Instructor candidacy are required to attend a pre-course meeting for each course.
- All members of the Instructor Team are responsible for ensuring that the curriculum is delivered in its entirety, in modular order.
- All members of the Instructor Team are responsible for ensuring that all national certification policies and procedures and the Child Passenger Safety Technician Code of Conduct are followed.

Course Delivery Team Recommendations

- The recommended maximum Instructor-to-student ratio is one to five.
- A maximum of 25 students is recommended.
- It is recommended that no more than three Instructor Candidates complete their instructor candidacy during the same in-person *CPST Certification Training* course.
- The course Lead Instructor should not serve as the primary Mentor for an Instructor Candidate.
- The course Lead Instructor should not serve as the Course Administrator.
- The course Lead Instructor should not serve as the Site Administrator.
- The course Lead Instructor, Instructors, Mentors and Instructor Candidates should not serve as the Checkup Event Coordinator.

Planning Checklists

Refer to the [Appendix](#) for the following checklists supporting the planning of a course:

- [Course Administrator Checklist](#)
- [Lead Instructor Checklist](#)
- [Equipment and Supplies Checklist](#)
- [Printed Materials Checklist](#)

Hybrid Instructor Endorsement

Lead Instructors and Instructors participating in a hybrid *CPST Certification Training* course must have previously earned their Hybrid Instructor endorsement.

- Hybrid Instructor endorsements earned in the *2020 National CPST Hybrid Certification Training* curriculum are recognized for the *2024 CPST Hybrid Certification Training* curriculum.
 - Hybrid Instructor endorsements must be completed in the *2020 National CPST Hybrid Certification Training* curriculum by Jan. 31, 2025. Transfers of partial completion to the *2024 CPST Hybrid Certification Training* curriculum are not possible.

- Hybrid Instructor endorsements can be completed in the *2024 National CPST Hybrid Certification Training* curriculum starting on Jan. 24, 2025.
 - Access to the online learning modules for the 2024 curriculum has been granted to CPST-Is who completed the Hybrid Instructor endorsement in the 2020 curriculum.
 - All segments are marked complete, allowing Instructors to move freely through the modules and segments.

COMPLETION REQUIREMENT

The steps for a CPST-I to earn the Hybrid Instructor endorsement are as follows:

- Enroll in the *2024 CPST Hybrid Certification Training* course by emailing training@cpsboard.org. Include your CPST-I certification number.
- Submit assignments as they are delivered in the online learning modules. For the assignment, send a note saying that you are an Instructor working on your Hybrid Instructor endorsement.
- You do not need to submit **Learn, Practice, Educate** videos or participate in virtual sessions to complete the Hybrid Instructor endorsement.

Once you have completed all online modules of the *2024 CPST Hybrid Certification Training* course, the Hybrid Instructor endorsement will be added to your Safe Kids Certification profile.

- Please allow one week for processing.



Curriculum Overview

Delivery Formats

There are two delivery formats of the *CPST Certification Training* curriculum.

- In-person – The in-person delivery format is designed to be delivered in three or more days, with a minimum of 24 **instructional hours** scheduled.
 - Refer to the **Appendix** for sample three-day and four-day agendas.
- Hybrid – The hybrid delivery format is delivered in online learning, virtual sessions and in-person sessions.
 - Students complete the online learning modules in the **Child Passenger Safety Learning Portal**.
 - Refer to the **Appendix** for sample agendas.

NURSING CONTACT HOURS

Both delivery formats of the curriculum have been approved for 24.0 contact hours of continuing nursing education (CNE) by the Emergency Nurses Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation.

- To qualify for CNEs, courses must be at least 30 hours in length.
- The Lead Instructor must notify Safe Kids Worldwide of the intent to provide CNE at least 3 weeks in advance of the course.
 - Safe Kids Worldwide will confirm eligibility.

Language Versions

Currently, the in-person and hybrid delivery formats are available in English.

- A Spanish version of the in-person delivery format is planned for release in 2025.

Content

The *CPST Certification Training* is a standardized curriculum delivered in a cumulative manner with each successive module building on the preceding modules.

The content must be delivered in its entirety, in modular order, and may not be altered in any way, including addition or deletion of content.

Modules and estimated delivery times for in-person courses are as follows. Instructors have the discretion to adjust estimated delivery based on factors such as the number of students, number of vehicles and car seats available for activities, classroom location in relation to the practice area location, and weather conditions.

Quiz and skills evaluation delivery times are the same for in-person and hybrid courses.

CURRICULUM OVERVIEW

Module	Time
Module 1: Introduction	45 min.
Module 2: Communicating and Educating	30 min.
Module 3: Crash Protection	40 min.
Module 4: Seat Belt Systems	105 min.
Quiz 1	45 min.
Module 5: Air Bags	50 min.
Module 6: Lower Anchors and Tethers	105 min.
Skills Evaluation 1: Vehicle Systems	60 min.
Module 7: Overview of Car Seat and Booster Seat Use	95 min.
Module 8: Rear-Facing Car Seats	180 min.
Quiz 2	45 min.
Module 9: Forward-Facing Car Seats	170 min.
Module 10: Booster Seats and Seat Belts	90 min.
Skills Evaluation 2: Select and Install Car Seats and Booster Seats	105 min.
Skills Evaluation 3: Putting it All Together	45 min.
Module 11: Other Vehicles	30 min.
Module 12: Using and Building Your New Skills	35 min.
Quiz 3	45 min.
Skills Evaluation 4: Checkup Event	120 min.

Organization of the Hybrid Delivery Format

The hybrid delivery format is organized into four learning blocks.

Learning Block	Modules	Online Learning	Quiz Skills Evaluation	Virtual Sessions	In-Person Session(s)
Learning Block 1	1-4	✓	Quiz 1	Kickoff Checkpoint 1	
Learning Block 2	5-8	✓	Quiz 2	Checkpoint 2	
Learning Block 3	9-12	✓	Quiz 3	Checkpoint 3	
Learning Block 4			Skills Evaluations 1, 2, 3 & 4		✓

BENEFITS OF THE HYBRID DELIVERY FORMAT

The hybrid delivery format provides students an experience that will:

- Provide flexibility in completion of the course material.
- Be easily accessible with a personal computer, laptop or tablet with internet connection.
- Give students additional opportunities to revisit content and gain experience through repeating practice activities at their own pace.
- Build competency equal to the in-person delivery format of the training.

DIFFERENCES FROM THE IN-PERSON DELIVERY FORMAT

Due to the nature of the hybrid delivery format, some changes have been made to the order of the content delivery in the online learning modules.

- Some hands-on activities and all skills evaluations are moved to Learning Block 4: In-Person Session(s).
- To build community virtually, each student is assigned to a Coach, a member of the Instructor Team, who will serve as the primary point of contact for the student throughout the course.

Canadian-Specific Information

Recognizing the importance of the correct use of occupant restraint systems, NHTSA and Transport Canada have partnered together to create a joint curriculum for Child Passenger Safety Technicians.



Canadian-specific information is called out in the *Technician Guide* when it is different from U.S.-specific information. These callouts are marked with the Canadian flag as shown on the left.

Presentation of Canadian-specific information is **optional** for U.S.-based courses.

Learning Model

The learning model used in the *CPST Certification Training* is Learn, Practice, Educate:



LEARN
the knowledge and skills.



PRACTICE
the knowledge and skills.



EDUCATE
others on the knowledge and skills.

Activities throughout the curriculum provide students the opportunity to use this learning model.

- **Learn, Practice, Educate** activities must be conducted as placed in the curriculum.
- Practice helps retrieve newly learned information from the brain. Retrieval builds strong brain connections to new information.

Hybrid Delivery Format

The **Learn, Practice, Educate** activities are practiced by students in hybrid courses in one of two ways;

- Live, during the virtual sessions.
- By a video created by the student and shared with their Coach via direct message in the online workspace.

National Digital Car Seat Check Form Use

All knowledge and skills learned in the *CPST Certification Training* can be applied to completing the National Digital Car Seat Check Form (NDCF), a resource of the National Child Passenger Safety Board. While some organizations opt to use different car seat check forms, all check forms have similar input fields. Learning how to use the NDCF can be helpful to using other check forms as well.



Check Form Check activities are incorporated throughout the curriculum introducing the questions from the NDCF.

- The NDCF must be used for the Check Form Checks during the delivery of the *CPST Certification Training*, in-person and hybrid delivery formats.
- Use of the NDCF is **optional** for Skills Evaluation 4.
 - If a check form, other than the NDCF, is used for Skills Evaluation 4, time must be added into the schedule after Module 12, but prior to Skills Evaluation 4, to review the alternate check form.

NDCF FORMATS

Two delivery formats of the National Digital Car Seat Check Form are available for use during the training.

- The most current version of the paper NDCF is available in cpsboard.org/instructor-resources in the **Protected Instructor Materials** and should be provided to each student at the start of Module 2.
- A free training app (Apple, Android, Amazon) is available for students to use if they prefer. Note: It is **optional** for students to download and use the NDCF training app.
 - To locate the app, search **NDCF Training** in the app store.
 - The NDCF Training app icon is a blue car seat on a yellow background.
 - Students do not need a NDCF user account to use the NDCF Training app.
 - Data entered in the NDCF Training app will not be saved.

Activities

In-Person Delivery Format

Activities are incorporated into ten of the modules in the in-person delivery format.

Activities are required and should be conducted as placed in the curriculum.

Refer to the [Appendix](#) for an activities summary by module and required preparation for each activity.

Hybrid Delivery Format

Hands-on activities are incorporated into Learning Block 4: In-Person Session(s).

Activities are required and should be conducted as placed in the curriculum.

Refer to the [Appendix](#) for an activities summary and required preparation for each activity during the in-person session(s).

Quizzes

Three quizzes are administered to assess the students' understanding and retention of the information as well as familiarity with available resources.

Instructors may highlight or stress material that is on the quiz but must not indicate that the material is a quiz question. Refer to the [Appendix](#) for suggested review questions for each quiz.

Refer to the [Instructor Guidelines for Administering Quizzes](#) found later in this guide for more information.

Hybrid Delivery Format

The quizzes are administered in the online learning modules.

Skills Evaluations

Skills evaluations are administered to assess the students' ability to correctly identify vehicle systems, correctly select and use car seats and booster seats, identify misuse and conduct a car seat check.

Refer to the [Instructor Guidelines for Administering Skills Evaluations](#) found later in this guide for more information.

Hybrid Delivery Format

The skills evaluations are administered in Learning Block 4: In-Person Session(s).

U.S. Federal Motor Vehicle Safety Standards

The curriculum was written to reflect Federal Motor Vehicle Safety Standards (FMVSS) 213a and 213b. Due to pending petitions at the time of publication, the date that FMVSS 213a will become effective is subject to change.

Statistics

All statistics referenced in the curriculum are based on data available at the time of printing. For consistency, all statistics must be delivered as provided in the curriculum.

Supplemental Materials

There may be limited occasions when supplemental information may be used, such as providing state or local child passenger safety resources, data or legislative updates.

COMPLETION REQUIREMENTS

When sharing supplemental materials, the material must:

- Be free of charge and accessible to all students/CPSTs.
- Not conflict with any standardized curriculum content.
- Be clearly identified as supplemental.
- Reflect up-to-date information.

Students must be informed that they will not be quizzed on the supplemental materials.

Completion Requirements

Certification as a Child Passenger Safety Technician is dependent upon satisfactory completion of all training requirements. To successfully complete the training, students must:

1. **In-Person Delivery Format:** Attend the entire training.
Hybrid Delivery Format: Complete 100% of the online learning modules prior to the first in-person session and attend all virtual sessions and all in-person sessions.
2. Participate in class discussions.
3. Participate in practice activities.
4. Pass three quizzes with a minimum of 42 of 50 questions (84%) answered correctly.
5. Pass four skills evaluations.

Quiz and Skills Evaluation Details

- When taking the quizzes and skills evaluations, students may use all available resources including the *Technician Guide* (TG).
- Retakes of quizzes and skills evaluations are not allowed.
- Students must be encouraged to talk with an Instructor as soon as possible if accommodations are needed for the quizzes and/or skills evaluations to discuss options.
 - Refer to the [Instructor Guidelines for Administering Quizzes](#) and the [Instructor Guidelines for Administering Skills Evaluations](#) for more information on testing and accessibility accommodations.

Instructor Resources

Instructor resources supporting the delivery of the curriculum are available at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.

- The Protected Instructor Materials are password-protected.
 - The password for this page is found in each CPST-I's Safe Kids Certification profile in the **Action Items**.

Policies & Procedures Manual

The *National Child Passenger Safety Certification Policies and Procedures Manual*, available at cert.safekids.org, contains important information regarding Safe Kids Worldwide policies and procedures for the National Child Passenger Safety Certification Program.

Topics specific to delivering the curriculum include:

- Certification
- Course Administration
- Instructor Candidacy
- Organizational Management

Instructor Guide

The *Instructor Guide* (IG) contains complete plans for delivering all modules in the *CPST Certification Training* including:

- **Timing Estimates:** Timing estimates are provided for each module outlining the estimated delivery time for presentation, activities and videos included in the module.
- **Media, Materials and Resources:** All modules list the media, materials and resources needed to support the presentation and activities in the module.
- **Preparation:** All modules list the tasks the Instructor Team must complete to be ready for delivery of the module and associated activities.

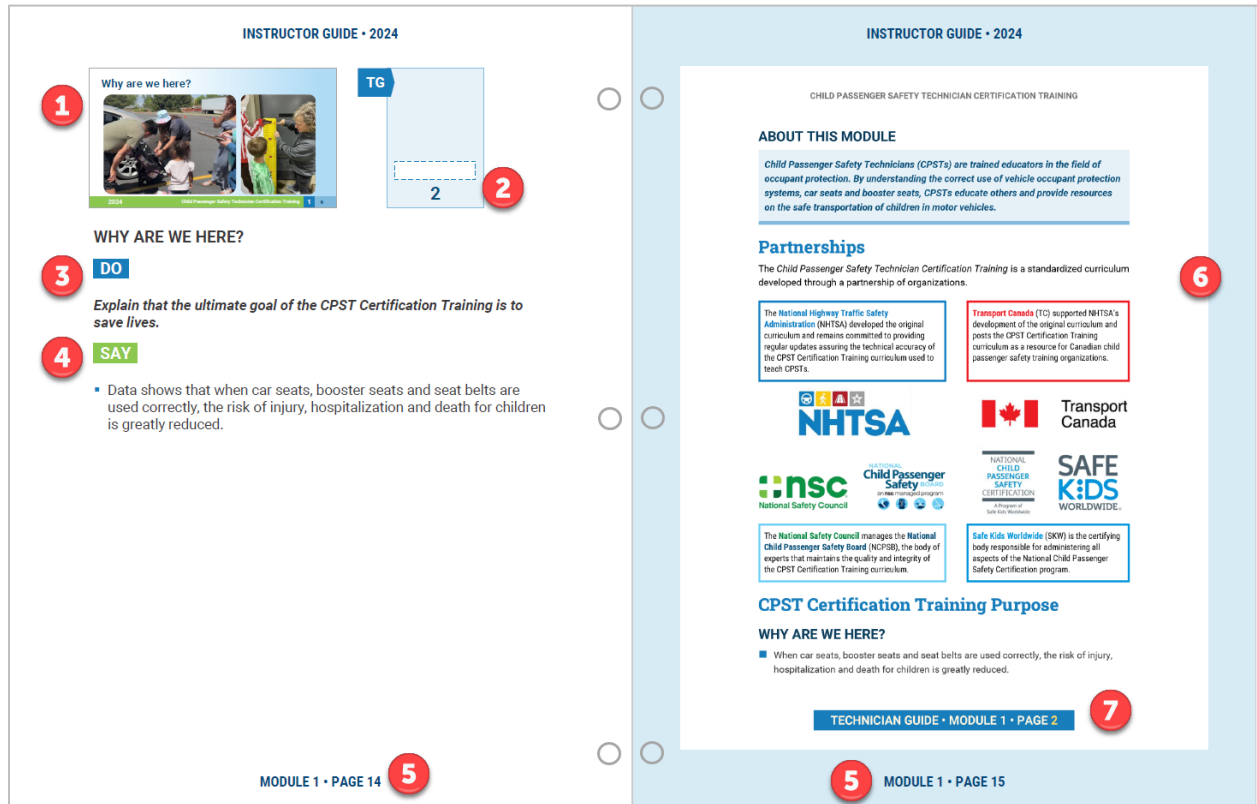
Hybrid Delivery Format

The IG is used to support the virtual sessions and in-person sessions of hybrid courses.

Instructor Guide Layout

The following diagram shows the Instructor Guide layout, as open in a three-ring binder.

- IG pages are on the left, and TG thumbnail pages on the right—with some exceptions when there is not a one-to-one match between content on an IG page and a TG page (examples follow).
- TG thumbnail pages display within a light blue box for emphasis.



- 1 Slide thumbnail
- 2 Corresponding TG page number and, if needed, a white box showing the portion of the page covered
- 3 **DO:** Instructor directive
- 4 **SAY:** Instructor scripting
- 5 IG footers with page number
- 6 TG page thumbnail for reference
- 7 TG footer with page number

Access

All current Instructors and Instructor Candidates were mailed a print copy of the IG in January 2025.

- Instructor Candidates will receive a print copy of the IG after approval of their Instructor Candidacy.
- A digital copy of the IG is available for download at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
- As needed, updates to the IG are posted to cpsboard.org/instructor-resources in the **Protected Instructor Materials**.

PowerPoint Presentations

IN-PERSON DELIVERY FORMAT

Each module includes a PowerPoint presentation. The slides in each PowerPoint presentation include key concepts, graphics and images to support content delivery for the module.

The corresponding *Instructor Guide* content for each PowerPoint slide is included in the Notes Page view for the slide.

Use of the PowerPoint presentation for each module is required. The slides must be delivered in order and may not be altered in any way, including addition or deletion of content.

The PowerPoint presentations are available for download at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.

Skills Evaluation PowerPoint Presentation

A separate PowerPoint presentation with slides introducing each of the Skills Evaluations is available.

Use of the Skills Evaluation PowerPoint presentation is optional.

U.S. State/Territory Specific Module 7 PowerPoint Presentations

Module 7 may be taught using either the Module 7 PowerPoint presentation or a version that includes a slide with the specific U.S. state or territory child passenger safety and seat belt laws.

- The information on the laws was gathered from ghsa.org/state-laws.

Use the Module 7 PowerPoint presentation with the U.S. state or territory law that best meets the demographics of the students in the training.

- The U.S. state/territory specific files include the two-letter postal code for each state or territory.
- Further customization of Module 7 PowerPoint presentations is not available.

HYBRID DELIVERY FORMAT

Each virtual session is supported by a PowerPoint presentation. The slides in each PowerPoint presentation include key concepts, graphics and images for the Learning Block that should be reviewed during the virtual session.

The corresponding *Instructor Guide* content for each PowerPoint slide is provided in the Notes Page view for the slide.

Use of the PowerPoint presentation for each virtual session is required. The slides must be delivered in order and may not be altered in any way, including addition or deletion of content.

The PowerPoint presentations are available for download at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.

INSTRUCTIONS AND TIPS FOR USING THE POWERPOINT PRESENTATIONS

All Instructors must know how to navigate through a PowerPoint presentation. Training on the audiovisual setup should be included as a part of the Instructor meeting held prior to the start of the course.

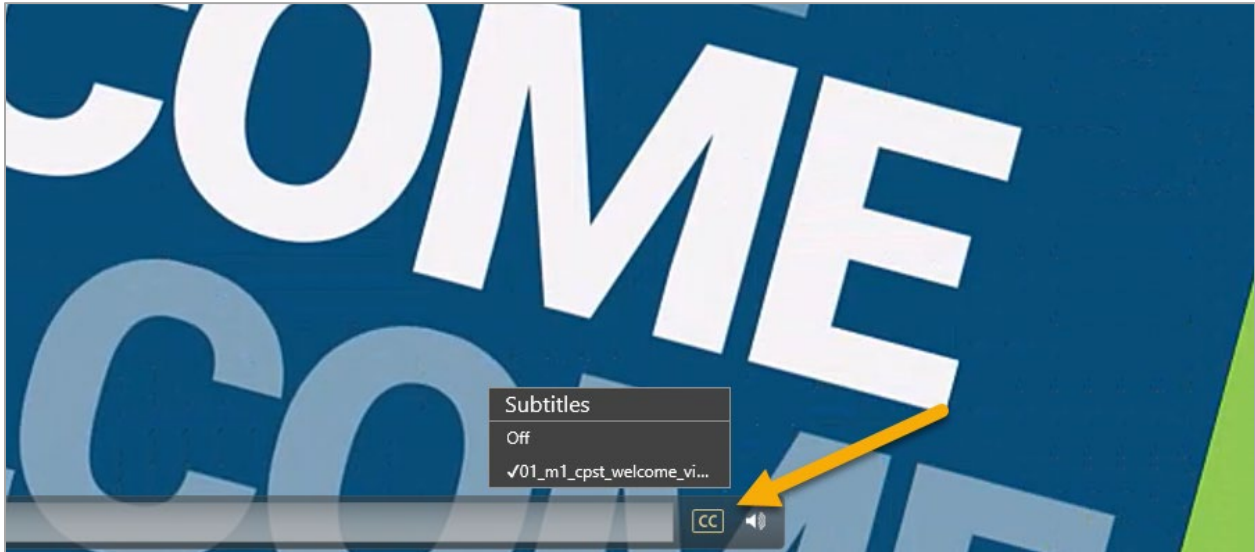
- Prior to the first day of the course, it is strongly recommended that the Lead Instructor and/or Course Administrator set up and test the PowerPoint slides including the videos on the computer/projection system to be used.
- Remember that what works well on one computer/projection system may or may not work well on another computer/projection system due to differences in operating systems, the type of projection system and/or versions of PowerPoint.
- Always refer to your computer and software manuals for details and troubleshooting.

RUNNING THE POWERPOINT PRESENTATION AND VIDEOS

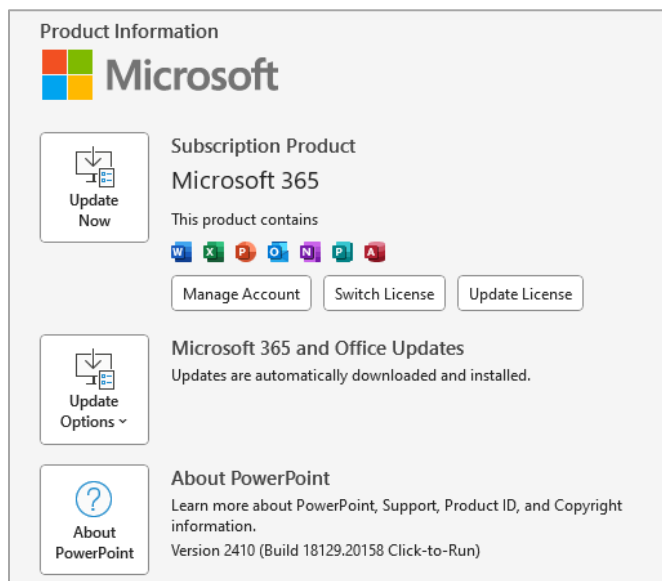
- **Begin a presentation.** To view the presentation on your monitor, open the presentation file for the appropriate module, and then select Slide Show from the View ribbon (or press the F5 key on your keyboard). The first slide will fill your screen.
- **Advance slides.** There are several ways to advance to the next slide or go back to previous slides. The easiest way is to press the keyboard's Down Arrow to advance and the Up Arrow to go back. Press the Esc (Escape) key to return to the normal view.
- **Play videos on slides.** The videos are embedded in the PowerPoint presentations. Videos on slides do not auto-play. This allows the Instructor to introduce the topic in advance of the video. Start the videos by clicking the Play Video icon.

INSTRUCTOR RESOURCES

- Since the videos are embedded in the slides, there is no danger of broken video links.
- Embedding videos on slides makes the PowerPoint files larger, so the presentation files may take more time to download from cpsboard.org and/or to copy from one PC to another.
- Videos on slides have closed captions. In screen show view, click the CC icon on the player bar to turn closed captions on or off.



- **Software Version.** PowerPoint files have been standardized on PowerPoint 365. The files will also work on the 2016 and 2019 versions of PowerPoint.
 - To check your version of PowerPoint on a PC, choose **File, Account** from the PowerPoint menu.



- To check your version of PowerPoint on a Mac, choose **PowerPoint, About PowerPoint** from the PowerPoint menu.

Curriculum Resources

Resources used to support the *CPST Certification Training* are available for download at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.

- The Protected Instructor Materials are password-protected.
 - The password for this page is found in each Instructor's Safe Kids Certification profile in the **Action Items**.

ADMIN GUIDES

In-Person and Hybrid Delivery Formats

- **Instructor Prep Guide: A Training Delivery Guide for the Instructor Team:** This guide provides information to help ensure the successful delivery of the curriculum for both the in-person and hybrid delivery formats.

FORMS

In-Person and Hybrid Delivery Formats

- **Activity Worksheets:** Activity worksheets that require Instructor signoffs and/or information to be recorded in each module are available for download. Each worksheet is a copy of the respective activity in the *Technician Guide* (TG).
 - Use of these worksheets is optional but suggested for Instructor preparation for the activities and/or for students who do not want to write in their TG.
- **Course Evaluation:** The Course Evaluation can be distributed to students at the end of the course for an evaluation of the course and Instructors.
 - While strongly recommended, there is no requirement that courses be evaluated.
 - There is no requirement that this form be used. Lead Instructors and/or Course Administrators may use any evaluation form they believe is most appropriate.
- **Hands-On Skills Evaluation Instructor Log:** This form is part of the permanent *CPST Certification Training* record for Instructors to record signoff on Skills Evaluations 1, 2 and 4.
 - If the Instructor Team varies for Skills Evaluation 1, 2 and 4, a separate Skills Evaluation Instructor Log must be completed for each skills evaluation.
- **National Digital Car Seat Check Form:** The most current version of the National Digital Car Seat Check Form (NDCF) for use during the Check Form Check activities and Skills Evaluation 4 is available for download.
 - Use of the NDCF for Skills Evaluation 4 is **optional**.
- **Student Score Sheet:** This form is used to track student progress on the quizzes and skills evaluations throughout the training.

- **Student Vehicle Information Form:** This form is used by Instructors to collect detailed information about the vehicles available for practice activities and skills evaluations.
- **Vehicle Number Cards:** Vehicle number cards can be used to mark vehicles to be used during the activities and skills evaluations. Use the grid to mark the designated vehicle seating position.

Hybrid Delivery Format

- **Quick Reference Guide: Online Learning Percentage Completed:** This quick reference guide indicates the progress through the online learning modules by percentage.
- **Student Progress Tracking Sheet:** This form is used to track student progress on the **Learn, Practice, Educate** video submissions as well as quizzes and skills evaluations. The Student Progress Tracking Sheet may be used in place of the Student Score Sheet for hybrid courses.
- **Student Learning Block Checklists:** The checklists include all student activities for each learning block of hybrid courses. The checklists are provided for Instructor reference. Students receive the checklists in the online learning modules.

QUIZZES AND SKILLS EVALUATIONS

In-Person Delivery Format*

- **Quiz 1, Versions A and B:** These documents provide the quiz questions for Modules 1-4. Versions A and B differ only in the order of the questions.
- **Quiz 2, Versions A and B:** These documents provide the quiz questions for Modules 5-8. Versions A and B differ only in the order of the questions.
- **Quiz 3, Versions A and B:** These documents provide the quiz questions for Modules 9-12. Versions A and B differ only in the order of the questions.
- **Quiz Answer Sheet:** This document is a blank answer sheet for students to record answers for all three quizzes.
- **Quiz Answer Keys:** Instructors use these documents to grade the quizzes.
 - Variations of the quiz answer keys are available to meet Instructor preference.

*For the hybrid delivery format, the quizzes are delivered in the online learning modules.

Student Resources

In-Person and Hybrid Delivery Format







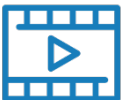









TECHNICIAN GUIDE

The *Technician Guide* (TG) is the student workbook for the training. It also serves as a reference for the students' use after completing the training. Information in the TG includes:

- Key content points
- Supportive graphics and images
- Tech Tips
- **Learn, Practice, Educate** activities
- Activity worksheets
- Progress checks
- Video lists
- Child Occupant Protection Glossary

Icons Used in the Technician Guide

The following icons help students to quickly identify different course activities or directives within the TG. Icons display on the left side of the page.

			
Key Learning Questions	Word Watch	Activity Worksheet	Group Activity
			
Learn • Practice • Educate Activity	Progress Check	Video List	Laws or Regulations
			
Key Point	Car Seat/Booster Seat Instruction Manual	Vehicle Owner's Manual	Key Dates
			
Resource Link	Note Section	QR Code (Link to Resources)	Canadian Note

Access

- For both the in-person and hybrid delivery formats, all students receive a print copy of the TG at the start of the course.
 - For hybrid courses, the Lead Instructor is responsible for distributing the TGs to students prior to the virtual Kickoff Session.
- A digital copy of the TG is available to download at cpsboard.org/curriculum-resources.

SUPPLEMENTAL RESOURCES

Student-specific resources referenced in each module are found in the curriculum resources at cpsboard.org/curriculum-resources.

VIDEOS

The videos used throughout the training are available in the *2024 CPST Certification Training* playlist on youtube.com/cpsboard.

- For quick reference, each module in the TG includes a video list at the end of the module if videos are used in the module.
 - Not all videos listed for the module are used during the in-person delivery format. These additional videos are used to support the hybrid delivery format and are included in the module video list in the TG.
 - Some videos on the YouTube playlist are longer, hybrid-only versions of classroom videos.

Hybrid Delivery Format

ONLINE LEARNING CONTENT

For hybrid courses, the content of the TG is delivered via online learning modules in the *Child Passenger Safety Learning Portal* at carseateducation.org.

Course Content

The course content is organized into the same modules as the in-person curriculum.

- Within each module are multiple **segments**.
 - Segments may be:
 - Text
 - Videos
 - Scrolling interactive segments
 - Page-based interactive segments
 - Quizzes

Content Availability

- While all the course content will display on a new student's dashboard in the *Child Passenger Safety Learning Portal*, the student may only access modules and segments in sequential order.
 - Students must complete the online learning modules in order and cannot skip ahead.
 - Once a segment is completed, the student can return to review previous material.
 - Hard stops are built into the online learning modules to stop students prior to each virtual session.
 - After each virtual session, students must complete a simple assignment providing two takeaways from the session.
 - A member of the Instructor Team must review the assignment and approve it before the student can progress to the next online learning segment.
 - Instructor Teams may set days and hours of the days that they will be available to review and approve assignments. For example, will Instructors be available after business hours and/or on the weekends to approve assignments?

Content Completion

- It is strongly encouraged that students complete all online learning modules and activities in each learning block prior to the virtual session for that learning block.
 - Student checklists help students keep track of their work in each learning block.
 - The student checklists are available for download in the online learning modules.
- All online learning modules and activities must be completed to 100% prior to attending the first in-person session.
 - Instructor Teams may set a date and time that all online learning modules and activities must be completed prior to the start of Learning Block 4: In-Person Sessions. For example, all online learning modules and activities must be completed by 5 p.m. on the day prior to the first in-person session.
 - This date and time must be communicated to the students during the Kickoff Session.

Hybrid Course Set-Up

A member of the Child Passenger Safety Team at the National Safety Council sets up the resources, as outlined below, supporting each hybrid course.

- Contact training@cpsboard.org or 844-573-6531 with questions.

Roster

Safe Kids Worldwide sends the National Safety Council a roster for each hybrid course one week prior to the virtual Kickoff Session for that course.

- The roster includes students who have paid the course registration fee and Instructors as listed on the course registration.
 - Students who are registered for the course but have not paid the registration fee are not included on the roster.
 - For registration help, contact Safe Kids Worldwide at cpscert@safekids.org or 202-875-6330.
- Late additions to the roster, students and/or Instructors, must be communicated directly with the National Safety Council at training@cpsboard.org.
 - Updated rosters are not sent by Safe Kids Worldwide to the National Safety Council.

Child Passenger Safety Learning Portal

Students complete the online learning modules in the [Child Passenger Safety Learning Portal](#).

- The National Safety Council creates a group for each hybrid course in the [Child Passenger Safety Learning Portal](#) approximately one week prior to the virtual Kickoff Session.
 - Instructors, who are listed on the roster, are added to the group as Group Admins.
 - Late additions to the Instructor team must be communicated directly with the National Safety Council at training@cpsboard.org.
 - Students, who are listed on the roster received from Safe Kids Worldwide, are enrolled into the group and assigned to the *2024 Child Passenger Safety Technician Hybrid Certification Training* course approximately one week prior to the virtual Kickoff Session.
 - Late additions to the roster must be communicated directly with the National Safety Council at training@cpsboard.org.
- Instructors, as Group Admins in the [Child Passenger Safety Learning Portal](#), are responsible for monitoring the activity of their group and the progress of the students in the *2024 Child Passenger Safety Technician Hybrid Certification Training* course.

CHILD PASSENGER SAFETY LEARNING PORTAL HELP

Navigating the Child Passenger Safety Learning Portal How-To Guides for Instructors and students are available for download at carseateducation.org/how-to-guides.

Online Workspace, Slack

An online workspace, **Slack**, is used for communication between Instructors and students during a hybrid course.

- The National Safety Council sets up a private channel in **Slack** for each hybrid course approximately one week prior to the virtual Kickoff Session.
 - Students and Instructors, who are listed on the roster received from Safe Kids Worldwide, are added to the **Slack** channel approximately one week prior to the virtual Kickoff Session.
 - Late additions to the roster and/or Instructor Team must be communicated directly with the National Safety Council at training@cpsboard.org.
- Instructors are responsible for monitoring the activity in the **Slack** channel for their group and for responding to any direct messages sent to them from students.
 - Students are encouraged to submit their **Learn, Practice, Educate** videos to their Coach via direct message in **Slack**.
 - Students who are unable to submit their **Learn, Practice, Educate** videos to their Coach via direct message in **Slack** should identify an alternate submission method with their Coach.

SLACK HELP

Video tutorials for using Slack are available at slack.com/help.

Virtual Sessions

Four live, facilitated virtual sessions are held during hybrid courses.

- The Lead Instructor is responsible for scheduling the virtual sessions.
- The video-conferencing platform of choice may be used if all students and Instructors are able to access and use the platform.
 - The National Safety Council provides a WebEx account for use during the virtual sessions to Lead Instructors who do not have access to a video-conferencing platform.
 - Contact training@cpsboard.org for assistance.
- It is strongly encouraged that all students and Instructors have their webcams on for all virtual sessions.

Preparing to Deliver a Course

To prepare to deliver a course, each member of the Instructor Team should:

- Review the *Policies & Procedures Manual* at cert.safekids.org.
- Check for curriculum updates at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
- Review the *Instructor Prep Guide: A Training Delivery Guide for the Instructor Team* at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
- Review the *Instructor Guide*.
- Review all materials, media and resources referenced in the IG at cpsboard.org/instructor-resources and cpsboard.org/curriculum-resources.
- Review the PowerPoint presentations at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
- Review the forms at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
- Review the practice activities including the **Learn, Practice, Educate** and Check Form Check activities in the *Instructor Guide*.
- Review the progress checks.
- Review all quizzes and skills evaluations at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
 - Review the *Instructor Guidelines for Administering Quizzes* section of the *Instructor Prep Guide: A Training Delivery Guide for the Instructor Team*.
 - Review the *Instructor Guidelines for Administering Skills Evaluations* section of the *Instructor Prep Guide: A Training Delivery Guide for the Instructor Team*.
 - Review the *Technician Guide* at cpsboard.org/curriculum-resources.



Instructor Guidelines for Administering Quizzes

Quizzes

Quizzes are administered to assess the students' understanding and retention of the information as well as familiarity with available resources.

There are three written quizzes. Each quiz is administered after a group of modules has been delivered, as noted below, and incorporates all the concepts introduced up to that point:

- **Quiz 1:** Modules 1 to 4
- **Quiz 2:** Modules 5 to 8
- **Quiz 3:** Modules 9 to 12

There are no quiz retakes.

- **Time for Completion:** The *recommended* time limit for each quiz is 30 minutes, or a pre-determined time limit greater than 30 minutes but not to exceed 45 minutes, followed by 15 minutes of post-quiz review.

Hybrid Delivery Format

For questions or challenges related to the hybrid delivery of quizzes, please contact CPSCert@safekids.org.

Testing Accommodations

At the beginning of the course, Instructors must ask if there are any specific accommodations for learning or testing needs to meet the requirements for course completion. Students must be encouraged to discuss this with an Instructor as a 1:1 conversation and should not be discussed with the full class.

During introductions and before each quiz, the Instructor must remind students that two testing rooms will be available. The first is a “silent testing room” and the second is a “reading room”.

- In the silent testing room, the student reads and answers the quiz questions without any assistance from an Instructor.
- In the reading room, the Instructor reads the quiz questions including answer options exactly as written and using a consistent tone of voice.
- A student may choose when to use the reading room and does not have to stay there if they change their mind.
 - For example, the student may take the first quiz in the silent testing room and move to the reading room for the second and/or third quizzes. Or they may start the second quiz in the reading room and then decide to go back to the silent testing room.

General Guidelines

All Instructors must follow the general guidelines and administration guidelines when administering the written quizzes.

- Students must work independently without collaboration with other students and/or Instructors either in person or via technology.
- Students may refer to all course resources including the *Technician Guide* during the quizzes. They may use electronic devices to research answers.
- Instructors may help define non-CPS terms but cannot answer CPS-related questions. A term not related to technical content (such as “transport”) may be defined to help the student understand the question, but not in a way that would indicate the correct answer. Instructors should have copies of the English-Spanish glossary available for students. (The glossary is available at cpsboard.org/resource-center.)
- Answers in any form must not be provided to the student.
- Quizzes must be scored by an Instructor on the Instructor Team.
 - Instructor Candidates may score quizzes under the supervision of their Mentor. The Mentor must sign behind the Instructor Candidate.
- Quizzes must not be shared with non-course participants.

POST-QUIZ

After each quiz, Instructors should evaluate and adjust teaching styles to meet the needs of the students. Every Instructor’s goal is to set students up for success by recognizing their strengths and opportunities for improvement and pacing the course accordingly.

An effective Instructor identifies students who are struggling, asks questions, adjusts teaching strategies to assist in the learning process, practices patience and mentors. Everyone learns differently, so each course an Instructor teaches will be different based on the students’ abilities.

Promoting a positive experience throughout the course will increase the probability that students will use their new skills, volunteer at events, stay active in their community and recertify.

OPTIONS FOR WHEN QUIZZES ARE NOT COMPLETED SUCCESSFULLY

When teaching a course, there are times when a student does not successfully pass the quizzes. This situation must be handled delicately to preserve the student’s privacy and avoid any possible embarrassment for that student. At the pre-course meeting, the Instructor Team must discuss a course of action should this situation arise. It is important that the entire Instructor Team work together and understand options to be provided to the student.

QUIZ ADMINISTRATION GUIDELINES

1. The *recommended* time limit for each quiz is 30 minutes, or a pre-determined time limit greater than 30 minutes but not to exceed 45 minutes, followed by 15 minutes of post-quiz review.
2. A quiz review may be completed prior to the distribution of the quiz or Quiz Answer Sheet.
 - Suggested quiz review questions are available in the [Appendix](#).
3. Before each quiz, remind students that two testing rooms will be available. The first is a “silent testing room” and the second is a “reading room”.
 - Refer to the [Testing Accommodations](#) section for additional information.
4. Prior to starting Quiz 1, distribute and review the Quiz Answer Sheet with the students. Students will write their answers for each quiz on the Quiz Answer Sheet.
 - Students may mark on the quizzes. Any marks on quizzes will not be scored.
5. Prior to starting Quiz 1, have the students write their name at the top of the Quiz Answer Sheet.
 - Instructors must not score a quiz that does not have the student’s name completed at the top of the answer sheet.
6. Prior to starting each quiz, review all instructions for the quiz with the students. Refer to the [Quiz Student Instructions: Read to Students](#) section.
7. Distribute quizzes to the students.
8. Once the quizzes are handed out and the instructions ([Quiz Student Instructions: Read to Students](#) section) are delivered, any student who wishes to go to the reading room should do so at that time. This ensures all students hear the same testing instructions.
9. When the student finishes their quiz, they should hand in the quiz and Quiz Answer Sheet to the designated member of the Instructor Team.
 - Students must not be allowed to change their answers once their Quiz Answer Sheet is submitted.
10. Students may leave the room quietly and not return until the quiz is concluded, or they may stay seated quietly waiting for everyone to finish. Whichever method is selected, it must be the same for all students.
11. The Lead Instructor must establish the time limit for each quiz before it begins, ensuring it is no less than 30 minutes and no more than 45 minutes.
 - Any quiz questions not answered at that point in time will be scored as incorrect.
12. The scoring Instructor must write the correct answer next to any incorrect answer in ink on the Quiz Answer Sheet.

QUIZ STUDENT INSTRUCTIONS: READ TO STUDENTS

1. You have 30 minutes (*or the pre-determined time limit*) to complete this quiz. Any quiz questions not answered at that point in time will be scored as incorrect.
2. Use the Quiz Answer Sheet provided to you to record your answers. Make certain your name is completed at the top of the Quiz Answer Sheet.
3. You must work independently without collaboration with other students and/or Instructors during the quiz, either in person or via technology. Instructors may help define non-CPS terms but cannot answer CPS-related questions.
4. You may refer to all course resources including the *Technician Guide* during the quiz.
5. You may use electronic devices to research answers.
6. When you complete the quiz, turn in the quiz and Quiz Answer Sheet to the designated member of the Instructor Team for scoring. You will not be allowed to change your answers once the Quiz Answer Sheet is turned in.
7. After turning in the Quiz Answer Sheet, please leave the room quietly and do not return until all students complete the quiz (*or stay seated quietly waiting for everyone to finish*).
 - *Instructor Note:* Whichever method is selected, it must be the same for all students.
8. You must correctly score a total of at least 42 out of 50 questions (84%) on all three quizzes to pass. There are no quiz retakes.
9. If you would like to complete the quiz in the silent testing or reading room, you may follow the Instructor to that location.

Instructor Guidelines for Administering Skills Evaluations

Skills Evaluations

Skills evaluations are administered to assess the student's ability to correctly identify vehicle systems, correctly select and use car seats and booster seats, identify misuse and conduct a car seat check.

There are four skills evaluations. Each skills evaluation is administered after a group of modules has been delivered, as noted below, and includes the concepts introduced in all previous modules.

- **Skills Evaluation 1:** Vehicle Systems (after Module 6)
- **Skills Evaluation 2:** Select and Install Car Seats and Booster Seats (after Module 10)
- **Skills Evaluation 3:** Putting It All Together (after Module 10)
- **Skills Evaluation 4:** Checkup Event (after Module 12)

There are no skills evaluation retakes.

Testing and Accessibility Accommodations

At the beginning of the course, Instructors must ask if there are any specific accommodations for learning or testing needs to meet requirements for course completion. Students must be encouraged to discuss this with an Instructor as a 1:1 conversation and should not be discussed with the full class.

During introductions and before each skills evaluation, the Instructor must remind students that they are permitted to verbally guide an Instructor if they are physically unable to work in a vehicle identifying seat belt systems and/or installing car seats or booster seats.

- Verbal instructions must be clear, concise and include an explanation for decision(s) and/or action(s).

General Guidelines

All Instructors must follow the general guidelines and specific administration guidelines for each skills evaluation when administering skills evaluations.

- Students must work independently without collaboration with other students and/or Instructors either in person or via technology.
- Students may refer to all course resources including the *Technician Guide* during skills evaluations. They may use electronic devices to research answers (look up car seat instruction manuals, vehicle owner's manuals, recalls, etc.).

- Instructors may help define non-CPS terms but cannot answer CPS-related questions. A term not related to technical content (such as “transport”) may be defined to help the student understand the question.
 - An English-Spanish glossary of terms is available at cpsboard.org/resource-center.
- Answers in any form must not be provided to the student. Clarifications of instructions may be given.
- Any Instructor who places their CPST-I number on a skills evaluation answer sheet/signoff form must also enter a signature and CPST-I number in the Hands-On Skills Evaluation Instructor Log for that skills evaluation.
 - Instructor Candidates may sign off/grade students under the supervision of their Mentor during skills evaluations. The Mentor must sign behind the Instructor Candidate.
- Skills evaluations must not be shared with non-course participants.

POST-SKILLS EVALUATION

After each skills evaluation, Instructors should evaluate and adjust teaching styles to meet the needs of the students. Every Instructor’s goal is to set students up for success by recognizing their strengths and opportunities for growth and pacing the course accordingly.

An effective Instructor identifies students who are struggling, asks questions, adjusts teaching strategies to assist in the learning process, practices patience and mentors. Everyone learns differently, so each course an Instructor teaches will be different based on the students.

Promoting a positive experience throughout the course will increase the probability that students will use their new skills, volunteer at events, stay active in their community and recertify.

OPTIONS FOR WHEN A SKILLS EVALUATION IS NOT COMPLETED SUCCESSFULLY

When teaching a course, there are times when a student does not successfully complete a skills evaluation. This situation must be handled delicately to preserve the student’s privacy and avoid any possible embarrassment for that student. At the pre-course meeting, the Instructor Team must discuss a course of action should this situation arise. It is important that the entire Instructor Team work together and understand the options to be provided to the student.

When a student does not successfully complete a skills evaluation, the Lead Instructor must talk with that student in private about their scores and discuss their options for the remainder of the course. Though they did not become a CPST, they likely still learned a great deal and can support CPS efforts in their community.

Skills Evaluation 1 • Vehicle Systems

Students demonstrate their ability to identify latch plates, retractors, LATCH and air bags in four seating positions in vehicles.

- **Time for Completion:** The *recommended* time limit is 60 minutes (1 hour) or a pre-determined time limit, greater than 60 minutes, **defined prior** to the start of the skills evaluation.

SKILLS EVALUATION 1 PREPARATION

1. Depending upon class size, vehicles available, and parking arrangements, determine the number of vehicles needed to allow for efficient identification of vehicle occupant protection systems.
 - Use information from the Student Vehicle Occupant Restraint Systems Details Forms completed at the start of the course to assist in vehicle and seating position selection.
 - As much as possible, create four distinct scenarios (e.g. different seating positions, latch plates, retractors, LATCH, air bags, etc.).
 - If available, use duplicate stations to keep students moving through the skills evaluation.
2. Mark vehicles with visible numbers and clearly mark the seating position(s) that will be identified in each respective vehicle.
 - For example:
 - Question for Vehicle/System #1: Identify the vehicle occupant protection system(s) found in the front passenger position.
 - Question for Vehicle/System #2: Identify the vehicle occupant protection system(s) found in the rear center position.
3. Provide vehicle owner's manuals for two or three scenarios and, when possible, make copies of the vehicle owner's manuals to keep students moving through the skills evaluation.
4. Decide if Instructors will be assigned to score specific scenarios and, if applicable, determine the assignments.
5. Compile and distribute an answer key to each Instructor indicating scenario assignments, if applicable.

SKILLS EVALUATION 1 ADMINISTRATION GUIDELINES

1. The *recommended* time limit for Skills Evaluation 1 is 60 minutes (1 hour) or a pre-determined time limit, greater than 60 minutes, defined prior to the start of the skills evaluation.
2. Prior to starting Skills Evaluation 1, remind the students that they are permitted to verbally guide an Instructor if they are physically unable to work in a vehicle identifying occupant protection systems.
 - Verbal instructions must be clear, concise and include an explanation for decision(s) and/or action(s).
 - Students should let an Instructor know as soon as possible if they are in need of an accommodation for the skills evaluation.
3. Prior to starting Skills Evaluation 1, distribute the Skills Evaluation 1 Answer Sheet and have the students write their name at the top of the answer sheet.
 - Instructors must not score a skills evaluation that does not have the student's name completed at the top of the answer sheet.
4. Prior to starting the skills evaluation, review all instructions for Skills Evaluation 1 with the students. Refer to the **Skills Evaluation 1 Student Instructions: Read to Students** section.
 - Students will write their answers for each scenario on the Skills Evaluation 1 Answer Sheet.
 - Stress that the answers must be completed for the assigned seating position only in each scenario.
5. Encourage students to have each individual scenario scored as completed rather than waiting until they complete the entire skills evaluation. This will help to identify students who may be having difficulties earlier in the skills evaluation process.
6. Students must correctly answer all sections of all scenarios within three attempts in order to pass.
7. While scoring, ask the students how they determined the answers for each scenario. For example: "How did you determine that it is a locking retractor?"
 - Students must not be allowed to change their answers once submitted.
8. For the first and second attempts on a scenario, mark a section as "Retry" if any of the answers within that section are incorrect.
 - Do not indicate to the student which specific part(s) of the section are incorrect.
9. For students requiring additional attempts on a scenario, encourage the student to locate the answer in their TG and try again.
 - General vehicle system information may be reviewed with an Instructor outside of the skills evaluation environment.

INSTRUCTOR GUIDELINES FOR ADMINISTERING SKILLS EVALUATIONS

- It may be helpful to have a student take a break from a challenging scenario, complete another scenario and return later to complete the initial scenario.
10. If a student requires a third attempt on a scenario, an Instructor who has not scored that person on the first and second attempts for that scenario must score the third attempt.
- If any of the answers are incorrect on the third attempt, mark the section as “Fail” indicating that the student did not successfully complete Skills Evaluation 1.
 - Refer to the *Options for When a Skills Evaluation is Not Completed Successfully* section for guidance.
11. If warranted, the Lead Instructor may implement a time limit to complete repeated scenario attempts and/or the overall skills evaluation.
- If the student does not complete all scenarios in the skills evaluation in the allotted time, mark “Fail” on the Skills Evaluation 1 Answer Sheet for each section for any scenarios not successfully completed.
 - Refer to the *Options for When a Skills Evaluation is Not Completed Successfully* section for guidance.
12. Once students complete the skills evaluation, they should turn in their Skills Evaluation 1 Answer Sheet to the designated member of the Instructor Team and leave the testing area.
13. All Skills Evaluation 1 Answer Sheets must be collected by the Instructor Team at the completion of Skills Evaluation 1.



SKILLS EVALUATION 1 STUDENT INSTRUCTIONS: READ TO STUDENTS

1. You have 60 minutes (*or the pre-determined time limit*) to complete Skills Evaluation 1. If scenarios are not completed within the time limit, you will not successfully complete Skills Evaluation 1.
2. Use the Skills Evaluation 1 Answer Sheet provided to you to record your answers. Make certain your name is completed at the top of the Skills Evaluation 1 Answer Sheet.
3. You must work independently without collaboration with other students and/or Instructors either in person or via technology.
4. Stand at least 10 feet away from the vehicle while waiting your turn.
5. You may refer to all course resources including the *Technician Guide* and vehicle owner's manuals during Skills Evaluation 1.
6. You may use electronic devices to research answers (look up vehicle owner's manuals, etc.).
7. Instructors may help define non-CPS terms but cannot answer CPS-related questions and provide clarification of instructions if needed.
8. Carefully identify the assigned vehicle and assigned seating position for each scenario.
9. Complete each section for each scenario for the assigned vehicle and assigned seating position identifying the latch plate, retractor, LATCH parts and air bags present in that position.
 - Answers must be based on the assigned seating position only.
 - If there is more than one retractor in the assigned seating position, identify each with a label.
10. To pass, you must answer ALL sections correctly for each vehicle scenario.
 - You may have an Instructor score each scenario as you complete it.
 - You must be able to tell the Instructor how you arrived at each selection for each scenario.
 - For example: "I found the air bag information on page B-42 in the vehicle owner's manual." "This is a locking retractor. I tested it by..."
 - You have up to three attempts to pass each scenario. Instructors will sign off on each attempt.
 - The same Instructor may sign off on the first and second attempts.
 - A third attempt will be signed off by an Instructor who has not already scored you for that scenario.
 - Instructors will not tell you which specific part of the section you did not answer correctly.

INSTRUCTOR GUIDELINES FOR ADMINISTERING SKILLS EVALUATIONS

- If an additional attempt is needed, stop and review the information in your TG. You may also review general information—but nothing specific to a scenario—with an Instructor outside of the evaluation environment. This is especially encouraged before a third attempt on a scenario.
11. Once you complete the skills evaluation, turn in your Skills Evaluation 1 Answer Sheet to the designated member of the Instructor Team and leave the testing area.
 12. To successfully pass Skills Evaluation 1, you must successfully complete all four scenarios. There are no skills evaluation retakes.
 13. If you are need of an accommodation to complete the skills evaluation, please see an Instructor as soon as possible.

Skills Evaluation 2 • Select and Install Car Seats and Booster Seats

Students demonstrate their ability to correctly select and adjust the harness on three car seats and correctly install five to six car seats/booster seats.

- **Time for Completion:** The *recommended* time limit is 105 minutes (1 hour 45 minutes) or a pre-determined time limit, greater than 105 minutes, defined prior to the start of the skills evaluation.

SKILLS EVALUATION 2 PREPARATION

1. This skills evaluation can be completed in two parts, with the selection and harnessing inside and the installations outside, depending on the availability of car seats and booster seats for use.
 - **INSIDE: Selection and Harnessing**
 - Place car seats, booster seats, instruction manuals and dolls for this portion of the skills evaluation in a central location.
 - Students will select car seats/booster seats from this designated location and return them after each scenario.
 - ***Use of dolls, dummies or stuffed animals to represent children is required.*** (If the doll does not fit correctly, the student must be able to verbalize correct fit.)
 - **OUTSIDE: Installation**
 - Use information from the Student Vehicle Occupant Restraint Systems Details Forms completed at the start of the course to assist in vehicle and seating position selection.
 - As much as possible, create distinct scenarios (e.g. different seating positions, seat belt systems, etc.).
 - Take into consideration that one installation must include using a locking clip. This may be a separate installation in the classroom using a mock seat, with the approval of the Instructor Team. If the mock seat option is used, write in “mock” for the scenario # with the locking clip verification on the student’s answer sheet. A lock-off may not be substituted for a locking clip.
 - Scenario 9, the lock-off scenario, may be combined with another scenario. If it is combined, write in the scenario #.
 - If available, use duplicate stations to keep students moving through the skills evaluation.
2. Mark the vehicles with visible numbers and clearly mark the seating position(s) that will be used.
3. Provide vehicle owner’s manuals as available for each scenario.
4. Assign a car seat or booster seat for scenarios 4-9 and place by the vehicle.
5. Decide whether or not Instructors will be assigned to score specific scenarios and, if applicable, determine the assignments.

SKILLS EVALUATION 2 ADMINISTRATION GUIDELINES

1. The *recommended* time limit for Skills Evaluation 2 is 105 minutes (1 hour 45 minutes) or a pre-determined time limit, greater than 105 minutes, defined prior to the start of the skills evaluation.
2. Prior to starting Skills Evaluation 2, remind the students that they are permitted to verbally guide an Instructor if they are physically unable to work in a vehicle installing car seats or booster seats.
 - Verbal instructions must be clear, concise and include an explanation for decision(s) and/or action(s).
 - Students should let an Instructor know as soon as possible if they are in need of an accommodation for the skills evaluation.
3. Prior to starting Skills Evaluation 2, distribute the Skills Evaluation 2 Answer Sheet and have the students write their name at the top of the answer sheet.
 - Instructors must not score a skills evaluation that does not have the student's name completed at the top of the answer sheet.
4. Prior to starting the skills evaluation, review all instructions for Skills Evaluation 2 with the students. Refer to the **Skills Evaluation 2 Student Instructions: Read to Students** section.
 - Students will write their answers for each scenario on the Skills Evaluation 2 Answer Sheet.
5. Encourage students to have each individual scenarios scored as completed rather than waiting until they complete the entire skills evaluation. This will help to identify students who may be having difficulties earlier in the skills evaluation process.
6. Students must successfully complete all sections of all scenarios within three attempts in order to pass.
7. Selection and installation of each car seat and booster seat must follow car seat manufacturer guidelines and instructions.
 - Tethers must be used for a forward-facing car seat if they are available on the car seat and if the tether anchor is available for the assigned seating position and car seat manufacturer-approved.
8. **Use of dolls, dummies or stuffed animals to represent children is required** for scenarios 1-3. Decisions about car seat selection and harness adjustment will be made based on the age and/or weight of children listed in the scenarios, not on size of dolls that might be used to represent children in the scenarios.
9. While scoring, ask the students questions about each scenario. For example: "How did you adjust the harness?" "How did you lock the seat belt at a fixed length?"
 - Students must not be allowed to change their answers once submitted.

10. For the first and second attempts on a scenario, mark a section as “Retry” if any of the answers within that section are incorrect.
 - Do not indicate to the student which is incorrect.
11. For students requiring additional attempts on a scenario, encourage the student to locate the answer in their TG, car seat instruction manual or vehicle owner’s manual and try again.
 - General vehicle system and car seat information may be reviewed with an Instructor outside of the evaluation environment.
 - It may be helpful to have a student take a break from a challenging scenario, complete another scenario, and return later to complete the initial scenario.
12. If a student requires a third attempt on a scenario, an Instructor who has not scored that person on the first and second attempts for that scenario must score the third attempt.
 - If any of the answers are incorrect on the third attempt, mark the section as “Fail” indicating that the student did not successfully complete Skills Evaluation 2.
 - Refer to the *Options for When a Skills Evaluation is Not Completed Successfully* section for guidance.
13. If warranted, the Lead Instructor may implement a time limit to complete repeated scenario attempts and/or the overall skills evaluation.
 - If the student does not complete all scenarios in the skills evaluation in the allotted time, mark “Fail” on the Skills Evaluation 2 Answer Sheet for each section for any scenarios not successfully completed.
 - Refer to the *Options for When a Skills Evaluation is Not Completed Successfully* section for guidance.
14. Once students complete the skills evaluations, they should turn in their Skills Evaluation 2 Answer Sheet to the designated member of the Instructor Team and leave the testing area.
15. All Skills Evaluation 2 Answer Sheets must be collected by the Instructor Team at the completion of Skills Evaluation 2.

SKILLS EVALUATION 2 STUDENT INSTRUCTIONS: READ TO STUDENTS

1. You have 105 minutes/1 hour 45 minutes (*or the pre-determined time limit*) to complete Skills Evaluation 2. If the scenarios are not completed within the time limit, you will not successfully complete Skills Evaluation 2.
2. Use the Skills Evaluation 2 Answer Sheet provided to you to record your answers. Make certain your name is completed at the top of the Skills Evaluation 2 Answer Sheet.
3. You must work independently without collaboration with other students and/or Instructors either in person or via technology.
4. Stand at least 10 feet away from the vehicle while waiting your turn.
5. You may refer to all course resources including the *Technician Guide*, car seat instruction manuals and the vehicle owner's manuals during Skills Evaluation 2.
6. You may use electronic devices to research answers (look up vehicle owner's manuals, recalls, etc.).
7. Instructors may help define non-CPS terms but cannot answer CPS-related questions and may provide clarification of instructions if needed.
8. Although we promote best practice, you must follow car seat manufacturer instructions to pass. Best practice is to keep a child rear-facing as long as possible. However, if scenarios are within the age, weight and height limits of forward-facing use for the car seat, the scenario is correct.
9. For scenarios 1-3, correctly select and adjust the harness on the car seats based on the child's age and weight.
 - Select a different car seat (no repeats) for each scenario.
 - Complete the table for each scenario per car seat manufacturer instructions.
 - Be prepared to demonstrate tightening and loosening the harness for the Instructor and explain how to adjust the harness height.
10. For scenarios 4-9, correctly install the assigned car seat or booster seat in the designated vehicle and seating position.
 - Each scenario, except the lock-off scenario (scenario 9), requires a separate installation. The Instructor Team may choose to combine this scenario with another one, based on the car seats used for this skills evaluation.
 - Be prepared to explain the steps you took to install the car seat or booster seat.
11. To pass, you must successfully complete ALL sections for each scenario.
 - You may have an Instructor score each scenario as you complete it.
 - You have up to three attempts to pass each scenario. Instructors will sign off on each attempt.
 - The same instructor may sign off on the first and second attempts.

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- A third attempt must be signed off by an Instructor who has not already scored you for that scenario.
 - Instructors will not tell you which specific part of the section/scenario you did not answer correctly.
 - If an additional attempt is needed, stop and review the information in your TG. You also may review general information—but nothing specific to a scenario—with an Instructor outside of the evaluation environment. This is especially encouraged before a third attempt on a scenario.
- 12.** Once you complete the skills evaluation turn in your Skills Evaluation 2 Answer Sheet to the designated member of the Instructor Team and leave the testing area.
 - 13.** To successfully pass Skills Evaluation 2, you must successfully complete all nine scenarios. There are no skills evaluation retakes.
 - 14.** If you are in need of an accommodation to complete the skills evaluation, please see an Instructor as soon as possible.

Skills Evaluation 3 • Putting It All Together

Students demonstrate their ability to identify correct use and misuse.

- **Time for Completion:** The *recommended* time limit is 45 minutes or a pre-determined time limit, greater than 45 minutes, defined prior to the start of the skills evaluation.

SKILLS EVALUATION 3 PREPARATION

Skills Evaluation 3 image sets are provided to Lead Instructors.

SKILLS EVALUATION 3 ADMINISTRATION GUIDELINES

1. The *recommended* time limit for Skills Evaluation 3 is 45 minutes or a pre-determined time limit defined prior to the start of the skills evaluation.
2. Before Skills Evaluation 3, remind students that two testing rooms will be available. The first is a “silent testing room” and the second is a “reading room”.
 - Refer to the **Testing Accommodations** section for additional information.
3. Prior to starting Skills Evaluation 3, distribute and review the Skills Evaluation 3 Answer Sheet. Students will write their answers for each question on the Skills Evaluation 3 Answer Sheet.
4. Prior to starting Skills Evaluation 3 have the students write their name at the top of the Skills Evaluation 3 Answer Sheet.
 - Instructors must not score a skills evaluation that does not have the student’s name completed at the top of the answer sheet.
5. Prior to starting the skills evaluation, review all instructions for Skills Evaluation 3 with the students. Refer to the **Skills Evaluation 3 Student Instructions: Read to Students** section.
 - Stress that all the information needed to answer each question is provided in the images.
6. Distribute the Skills Evaluation 3 image sets to the students.
 - Students may **not** mark on the Skills Evaluation 3 image sets.
7. Once the Skills Evaluation 3 handouts and instructions (“Skills 3 Student Instructions: Read to Students” section) are delivered, any student who wishes to go the reading room or silent testing room should do so at this time. This ensures all students hear the same testing instructions.
8. When the student completes Skills Evaluation 3, they should hand in the Skills Evaluation 3 images and the Skills Evaluation 3 Answer Sheet to the designated member of the Instructor Team.

INSTRUCTOR GUIDELINES FOR ADMINISTERING SKILLS EVALUATIONS

- Students must not be allowed to change their answers once their Skills Evaluation 3 Answer Sheet is submitted.
9. Students may leave the room quietly and not return until the skills evaluation is concluded or they may stay seated quietly waiting for everyone to finish. Whichever method is selected, it must be the same for all students.
 10. If warranted, the Lead Instructor may implement the time limit for Skills Evaluation 3 completion.
 - Any skills evaluation questions not answered at that point in time will be scored as incorrect.
 11. The scoring Instructor must write the correct answer next to any incorrect answer in ink on the Skills Evaluation 3 Answer sheet.
 12. Each missed question must be reviewed by the student with the corresponding answer. Instructors should help clarify as needed, directing students to the answer in their TG or explaining how they could have determined the correct answer using deductive reasoning.
 13. Under no circumstances can any student, Instructor Team member or other person modify the student's Skills Evaluation 3 Answer Sheet, except in the case of a scoring discrepancy. Any scoring discrepancies must be brought immediately to the attention of the Lead Instructor who will investigate.
 - For example, an answer may be marked incorrect in error. Any scoring discrepancy must be fixed in the presence of a second Instructor and initialed by both the Lead Instructor and the second Instructor.
 14. Students must correctly answer 24 out of 30 questions to pass.
 - Refer to the ***Options for When a Skills Evaluation is Not Completed Successfully*** section for guidance if a student misses more than six questions.
 15. Following the review, all Skills Evaluation 3 image sets and Skills Evaluation 3 Answer Sheets must be collected by the Instructor Team.

SKILLS EVALUATION 3 STUDENT INSTRUCTIONS: READ TO STUDENTS

1. You have 45 minutes (*or the pre-determined time limit*) to complete Skills Evaluation 3. Any questions not answered at that point in time will be scored as incorrect.
2. Use the Skills Evaluation 3 Answer Sheet provided to you to record your answers. Make certain your name is completed at the top of the Skills Evaluation 3 Answer Sheet.
3. Look at the image(s) and answer the questions on the Skills Evaluation 3 Answer Sheet.
 - All information needed to answer the questions is present in the images. Do not read more into the images.
 - You may **not** mark on the image sets. Marks on the image sets will not be scored.
4. You must work independently without collaboration with other students and/or Instructors either in person or via technology.
5. You may refer to all course resources including the *Technician Guide* during Skills Evaluation 3.
6. You may use electronic devices to research answers (look up car seat instruction manuals, etc.).
7. Instructors may define non-CPS terms but cannot answer CPS-related questions.
8. When you complete Skills Evaluation 3, hand in the Skills Evaluation 3 images and the Skills Evaluation 3 Answer Sheet to the designated member of the Instructor Team for scoring. You will not be allowed to change your answers once the Skills Evaluation 3 Answer Sheet is turned in.
9. After turning in the Skills Evaluation 3 Answer Sheet, please leave the room quietly and do not return until all students complete the skills evaluation (*or stay seated quietly waiting for everyone to finish*).
 - *Instructor Note:* Whichever method is selected, it must be the same for all students.
10. To pass Skills Evaluation 3, you must correctly answer at least 24 of 30 questions. There are no skills evaluation retakes.
11. If you would like to complete the skills evaluation in the reading room or silent testing room, you may follow the Instructor to that location.

Skills Evaluation 4 • Checkup Event

Students demonstrate their ability to provide accurate technical information following the Child Passenger Safety Technician Code of Conduct while conducting car seat checks.

Instructors are responsible for verifying the student's technical skills, knowledge, and communication abilities to educate caregivers.

- **Time for Completion:** The *required* time limit is at least 120 minutes (two hours), excluding event set up and break down.

SKILLS EVALUATION 4 PREPARATION

Advance efforts, planning and promotion for a well-attended Skills Evaluation 4 is critical to the CPST certification training. It is essential that caregivers attend the event.

1. Refer to the *Planning Guide for Child Passenger Safety Checkup Events and Inspection Stations* available in the cpsboard.org/resource-center for more information for scheduling a checkup event.
2. It is strongly encouraged that a Checkup Event Coordinator, who is not on the Instructor Team, arrange, promote and manage the checkup event. The Checkup Event Coordinator's responsibilities may include:
 - Promoting the event.
 - Scheduling appointments and sending reminders, if taking appointments.
 - Recruiting and coordinating volunteers, if applicable.
 - Making sure all equipment and supplies are on site.
 - Developing a traffic safety plan.
 - Securing the area (cones, etc.), at an outside event.
3. Determine which standardized car seat check form will be used for the event and make arrangements to have it available for review by the students prior to the event.

SKILLS EVALUATION 4 EVENT GUIDELINES

1. The checkup event must be scheduled for at least 120 minutes (2 hours).
2. An inspection station may be used as the checkup event site.
3. The checkup event may be open to the public or appointment-based.
 - If by appointment, it is suggested to allow at least 45 minutes per car seat check.
4. In the case of low attendance at the checkup event, the Instructor Team must be prepared to create mock scenarios. Refer to the [Skills Evaluation 4 Low Attendance Guidelines](#) section that follows for guidance.

SKILLS EVALUATION 4 LOW ATTENDANCE GUIDELINES

Sometimes, even with the best preparation, the checkup event is not well attended. It is important that Instructors evaluate the student's abilities to apply new technical skills and provide appropriate communication and education to the caregivers in the same manner that they will be evaluated for as a signoff for recertification. **This option should only be used for low attendance – a checkup event must be held as part of this course.**

Here are some options:

- A member of the Instructor Team acts as the caregiver (they should act as “natural” as possible), with a car seat or booster seat installed and a doll harnessed to simulate real-world misuse.
- Instructors can arrange for friends, family and co-workers to attend the event with their own children and car seats/booster seats.
- Instructors can work with the host agency to recruit caregivers working at the site.

SKILLS EVALUATION 4 EMERGENCIES GUIDELINES

Under emergency circumstances, when an individual is not able to attend the checkup event, the Lead Instructor may schedule a make-up Skills Evaluation 4. This must be arranged prior to the original event. Again, this is an accommodation for emergencies only.

The make-up Skills Evaluation 4 must take place within two weeks of the original Skills Evaluation 4 checkup event and include supervision and feedback from an Instructor on the course Instructor Team.

Upon completion of Skills Evaluation 4, the supervising Instructor must provide the Lead Instructor with the student's grade so it can be entered into the online system.

Failure to successfully complete the makeup checkup event results in a failing score.

SKILLS EVALUATION 4 SEVERE WEATHER GUIDELINES

All efforts must be made to conduct Skills Evaluation 4 at the scheduled time.

However, if there is an emergency such as severe weather that could produce unsafe conditions for holding the event, the event must be rescheduled as soon as possible—preferably within two weeks.

SKILLS EVALUATION 4 ADMINISTRATION GUIDELINES

1. The *required* time limit for Skills Evaluation 4 is at least 120 minutes (2 hours), excluding set up and break down.
2. Prior to starting Skills Evaluation 4, remind the students that they are permitted to verbally guide the caregiver if they are physically unable to work in a vehicle educating caregivers on the installation and harnessing of car seats or booster seats.
 - Verbal instructions must be clear, concise and include an explanation for decision(s) and/or action(s).
3. Prior to starting Skills Evaluation 4, distribute the Skills Evaluation 4 Answer Sheet and have students write their name at the top of the form.
 - Instructors must not complete a Skills Evaluation 4 Answer Sheet that does not have the student's name completed at the top.
4. Prior to starting the skills evaluation, review all instructions for Skills Evaluation 4 with the students. Refer to the ***Skills Evaluation 4 Students Instructions: Read to Students*** section.
5. Prior to starting the skills evaluation, review the car seat check form being used at the checkup event with the students.
6. Prior to starting the skills evaluation, have the Checkup Event Coordinator review the logistics for the event including equipment and supplies location and traffic flow.
7. Have students divide into groups of no more than three to allow active participation without causing stress to the caregiver.
8. Assign an Instructor to supervise each group and actions of each student as they serve as Lead Technician.
9. Have the students conduct the car seat checks.
 - It is the responsibility of the supervising Instructor to ensure that every student is the Lead Technician on at least one car seat during the event.
 - The other members of the team will assist as needed (e.g. completing the car seat check form, looking up recalls, etc.).
 - If there are multiple car seats in a vehicle, a different student may serve as Lead Technician on each car seat check in the vehicle.
10. The supervising Instructor must approve the education and installation prior to the caregiver's departure from the checkup event.
11. Once the caregiver departs, have the students review the car seat check form to ensure completeness and discuss any issues or lessons from that car seat check.

12. Have the supervising Instructor complete a Skills Evaluation 4 Answer Sheet for each student on the team(s) they were supervising based on the student's actions when serving as the Lead Technician.
13. Students must successfully demonstrate ten identified actions, if provided an opportunity to do so, on the Skills Evaluation 4 Answer Sheet to pass.
 - Students can have no more than three "N/A" (no opportunity to observe) marks to pass Skills Evaluation 4. If they have more than three N/A's, they must lead another seat check, either real or mock.
 - If any actions are marked "No", the student must review their materials and work with an Instructor to review appropriate responses and then lead another seat check, either real or mock, providing another opportunity to demonstrate the action. To successfully pass Skills Evaluation 4, students must end the checkup event with a "Yes" for that action.
14. To pass Skills Evaluation 4, students must successfully demonstrate at least seven of the ten identified actions and not have any actions that are marked "No". The student is allowed to have up to three actions marked as "N/A" and successfully complete the skills evaluation.
15. Any student who is not able to attend the Skills Evaluation 4 checkup event as scheduled for the course must be marked as having failed the skills evaluation unless it has been discussed, agreed that it is an emergency and a make-up Skills Evaluation 4 has been scheduled with a member of the Instructor Team.
16. Following the checkup event, the Instructor Team must collect all Skills Evaluation 4 Answer Sheets.



SKILLS EVALUATION 4 STUDENT INSTRUCTIONS: READ TO STUDENTS

1. Use the Skills Evaluation 4 Answer Sheet provided to you for Skills Evaluation 4. Make certain your name is completed at the top of the Skills Evaluation 4 Answer Sheet.
2. Skills Evaluation 4 requires working as a team during the checkup event. You will divide into groups of no more than three.
3. An Instructor will be assigned to supervise your group.
4. Each student will serve as the Lead Technician on at least one car seat or booster seat during the event.
 - The other members of the team will assist as needed (e.g. completing the car seat check form, looking up recalls, etc.).
 - If there are multiple car seats/booster seats in a vehicle, a different student may serve as Lead Technician on each seat check in the vehicle.
5. You are encouraged to refer to all course resources including the *Technician Guide*, car seat instruction manuals and vehicle owner's manuals during the checkup event.
6. You must follow the Child Passenger Safety Technician Code of Conduct during this skills evaluation. The CPST Code of Conduct is found on the inside front cover of your *Technician Guide*.
7. The supervising Instructor must approve the education and installation prior to the caregiver's departure from the checkup event.
8. The supervising Instructor will be observing your interactions with the caregiver during the car seat check looking to see if you demonstrate the ten actions listed on page 2 of the Skills Evaluation 4 Answer Sheet.
 - The supervising Instructor will indicate "Yes", "No" or "N/A" for each action. "N/A" indicates that the supervising Instructor did not have the opportunity to observe this action.
9. To pass Skills Evaluation 4, you must successfully demonstrate each action, if provided with an opportunity to do so.
 - You may have no more than three N/A's in order to pass Skills Evaluation 4. If you have more than three N/A's, you must lead another seat check, either real or mock to demonstrate additional actions and reduce the number of "N/A's".
 - If any actions are marked "No", you must review your materials and work with an Instructor to review appropriate responses and then lead another seat check, either real or mock, providing the supervising Instructor another opportunity to see you demonstrate the action. You must end the checkup event with a "Yes" for that action to successfully pass Skills Evaluation 4.
 - There are no skills evaluation retakes.
10. At the end of the checkup event, turn in your Skills Evaluation 4 Answer Sheet to the designated member of the Instructor Team.

Appendix

Course Administrator Checklist

The following checklist is intended to serve as a guide for Course Administrators and, as applicable, Site Administrators and Lead Instructors when planning and holding a course.

- Review the *National Child Passenger Safety Certification Policies and Procedures Manual*, available at cert.safekids.org, for updated course requirements.
- Inform the State/Territory Child Passenger Safety Coordinator of the intent to offer a course. The State/Territory CPS Coordinator can assist in identifying Instructors, obtaining course materials and identifying state-specific resources.
 - Current State/Territory Child Passenger Safety Coordinator contact information is available at nhtsa.gov/car-seats-and-booster-seats/training-contacts-state-child-passenger-safety.
- Choose dates for the course, considering holidays and school closings that might create conflicts.
- Select a training facility and complete an agreement, if applicable.
 - Hospitals, law enforcement agencies, government agencies, community serving organizations and some businesses have facilities that are designed for training and may be available at a reduced cost or no cost.
 - Consider the following factors.
 - **CLASSROOM**
 - Is the facility clean, in good repair and professional in appearance?
 - Is the classroom large enough to accommodate students, Instructor Team, equipment and activities?
 - Is there a screen in the classroom?
 - Will all students be able to easily see the screen and Instructor?
 - Who is providing the audiovisual equipment?
 - Are there speakers connected to the projection system in the classroom?
 - Is there a rental charge for audiovisual equipment?
 - **LOCATION AND CONVENIENCE**
 - Can the classroom be locked at night or is secure storage available nearby?
 - Will students and the Instructor Team be interrupted by other activities at the facility and have to vacate the classroom during the course?
 - Is the parking lot readily accessible for practice activities and a checkup event?

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- In case of inclement weather, is there access to a covered parking area where practice activities can be conducted or will the Instructors and students need to come prepared to work out in the elements?
- Is food/meal preparation available on site? If not, are there other options, such as catering or nearby restaurants?
- Are there affordable hotels in close proximity?
- Provide a certificate of insurance, if required by the training facility.
- Confirm the Instructor Team for the course.
 - Discuss any fees and/or travel reimbursement.
- Prepare a course budget. Include the following, as applicable:
 - Instructor fees and/or travel expenses
 - Food for breakfast, lunch and breaks
- Select course type.
 - A public course is open to all individuals.
 - A controlled course is open only to individuals approved (online) by the Lead Instructor or Course Administrator.
- Register the course with the National Child Passenger Safety Certification Program at cert.safekids.org.
 - The course must be registered at least six weeks prior to the start date.
 - The *CPST Certification Training* must be scheduled for at least 24 instructional hours.
- Identify and work with the Site Administrator to assist with:
 - Facility arrangements
 - Lodging options
 - Food options
 - Student recruitment
 - Checkup event logistics
- Recruit students.
 - Communicate with agencies leadership explaining the course and describing employee and community benefit.
- Schedule the **required** checkup event for Skills Evaluation 4.
 - Identify a local Checkup Event Coordinator to manage the event.
 - Partner with community groups and/or participate in events to maximize your resources. Examples include:
 - Public Community Event: First-come, first-served events are usually conducted at locations accessible to the public.

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- Appointment-based Event: Interested caregivers schedule a time to get their car seats and booster seats checked.
- Partnering with an Inspection Station: The Inspection Station allows students to work its regularly scheduled checkup, usually by appointment.
 - For more information on planning and promoting a checkup event, refer to the *Planning Guide for Child Passenger Safety Checkup Events and Inspection Stations* available at cpsboard.org/resource-center.
- Schedule a block of hotel rooms or compile a list of lodging suggestions for out-of-town students, if applicable.
- Coordinate catering to support the course, if applicable, or provide a list of close options for food and/or groceries.
- Publicize the checkup event and make appointments, if applicable.
- Send confirmation email to registrants, including the following:
 - Course dates and times
 - Course completion requirements
 - Classroom and parking location
 - Link to the *Technician Guide* at cpsboard.org/curriculum-resources
 - Vehicle usage
 - Course attire
 - Course accommodations
 - Testing
 - Physical
 - Pumping Room
 - Dietary restrictions
 - Lodging suggestions
 - Checkup event information
 - Local course fee, if applicable
 - Course Administrator and Lead Instructor contact information

Refer to the [Appendix](#) for a sample course confirmation email.

- Reconfirm with training facility concerning classroom use for the course.
- Reconfirm with the Checkup Event Coordinator concerning the checkup event.
- Complete post-course activities:
 - Send thank you communications to community support agencies.
 - Send thank you communications to Instructor Team members.
 - Send copies or a summary of course evaluations to the Instructor Team.
 - Process Instructor reimbursement requests/pay invoices.

Lead Instructor Checklist

The following checklist is intended to serve as a guide for Lead Instructors and as applicable, Course Administrators when planning and holding a course.

- Review the *National Child Passenger Safety Certification Policies and Procedures Manual*, available at cert.safekids.org, for updated course requirements.
- Review the *Instructor Prep Guide: A Training Delivery Guide for the Instructor Team*, available at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
- Check for curriculum updates at cpsboard.org/instructor-resources in the **Protected Instructor Materials**.
- Create a detailed agenda including teaching assignments.
 - Include daily arrival and departure times.
 - Sample 3-day and 4-day agendas are included in the [Appendix](#).
- Send a confirmation email to the Instructor Team with the following:
 - Dates, times and location of the course
 - **Mandatory** pre-course meeting date, time and location
 - Agenda with teaching assignments
 - Roster
 - Suggested lodging
- Hold the **mandatory** pre-course Instructor meeting.
 - Review the agenda and teaching assignments.
 - Remind the Instructor Team to review the *Instructor Prep Guide: A Training Delivery Guide for the Instructor Team*.
 - Discuss roles and expectations.
 - Discuss teaching strategies.
 - Discuss how to handle students who do not successfully complete quiz or skills evaluation.
 - Review the roster.
 - Review any evaluations that will be used.
 - Review Instructor Candidacy process, if applicable.
 - Set up the room and prepare materials.
 - Practice using audiovisual equipment including a sound check for videos.
- Double-check online roster for accuracy at cert.safekids.org.
 - The roster must be correct by the end of the first day of the course.
 - Contact National CPS Certification Program Customer Service at 202-875-6330 for assistance.

- Complete **required** post-course activities.
 - Calculate Instructor teaching hours.
 - Finalize course with the National CPS Certification Program at cert.safekids.org.
- Complete *recommended* post-course activities.
 - Send thank you notes to community support agencies.
 - Email students upon finalizing the course, congratulating them.
 - Provide them with contact information for the Instructor Team or local CPST-Is and/or statewide Child Passenger Safety Coordinator.
 - Share how to find local checkup events and inspection stations.
 - Remind how to log into their online CPST profile at cert.safekids.org and how to find their wallet card. (Step-by-step instructions are available at cert.safekids.org under Resources - FAQs.)
 - Send thank you communication to Instructor Team members.
 - Send copies or a summary of course evaluations to the Instructor Team.
 - Confirm with each Instructor the number of teaching hours earned.
 - Create an audit file of course materials.
 - Refer to the [Course Audit File Checklist](#) in the [Appendix](#).

Equipment and Supplies Checklist

The following equipment and supplies are suggested for each course.

GENERAL

- Tables
- Easel board, paper and markers
- Duct tape
- Clipboards
- Directional signs
- Name tags and/or table tents
- Pens and highlighters
- Sticky notes
- Checkup event supplies
 - Scales
 - Measuring device
 - Forms
 - Tablets
 - Clipboards
 - Signs
 - Educational handouts
- Food and drinks for snacks, meals

EQUIPMENT

- Vehicle demonstration seat
- Sample latch plates
- Sample vehicle owner's manuals
- Locking clips
- Pool noodles/towels
- Dolls
- Non-approved products
- Receiving blankets

COURSE MATERIALS

- *2024 Technician Guides*
- Current PowerPoint presentations downloaded onto a device
- Vehicle number cards
- Scenario number cards
- Child age/weight/height cards
- Skills Evaluation 3 image sets
- Handouts
 - Local child passenger safety resources
 - State/Territory law flyer
- See [Printing Checklist](#).

AUDIOVISUAL

- Projector/smart whiteboard
- Laptop
- Presenter/slide advancer
- Internet access (optional, encouraged)
- HDMI cable
- Extension cord/surge protector

CAR SEATS AND BOOSTER SEATS

Car seats and booster seats used for demonstrations should include a variety of older and newer models. They should have intact labels, their original parts and the corresponding car seat instruction manuals.

- The number of car seats and booster seats necessary for an effective and efficient course will vary. When determining seats needed for the course, Instructor Teams should consider:
 - Number of students
 - Equipment needed to complete all practice activities and skills evaluations within the allotted time
- It is important to offer a good variety of car seats and booster seats including:
 - Infant car seats
 - Convertible car seats
 - Forward-facing only car seats
 - Combination car seats
 - All-in-one car seats
 - High-back booster seats
 - Backless booster seats
 - Vests/harnesses for passenger vehicles
- The following features should be considered to provide an overview of what is currently available on the market:

<ul style="list-style-type: none"> ▪ Belt paths ▪ Lower anchor attachment systems <ul style="list-style-type: none"> • Flexible • Rigid ▪ Lower anchor connectors <ul style="list-style-type: none"> • Push-on style • Hook style ▪ Tethers ▪ Lock-offs ▪ Tension devices ▪ Foot props/load legs 	<ul style="list-style-type: none"> ▪ Anti-rebound bars ▪ Buckles ▪ Chest clips ▪ Harness adjustment mechanisms ▪ Inserts ▪ Recline adjustments ▪ Recline indicators ▪ Carry handles ▪ Height and Weight limits ▪ Age requirements
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VEHICLES

The goal is to offer a variety of seat belt systems.

- Students, Instructors or employees of the host agency may be able to supply vehicles to use in the training.
- The following features should be considered to provide an overview of what is currently available on the market:
 - Retractors
 - Latch plates
 - Seat belt anchors
 - Shoulder belt height adjusters
 - Air bags
 - Air bag on/off switches
 - Lower anchor locations
 - Tether anchor locations
 - Built-in car seats/booster seats

Print Materials Checklist

FORMS (IN-PERSON AND HYBRID COURSES)

- Student Vehicle Information Forms
- Student Score Sheet (in-person courses) or Student Progress Tracking Sheet (hybrid courses)
- Hands-on Skills Evaluation Instructor Log
- Course Evaluation Forms
- Instructor Candidacy paperwork, if applicable
- CNE paperwork, if applicable

QUIZZES (IN-PERSON COURSES ONLY)

- *Instructor Prep Guide: Instructor Guidelines for Administering Quizzes*
- *Instructor Prep Guide: Quiz Review Questions*
- Student Quiz Answer Sheets
- Quiz 1
- Quiz 2
- Quiz 3
- Quiz Answer Key(s)

SKILLS EVALUATIONS (IN-PERSON AND HYBRID COURSES)

- *Instructor Prep Guide: Instructor Guidelines for Administering Skills Evaluations*
- Skills Evaluation 1: Vehicle Systems Answer Sheets
- Skills Evaluation 2: Select and Install Car Seats and Booster Seats Answer Sheets
- Skills Evaluation 3: Putting It All Together Answer Sheets
- Skills Evaluation 3 Answer Key
- Skills Evaluation 4: Checkup Event Answer Sheets

OPTIONAL: ACTIVITY WORKSHEETS (IN-PERSON COURSES ONLY)

- Module 3: Install a Car Seat (TG p29)
- Module 4: Identify Latch Plates and Retractors (TG p52)
- Module 5: Locate Air Bag Information in Manuals and Vehicles (TG p84)
- Module 6: Locate Lower Anchor and Tether Anchor Information in Vehicle Owner's Manuals (TG p125)
- Module 6: Locate Lower Anchors and Tether Anchors in Vehicles (TG p126)

APPENDIX

- Module 7: Look Up Car Seat and Vehicle Recalls (TG p149-150)
- Module 7: Find Car Seat Use Information (TG p160)
- Module 12: Look How Far You Have Come! (TG p310)

OPTIONAL: ACTIVITY WORKSHEETS (IN-PERSON AND HYBRID COURSES)

- Module 8: Harnessing in Rear-Facing Car Seats (TG p203)
- Module 8: Install Rear-Facing Car Seats (TG p210)
- Module 9: Harnessing in Forward-Facing Car Seats (TG p240)
- Module 9: Install Forward-Facing Car Seats (TG p246)
- Module 9: Examine Car Seat Misuse (TG p247)
- Module 10: Install Booster Seats (TG p278)
- Module 10: Identify Seating Arrangements (TG p286)

HANDOUTS (IN-PERSON AND HYBRID COURSES)

- National Digital Car Seat Check Form (NDCF), current version

OPTIONAL: SUPPLEMENTAL MATERIALS

- Job Aid: Install a Belt Shortening Clip
- Vehicle Owner's Manuals (in-person courses only)
- NDCF Quick Start Guide

Sample Confirmation Materials

IN-PERSON COURSE SAMPLE CONFIRMATION EMAIL 1

Dear Future Child Passenger Safety Technician:

Please read this carefully! It will serve to prepare you for your upcoming Child Passenger Safety Technician Certification Training course on _____ at _____.

Logistics

Directions to the course site are enclosed. The course 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.

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 students will receive the same meal choices.

What the Course Involves

This course addresses the basics of car seats, booster seats, seat belts and correct installation in passenger vehicles. There will be practice activities in the classroom and outside in vehicles.

Please dress in comfortable clothing. Be prepared to work in and around vehicles. This is a physically demanding course that will require you to climb in and out of vehicles, apply pressure into car seats 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 any questions about the course, the certification process or travel logistics, please contact me at _____. I'm looking forward to seeing you at _____.

Sincerely,

Your signature

IN-PERSON COURSE SAMPLE CONFIRMATION EMAIL 2

Child Passenger Safety Technician Certification Training Course
DATE, 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 students 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 students 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 XXX-XXX-XXXX and ask for the Heartland Safety Belt Coalition's special rate of \$XXX per night. Free shuttle service is available from the airport.

Dress: Dress comfortably for the training. Pants and sportswear are appropriate for the entire course, including the welcoming reception. Remember to bring appropriate clothing and outerwear to adapt to changing weather conditions. For the checkup event, students may wear uniforms/agency logo wear.

Fees: In addition to the national course fee of \$XX (paid directly to Safe Kids Worldwide), the local fee is [\$XX]. The fee is due no later than [DATE]. This fee includes all additional course materials and handouts, continental breakfast daily, lunch daily and snacks.

Food: Breakfast and lunch are provided in the classroom. If you have special food needs, please contact _____ at _____. Unless otherwise arranged, all students will receive the same meal choices.

Reminders: This is a physically demanding course. You will be climbing in and out of a variety of vehicles outdoors during the practice activities and while participating in the final 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.

HYBRID COURSE SAMPLE CONFIRMATION EMAIL

Hello.

Thank you for making the commitment to become a certified Child Passenger Safety Technician. Your registration is confirmed for the hybrid offering (combining virtual group sessions, self-paced learning modules and assignments and in-person sessions) from **MONTH DAY – MONTH DAY, 20XX**.

Please read through the following course details and attached agenda. If you have questions, reach out by e-mail to EMAIL or calling XXX-XXX-XXXX.

Course Dates and Times

Virtual group sessions:

- Thursday, Oct. 12, 1:00 – 2:15 pm
- Thursday, Oct. 19, 1:00 – 2:15 pm
- Thursday, Oct. 26, 1:00 – 2:15 pm
- Thursday, Nov. 2, 1:00 – 2:15 pm

In-person sessions: LOCATION

- Wednesday, Nov. 8, 9:00 am – 5:00 pm
- Thursday, Nov. 9, 9:00 am – Noon

Participation

- You must actively participate in **all** course sessions to obtain your certification. Absences will not be excused. If you have known conflicts with any of the session dates, please contact us immediately for options to cancel your registration or transfer to another course.
- Full attention is necessary during the virtual group sessions. Find a quiet place without distractions and interruptions.
- Cameras are required to be turned on during virtual group sessions.
- Please come to each session with assignments completed and ready to share.

Agenda and Time Commitment

- The detailed agenda for your course is attached. The course spans over 5 weeks.
- Weeks 1-4: Plan to spend 4-5 hours each week completing your self-paced online modules and assignments. In addition, you are required to participate in the weekly scheduled 1.5-hour virtual group session.
- Week 5: Plan to spend 1-2 hours completing your self-paced assignments, in addition to participating in the required 1.5 day in-person session.

(continued)

Communications

Prior to the start of the course, you will receive the following:

- An Instructor for the course will serve as your Coach and will reach out to discuss your needs and answer questions.
- Mailed to the physical address you provided when registering for the course:
 - *Technician Guide*. An electronic version can also be downloaded here (INSERT HYPERLINK)
 - Hardcopies of the attached agenda and other course materials
- Emailed:
 - Confirmation of your enrollment in this course.
 - Instructions for the account created for you on carseateducation.org, the platform used to complete the online modules.
 - Link to join our private channel in Slack, which we will use to communicate during the course and where students upload assigned video recordings.
 - Zoom links for the virtual group sessions.

Materials and Technology Needed

- Stable internet connection for the weekly virtual group sessions and the self-paced modules.
- Device(s) that can access the internet.
 - A camera is required for virtual group sessions and student video recording assignments. Students should be comfortable recording themselves for course assignments (see attached course agenda).
 - A smart phone is acceptable; however, the use of a tablet, laptop or desktop computer is strongly recommended for best course experience.
- Access to multiple vehicles to examine seat belt and air bag systems, and practice installing car seats.
- Access to child safety restraints (car seats). It is strongly recommended that you have access to at least one of each of the following:
 - Infant car seat with detachable base
 - Convertible (can be used both rear and forward-facing) or all-in-one (used rear-facing and forward-facing with the harness, then as a booster seat)
 - Combination (used forward-facing with the harness, then as a booster seat)
 - High-back booster seat
 - Your assigned Instructor will answer questions regarding the types of car seats recommended for use

We look forward to meeting you during the virtual Kickoff Session.

Sample Course Agendas

IN-PERSON COURSE: THREE DAYS

START	END	DAY 1 of 3 Module or Activity
8:00 a.m.	8:30 a.m.	Module 1 • Introduction (30 minutes)*
8:30 a.m.	9:00 a.m.	Module 2 • Communicating and Educating (30 minutes)
9:00 a.m.	9:40 a.m.	Module 3 • Crash Protection (40 minutes)
9:40 a.m.	9:55 a.m.	Break (15 minutes)
9:55 a.m.	11:40 a.m.	Module 4 • Seat Belt Systems (105 minutes)
11:40 a.m.	12:10 p.m.	Lunch (30 minutes)
12:10 p.m.	12:55 p.m.	Quiz 1 (45 minutes)
12:55 p.m.	1:45 p.m.	Module 5 • Air Bags (50 minutes)
1:45 p.m.	2:00 p.m.	Break (15 minutes)
2:00 p.m.	3:45 p.m.	Module 6 • Lower Anchors and Tethers (105 minutes)
3:45 p.m.	4:45 p.m.	Skills Evaluation 1 – Vehicle Systems (60 minutes)
4:45 p.m.	4:55 p.m.	Day 1 Review and Day 2 Overview (10 minutes)

START	END	DAY 2 of 3 Module or Activity
8:00 a.m.	8:15 a.m.	Day 1 Review and Day 2 Overview (15 minutes)
8:15 a.m.	9:55 a.m.	Module 7 • Overview of Car Seat and Booster Seat Use (95 min.)
9:55 a.m.	10:05 a.m.	Break (15 minutes)
10:05 a.m.	11:50 a.m.	Module 8 • Rear-Facing Car Seats (180 minutes) <i>Break before Activity – Install Rear-Facing Car Seats</i>
11:50 p.m.	12:20 p.m.	Lunch (30 minutes)
12:20 p.m.	1:35 p.m.	Module 8 • Rear-Facing Car Seats (<i>continued</i>)
1:35 p.m.	2:20 p.m.	Quiz 2 (45 minutes)
2:20 p.m.	2:35 p.m.	Break (15 minutes)
2:35 p.m.	4:55 p.m.	Module 9 • Forward-Facing Car Seats (170 minutes) <i>Break before Activity – Examine Car Seat Misuse</i>
4:55 p.m.	5:00 p.m.	Day 2 Review and Day 3 Overview (5 minutes)

APPENDIX

START	END	DAY 3 of 3 Module or Activity
8:00 a.m.	8:15 a.m.	Day 2 Review and Day 3 Overview (15 minutes)
8:15 a.m.	8:45 a.m.	Module 9 • Forward-Facing Car Seats (<i>continued</i>)
8:45 a.m.	10:15 a.m.	Module 10 • Booster Seats and Seat Belts (90 minutes)
10:15 a.m.	10:25 a.m.	Break (10 minutes)
10:25 a.m.	12:10 p.m.	Skills Evaluation 2 – Select and Install Car Seats and Booster Seats (105 minutes)
12:10 p.m.	12:40 p.m.	Lunch (30 minutes)
12:40 p.m.	1:25 p.m.	Skills Evaluation 3- Putting it All Together (45 minutes)
1:25 p.m.	1:55 p.m.	Module 11 • Other Vehicles (30 minutes)
1:55 p.m.	2:30 p.m.	Module 12 • Using and Building Your New Skills (35 minutes)
2:30 p.m.	3:15 p.m.	Quiz 3 (45 minutes)
3:15 p.m.	5:30 p.m.	Skills Evaluation 4 – Checkup Event (120 minutes + 15 minutes) <i>Scheduled time includes set-up and breakdown. Students take a 15-minute break as needed during the checkup event.</i>
5:30 p.m.	5:45 p.m.	Skills Evaluation 4 Recap and Course Completion (15 minutes)

*For the 3-day agenda, Module 1 time has been shortened to 30 minutes (from 45 minutes) to allow enough time to complete Skills Evaluation 1 on Day 1.

IN-PERSON COURSE: FOUR DAYS

START	END	DAY 1 of 4 Module or Activity
8:00 a.m.	8:45 a.m.	Module 1 • Introduction (45 minutes)
8:45 a.m.	9:15 a.m.	Module 2 • Communicating and Educating (30 minutes)
9:15 a.m.	9:55 a.m.	Module 3 • Crash Protection (40 minutes)
9:55 a.m.	10:10 a.m.	Break (15 minutes)
10:10 a.m.	11:55 a.m.	Module 4 • Seat Belt Systems (105 minutes)
11:55 a.m.	1:00 p.m.	Lunch (65 minutes)
1:00 p.m.	1:15 p.m.	Quiz 1 Review (15 minutes)
1:15 p.m.	2:00 p.m.	Quiz 1 (45 minutes)
2:00 p.m.	2:50 p.m.	Module 5 • Air Bags (50 minutes)
2:50 p.m.	3:05 p.m.	Break (15 minutes)
3:05 p.m.	4:50 p.m.	Module 6 • Lower Anchors and Tethers (105 minutes)
4:50 p.m.	5:00 p.m.	Day 1 Review and Day 2 Overview (10 minutes)

START	END	DAY 2 of 4 Module or Activity
8:00 a.m.	8:15 a.m.	Day 1 Review and Day 2 Overview (15 minutes)
8:15 a.m.	9:15 a.m.	Skills Evaluation 1 – Vehicle Systems (60 minutes)
9:15 a.m.	10:50 a.m.	Module 7 • Overview of Car Seat and Booster Seat Use (95 min.)
10:50 a.m.	11:05 a.m.	Break (15 minutes)
11:05 a.m.	12:00 p.m.	Module 8 • Rear-Facing Car Seats (180 minutes) <i>Break before Steps for Rear-Facing Car Seat Use</i>
12:00 p.m.	1:00 p.m.	Lunch (60 minutes)
1:00 p.m.	3:05 p.m.	Module 8 • Rear-Facing Car Seats (<i>continued</i>)
3:05 p.m.	3:20 p.m.	Break (15 minutes)
3:20 p.m.	3:35 p.m.	Quiz 2 Review (15 minutes)
3:35 p.m.	4:20 p.m.	Quiz 2 (45 minutes)
4:20 p.m.	4:30 p.m.	Day 2 Review and Day 3 Overview (10 minutes)

APPENDIX

START	END	DAY 3 of 4 Module or Activity
8:00 a.m.	8:15 a.m.	Day 2 Review and Day 3 Overview (15 minutes)
8:15 a.m.	9:35 a.m.	Module 9 • Forward-Facing Car Seats (170 minutes) <i>Break before Activity – Install Forward-Facing Car Seats</i>
9:35 a.m.	9:50 a.m.	Break (15 minutes)
9:50 a.m.	11:20 a.m.	Module 9 • Forward-Facing Car Seats (<i>continued</i>)
11:20 a.m.	12:20 p.m.	Lunch (60 minutes)
12:20 p.m.	1:50 p.m.	Module 10 • Booster Seats and Seat Belts (90 minutes)
1:50 p.m.	2:05 p.m.	Break (15 minutes)
2:05 p.m.	3:50 p.m.	Skills Evaluation 2 – Select and Install Car Seats and Booster Seats (105 minutes)
3:50 p.m.	4:35 p.m.	Skills Evaluation 3 – Putting it All Together (45 minutes)
4:35 p.m.	4:45 p.m.	Day 3 Review and Day 4 Overview (10 minutes)

START	END	DAY 4 of 4 Module or Activity
9:15 a.m.	9:25 a.m.	Day 3 Review and Day 4 Overview (10 minutes)
9:25 a.m.	9:55 a.m.	Module 11 • Other Vehicles (30 minutes)
9:55 a.m.	10:30 a.m.	Module 12 • Using and Building Your New Skills (35 minutes)
10:30 a.m.	10:45 a.m.	Quiz 3 Review (15 minutes)
10:45 a.m.	11:30 a.m.	Quiz 3 (45 minutes)
11:30 a.m.	12:30 p.m.	Lunch (60 minutes)
12:30 p.m.	2:45 p.m.	Skills Evaluation 4 – Checkup Event (120 minutes + 15 minutes) <i>Scheduled time includes set-up and breakdown. Students take a 15-minute break as needed during the checkup event.</i>
2:45 p.m.	3:00 p.m.	Skills Evaluation 4 Recap and Course Completion (15 minutes)

HYBRID COURSE

START	END	VIRTUAL SESSIONS
60 minutes		Kickoff Session
		BREAK: 7-14 Days
75 minutes		Checkpoint 1: Modules 1-4
		BREAK: 7-14 Days
75 minutes		Checkpoint 2: Modules 5-8
		BREAK: 7-14 Days
75 minutes		Checkpoint 3: Modules 9-12
		BREAK: 2-7 Days

START	END	DAY 1 of 2 IN-PERSON SESSIONS
9:30 a.m.	9:35 a.m.	Day 1 Overview (5 minutes)
9:35 a.m.	9:50 a.m.	Air Bag and Seat Belt Review [in vehicles]* (15 minutes)
9:50 a.m.	10:50 a.m.	Skills Evaluation 1 – Vehicle Systems (60 minutes)
10:50 a.m.	11:05 a.m.	Activity: Harnessing in Rear-Facing Car Seats (15 minutes)
11:05 a.m.	12:20 p.m.	Activity: Install Rear-Facing Car Seats (75 minutes)
12:20 p.m.	12:50 p.m.	Lunch (30 minutes)
12:50 p.m.	1:00 p.m.	Activity: Harnessing in Forward-Facing Car Seats (10 minutes)
1:00 p.m.	2:00 p.m.	Activity: Install Forward-Facing Car Seats (60 minutes)
2:30 p.m.	3:00 p.m.	Activity: Examine Car Seat Misuse (30 minutes)
3:00 p.m.	3:30 p.m.	Activity: Install Booster Seats (30 minutes)
3:30 p.m.	3:45 p.m.	Day 1 Review and Day 2 Overview (15 minutes)

*Conduct a quick review of air bag locations and markings as well as seat belt parts focusing on types of retractors and latch plates. This will provide a transition into the in-person session for the students and time for the Instructor Team to set up Skills Evaluation 1.

APPENDIX

START	END	DAY 2 of 2 IN-PERSON SESSIONS
8:00 a.m.	8:15 a.m.	Day 1 Review and Day 2 Overview (15 minutes)
8:15 a.m.	10:00 a.m.	Skills Evaluation 2 – Select and Install Car Seats and Booster Seats (105 minutes)
10:00 a.m.	10:45 a.m.	Skills Evaluation 3 – Putting it All Together (45 minutes)
10:45 a.m.	11:00 a.m.	Break (15 minutes)
11:00 a.m.	1:15 p.m.	Skills Evaluation 4 – Checkup Event (120 minutes + 15 minutes) <i>Scheduled time includes set-up and breakdown. Students take a 15-minute break as needed during the checkup event.</i>
1:15 p.m.	1:30 p.m.	Skills Evaluation 4 Recap and Course Completion (15 minutes)

OR

START	END	DAY 1 of 1 IN-PERSON SESSION
8:00 a.m.	8:05 a.m.	Day 1 Overview (5 minutes)
8:05 a.m.	8:20 a.m.	Air Bag and Seat Belt Review [in vehicles]* (15 minutes)
8:20 a.m.	9:20 a.m.	Skills Evaluation 1 – Vehicle Systems (60 minutes)
9:20 a.m.	9:35 a.m.	Activity: Harnessing in Rear-Facing Car Seats (15 minutes)
9:35 a.m.	10:50 a.m.	Activity: Install Rear-Facing Car Seats (75 minutes)
10:50 a.m.	11:00 a.m.	Activity: Harnessing in Forward-Facing Car Seats (10 minutes)
11:00 a.m.	12:00 p.m.	Activity: Install Forward-Facing Car Seats (60 minutes)
12:00 p.m.	12:30 p.m.	Lunch (30 minutes)
12:30 p.m.	1:00 p.m.	Activity: Examine Car Seat Misuse (30 minutes)
1:00 p.m.	1:30 p.m.	Activity: Install Booster Seats (30 minutes)
1:30 p.m.	3:15 p.m.	Skills Evaluation 2 – Select and Install Car Seats and Booster Seats (105 minutes)
3:15 p.m.	4:00 p.m.	Skills Evaluation 3 – Putting it All Together (45 minutes)
4:00 p.m.	6:00 p.m.	Skills Evaluation 4 – Checkup Event (120 minutes)

*Conduct a quick review of air bag locations and markings as well as seat belt parts focusing on types of retractors and latch plates. This will provide a transition into the in-person session for the students and time for the Instructor Team to set up Skills Evaluation 1.

In-Person Delivery Format Activities by Module

Module 1: Introduction

- None

Module 2: Communicating and Educating

- **Car Seat Check Form:** 5 minutes (IG p68, TG p20)
 - Provide copies of the most current paper version of the National Digital Car Seat Check Form (NDCF).
 - Share with students that there also is NDCF Training app available free of charge for Apple, Android and Amazon devices. The app lets you freely navigate all input fields. Students may use this app in place of the paper version of the NDCF during the Check Form Check activities if they prefer. Allow time for students to download the app if they are interested in doing so.

Module 3: Crash Protection

- **Install a Car Seat:** 15 minutes (IG p104, TG p29)
 - Match students to vehicles.
 - Provide car seats for students to use.
 - Make sure that all students have a way to record their car seat installation.

Module 4: Seat Belt Systems

- **Classroom Demonstration Equipment**
 - Vehicle demonstration seat
 - Sample retractors, if available
 - Sample latch plates, if available
- **Resources**
 - Locking clips
- **Identify Latch Plates and Retractors:** 20 minutes (IG p170, TG p52)
 - Select and mark seating positions in vehicles that show a variety of retractors and latch plates.

Quiz 1: 45 minutes (IG p196)

- ***Instructor Guidelines for Administering Quizzes***
- Quiz 1 copies for students
- Quiz Answer Sheets
- Quiz 1 Answer Key for Instructors

Module 5: Air Bags

- **Locate Air Bag Information in Manuals and Vehicles:** 20 minutes (IG p250, TG p84)
 - Select and mark vehicles to be used for this activity.
 - Provide the vehicle owner's manual for each vehicle.

Module 6: Lower Anchor and Tethers

- **Classroom Demonstration Equipment**
 - Car seats and booster seats to demonstrate lower anchor attachment systems
 - Flexible lower anchor attachment system with push-on style lower anchor connectors
 - Flexible lower anchor attachment system with hook style lower anchor connectors
 - Rigid lower anchor attachment system
 - Car seats to demonstrate tethers
 - Straight tether
 - V-shaped tether
- **Locate Lower Anchor and Tether Anchor Information in Vehicle Owner's Manuals:** 10 minutes (IG p362, TG p125)
 - Have students bring their vehicle owner's manual into the classroom for this activity.
- **Locate Lower Anchors and Tether Anchors in Vehicles:** 30 minutes (IG p364, TG p126)
 - Select and mark vehicles to be used for this activity.

Skills Evaluation 1: Vehicle Systems (60 minutes)

- ***Instructor Guidelines for Administering Skills Evaluations***
- Vehicles, ideally with vehicle owner's manuals available
- Skills 1 Answer Sheets

Module 7: Overview of Car Seat and Booster Seat Use

■ Classroom Demonstration Equipment

- Example of each type of car seat
 - Infant car seat (carrier and detachable base)
 - Convertible car seat
 - Forward-facing only car seat, if available
 - Combination car seat
 - All-in-one car seat
- Example of each type of booster seat
 - High-back booster seat
 - Backless booster seat
- Examples of non-approved products, if available

■ Resources

- State/territorial law handouts

■ Look Up Car Seat and Vehicle Recalls: 15 minutes (IG p434, TG p149-150)

- Provide students with paper copy of a car seat recall list if digital access to a recall list is not available.

■ Find Car Seat Use Information: 5 minutes (IG p460, TG p160-161)

- All necessary information for completing the activity is included in the TG.

■ Check Form Checks (IG p464-468)

- Provide copies of the most current paper version of the National Digital Car Seat Check Form (NDCF).
- Share with students that there also is NDCF Training app available free of charge for Apple, Android and Amazon devices. The app lets you freely navigate all input fields. Students may use this app in place of the paper version of the NDCF during the Check Form Check activities if they prefer. Allow time for students to download the app if they are interested in doing so.

Module 8: Rear-Facing Car Seats

■ Classroom Demonstration Equipment

- Car seats to demonstrate:
 - Recline indicators
 - Recline adjusters
 - Recline adjustments
 - Carry handles
 - Anti-rebound bars/panels
 - Load legs
 - European belt routing
 - Lock-offs
 - Tension devices
- Vehicle demonstration seat

■ Parts of Rear-facing Car Seats (IG p498-504, TG p170-172)

- Provide an infant car seat and a convertible/all-in-one car seat to each student or pair of students.

■ Harnessing in Rear-Facing Car Seats: 15 minutes (IG p588, TG p203)

- Provide each student/pair of students with an infant car seat, convertible or all-in-one car seat and a doll.
 - If possible, provide one car seat with a rethread harness and one car seat with a no-rethread harness.

■ Install Rear-Facing Car Seats: 75 minutes (IG p608, TG p210)

- Select and mark vehicles to be used for this activity.
- Provide a variety of rear-facing car seats for students to use during this activity.

Quiz 2: 45 minutes (IG p610)

- *Instructor Guidelines for Administering Quizzes*
- Quiz 2 copies for students
- Quiz Answer Sheets
- Quiz 2 Answer Key for Instructors

Module 9: Forward-Facing Car Seats

- Classroom Demonstration Equipment
 - Vehicle demonstration seat
 - Harness/vest for passenger vehicle, if available
 - Seat belt positioner, if available
- **Parts of Forward-facing Car Seats** (IG p628-632, TG p218-220)
 - Provide a convertible/all-in-one car seat and combination car seat to each student or pair of students.
- **Harnessing in Forward-Facing Car Seats:** 10 minutes (IG p690, TG p240)
 - Provide each student/pair of students with a convertible, all-in-one car seat or combination car seat and a doll.
- **Check Form Checks** (IG p710-721)
 - Provide copies of the most current paper version of the National Digital Car Seat Check Form (NDCF).
 - Share with students that there also is NDCF Training app available free of charge for Apple, Android and Amazon devices. The app lets you freely navigate all input fields. Students may use this app in place of the paper version of the NDCF during the Check Form Check activities if they prefer. Allow time for students to download the app if they are interested in doing so.
- **Install Forward-Facing Car Seats:** 60 minutes (IG p724, TG p246)
 - Select and mark vehicles to be used for this activity.
 - Provide a variety of forward-facing car seats for students to use during this activity.
- **Examine Car Seat Misuse:** 30 minutes (IG p726, TG p247)
 - Refer to [Misuse Scenarios for Activity • Examine Car Seat Misuse](#) section for scenario setup information.

Module 10: Booster Seats and Seat Belts

■ Classroom Demonstration Equipment

- Combination car seat or all-in-one car seat in the booster mode (harness stowed)
- Vehicle demonstration seat

■ Parts of Booster Seats (IG p774-776, TG p262-263)

- Provide a high-back booster seat and backless booster seat to students.

■ Install Booster Seats: 30 minutes (IG p808, TG p278)

- Select and mark vehicles to be used for this activity.
- Provide a variety of booster seats and car seats with a booster mode for students to use during this activity.

■ Identify Seating Arrangements: 10 minutes (IG p830, TG p286)

- All necessary information for completing the activity is included in the TG.

Skills Evaluation 2: Select and Install Car Seats and Booster Seats (105 minutes)

▪ *Instructor Guidelines for Administering Skills Evaluations*

- Skills Evaluation 2 Answer Sheets
- Dolls for scenarios 1-3
 - 3-year-old, 36 lbs.
 - 8-day-old, 4 lbs.
 - 6-year-old, 50 lbs.
- Car seats – scenarios 1-3 (selection activities)
 - Variety of car seats to support selection activities
- Car seats – scenarios 4-9 (installation activities)
 - Scenario 4: infant car seat with detachable base
 - Scenario 5: rear-facing convertible car seat
 - Scenario 6: forward-facing harness car seat
 - Scenario 7: booster seat
 - Scenario 8: any car seat with a locking clip (May **not** be combined with another scenario.)
 - Scenario 9: any car seat with a lock-off (May be combined with another scenario.)
- Vehicles
- Locking clips
- Pool noodles/towels

Skills Evaluation 3: Putting it All Together (45 minutes)

- ***Instructor Guidelines for Administering Skills Evaluations***
- Skills Evaluation 3 image sets
 - The image sets supporting Skills Evaluation 3 are provided to Lead Instructors by Safe Kids Worldwide.
 - The image sets are intended to be reused.
 - The image sets can be laminated if the lamination does not affect the quality of the images.
- Skills Evaluation 3 Answer Sheets
- Skills Evaluation 3 Answer Key for Instructors

Module 11: Other Vehicles

- None

Module 12: Using and Building Your New Skills

- **Look How Far You Have Come!:** 5 minutes (IG p892, TG p310)
 - Ensure students have their previous car seat installation videos to review.
- **Observe and Document a Car Seat Check:** 20 minutes (IG p894-896, TG p310)
 - Provide copies of the most current paper version of the National Digital Car Seat Check Form (NDCF).
 - Share with students that there also is NDCF Training app available free of charge for Apple, Android and Amazon devices. The app lets you freely navigate all input fields. Students may use this app in place of the paper version of the NDCF during the Check Form Check activities if they prefer. Allow time for students to download the app if they are interested in doing so.

Quiz 3: 45 minutes (IG p924)

- ***Instructor Guidelines for Administering Quizzes***
- Quiz 3 copies for students
- Quiz Answer Sheets
- Quiz 3 Answer Key for Instructors

Skills Evaluation 4: Checkup Event (120 minutes)

- ***Instructor Guidelines for Administering Skills Evaluations***
- Skills Evaluation 4 Answer Sheets
- Checkup events equipment and supplies

Hybrid Delivery Format Activities

LEARNING BLOCK 4: IN-PERSON SESSION(S)

Skills Evaluation 1: Vehicle Systems (60 minutes)

- [Instructor Guidelines for Administering Skills Evaluations](#)
- Vehicles, ideally with vehicle owner's manuals available
- Skills 1 Answer Sheets

Module 8: Rear-Facing Car Seats

- **Harnessing in Rear-Facing Car Seats:** 15 minutes (IG p588, TG p203)
 - Provide each student/pair of students with an infant car seat, convertible or all-in-one car seat and a doll.
 - If possible, provide one car seat with a rethread harness and one car seat with a no-rethread harness.
- **Install Rear-Facing Car Seats:** 75 minutes (IG p608, TG p210)
 - Select and mark vehicles to be used for this activity.
 - Provide a variety of rear-facing car seats for students to use during this activity.

Module 9: Forward-Facing Car Seats

- **Harnessing in Forward-Facing Car Seats:** 10 minutes (IG p690, TG p240)
 - Provide each student/pair of students with a convertible, all-in-one car seat or combination car seat and a doll.
- **Install Forward-Facing Car Seats:** 60 minutes (IG p724, TG p246)
 - Select and mark vehicles to be used for this activity.
 - Provide a variety of forward-facing car seats for students to use during this activity.
- **Examine Car Seat Misuse:** 30 minutes (IG p726, TG p247)
 - Refer to [Misuse Scenarios for Activity • Examine Car Seat Misuse](#) section for scenario setup information.

Module 10: Booster Seats and Seat Belts

- **Install Booster Seats:** 30 minutes (IG p808, TG p278)
 - Select and mark vehicles to be used for this activity.
 - Provide a variety of booster seats and car seats with a booster mode for students to use during this activity.

Skills Evaluation 2: Select and Install Car Seats and Booster Seats (105 minutes)

- ***Instructor Guidelines for Administering Skills Evaluations***
- Skills Evaluation 2 Answer Sheets
- Dolls for scenarios 1-3
 - 3-year-old, 36 lbs.
 - 8-day-old, 4 lbs.
 - 6-year-old, 50 lbs.
- Car seats – scenarios 1-3 (selection activities)
 - Variety of car seats to support selection activities
- Car seats – scenarios 4-9 (installation activities)
 - Scenario 4: infant car seat with detachable base
 - Scenario 5: rear-facing convertible car seat
 - Scenario 6: forward-facing harness car seat
 - Scenario 7: booster seat
 - Scenario 8: any car seat with a locking clip (May **not** be combined with another scenario.)
 - Scenario 9: any car seat with a lock-off (May be combined with another scenario.)
- Vehicles
- Locking clips
- Pool noodles/towels

Skills Evaluation 3: Putting it All Together (45 minutes)

- ***Instructor Guidelines for Administering Skills Evaluations***
- Skills Evaluation 3 image sets
 - The image sets supporting Skills Evaluation 3 are provided to Lead Instructors by Safe Kids Worldwide.
 - The image sets are intended to be reused.
 - The image sets can be laminated if the lamination does not affect the quality of the images.
- Skills Evaluation 3 Answer Sheets
- Skills Evaluation 3 Answer Key for Instructors

Skills Evaluation 4: Checkup Event (120 minutes)

- ***Instructor Guidelines for Administering Skills Evaluations***
- Skills Evaluation 4 Answer Sheets
- Checkup events equipment and supplies

Module 9 • Suggested Scenarios for Activity • Examine Car Seat Misuse

- It is suggested to set up at least four scenarios in the classroom.
 - Students are required to record observed misuse for at least two of the scenarios using TG p247.

Infant Car Seats

	Scenario #1	Scenario #2
Child's Age	2 weeks	23 months
Child's Weight	8 lbs.	29 lbs.
Child's Height	21.5 inches	33 inches
1. What type of car seat is used?	<input checked="" type="checkbox"/> Infant Car Seat <input type="checkbox"/> Convertible <input type="checkbox"/> All-in-One <input type="checkbox"/> Combination	<input checked="" type="checkbox"/> Infant Car Seat <input type="checkbox"/> Convertible <input type="checkbox"/> All-in-One <input type="checkbox"/> Combination
2. Does the child meet the car seat age, weight and height requirements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Too Tall</i>
3. Is the harness routed correctly?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4. Is the harness snug enough?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Too loose</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5. Is the chest clip positioned correctly on the child?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6. Are any non-approved products used?	<input checked="" type="checkbox"/> Yes – <i>Extra insert</i> <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Rear-Facing Car Seats

	Scenario #1	Scenario #2
Child's Age	23 months	13 months
Child's Weight	29 lbs.	24 lbs.
Child's Height	33 inches	29 inches
1. What type of car seat is used?	<input type="checkbox"/> Infant Car Seat <input checked="" type="checkbox"/> Convertible <input type="checkbox"/> All-in-One <input type="checkbox"/> Combination	<input type="checkbox"/> Infant Car Seat <input type="checkbox"/> Convertible <input checked="" type="checkbox"/> All-in-One <input type="checkbox"/> Combination
2. Does the child meet the car seat age, weight and height requirements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. Is the harness routed correctly?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Above shoulders</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4. Is the harness snug enough?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Too loose</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5. Is the chest clip positioned correctly on the child?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Too low</i>
6. Are any non-approved products used?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Forward Facing Car Seats

	Scenario #1	Scenario #2
Child's Age	11 months	4 years
Child's Weight	22 lbs.	40 lbs.
Child's Height	28 inches	40 inches
1. What type of car seat is used?	<input type="checkbox"/> Infant Car Seat <input checked="" type="checkbox"/> Convertible <input type="checkbox"/> All-in-One <input type="checkbox"/> Combination	<input type="checkbox"/> Infant Car Seat <input type="checkbox"/> Convertible <input type="checkbox"/> All-in-One <input checked="" type="checkbox"/> Combination
2. Does the child meet the car seat age, weight and height requirements?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Too small to be forward-facing</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. Is the harness routed correctly?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Different harness slots</i>
4. Is the harness snug enough?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No – <i>Too loose</i>
5. Is the chest clip positioned correctly on the child?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6. Are any non-approved products used?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Hybrid Coach Responsibilities

Typically, an Instructor in a hybrid course (Coach) has the following responsibilities. Responsibilities may vary depending on the Instructor Team.

ONLINE LEARNING

- Monitor student progress in the online learning modules of the *2024 CPST Hybrid Certification Training* course in the [Child Passenger Safety Learning Portal](#).
- Review and approve student assignments in the *2024 CPST Hybrid Certification Training* course in the [Child Passenger Safety Learning Portal](#).
- Meet with their assigned students during Learning Block 1 to review the *Install a Car Seat* video.
- Monitor student activity in [Slack](#), the online workspace.
- Review and provide feedback on student **Learn, Practice, Educate** videos submitted via [Slack](#).
- Track completion of student **Learn, Practice, Educate** videos.

For help with using the Child Passenger Safety Learning Portal, a *Navigating the Child Passenger Safety Learning Portal How-To Guide* for Instructors is available for download at carseateducation.org/how-to-guides.

VIRTUAL SESSIONS

- Participate in the virtual sessions.

IN-PERSON SESSION(S)

- Participate in the in-persons session(s)

Quiz Review Questions

QUIZ 1 REVIEW QUESTIONS

Below are suggested discussion questions to be used when reviewing for Quiz 1 which covers Modules 1–4.

- What organizations partner to develop the standardized curriculum for the *Child Passenger Safety Technician Certification Training*, and what are their primary roles? (*Technician Guide*, Module 1, p2)
 - **NHTSA** – Developed the original curriculum and remains committed to providing regular updates.
 - **Transport Canada** – Posts the curriculum as a resource for Canadian child passenger safety training organizations.
 - **National Child Passenger Safety Board** – Managed by the National Safety Council, NCPBS maintains the quality and integrity of the curriculum.
 - **Safe Kids Worldwide** – The certifying body responsible for administering all aspects of the curriculum.
- What is Learn, Practice, Educate? (*Technician Guide*, Module 1, p5)
 - Learn, Practice, Educate is a learning model used in the *CPST Certification Training*.
 - Learn the knowledge and skills.
 - Practice the knowledge and skills.
 - Educate others on the knowledge and skills.
- What is best practice? (*Technician Guide*, Module 2, p10)
 - Best practice is the gold standard of protection (while following car seat manufacturer instructions).
 - CPSTs explain best practices to caregivers so they can make educated choices.
- Explain what it means that caregiver choice can be classified into good, better, best. (*Technician Guide*, Module 2, p11)
 - Good represents an acceptable choice or practice.
 - Better represents a choice or practice better than good but not best practice.
 - Best represents the most favorable choice or practice.

- What are some methods CPSTs can use to ensure successful interactions with caregivers? (*Technician Guide*, Module 2, p12)
 - CPSTs should engage the caregiver by using the Learn, Practice, Educate model and by providing demonstrations.
 - A successful educator will adjust their teaching methods based on caregivers and their needs.
 - CPSTs should promote best practices, but also accept good or better choices.
- What method should CPSTs avoid in their messaging with caregivers? (*Technician Guide*, Module 2, p17)
 - Avoid scaring a caregiver into changing their behavior concerning transportation of their children.
 - Studies show that this type of approach is not effective, and results in very short-term behavior change.
- What are the three stages of a crash? (*Technician Guide*, Module 3, p25)
 - Stage 1: The vehicle crash
 - Stage 2: The human crash
 - Stage 3: The internal crash
- What are the five ways restraint systems prevent injury? (*Technician Guide*, Module 3, p27)
 - Keep occupants in the vehicle.
 - Direct crash forces to the strongest parts of the body.
 - Spread crashes over a wide area of the body, putting less pressure on any one part.
 - Protect the brain and spinal cord.
 - Help the occupants ride down crash forces.
- What are the parts of a seat belt and their function? (*Technician Guide*, Module 4, p34)
 - Retractor: the mechanism that gathers and stores unused seat belt webbing
 - Webbing: the woven fabric part of the seat belt
 - Latch plate: the hardware that connects the seat belt webbing to a buckle in the vehicle
 - Buckle: the hardware that accepts the latch plate and holds the seat belt in place
 - Anchor: the points where a seat belt attaches to strong locations in the vehicle or on the vehicle seat

- Name the types of retractors and whether they lock for a correct car seat installation. (*Technician Guide*, Module 4, p36-37)
 - Non-locking retractor (Emergency locking retractor or ELR)
 - Non-locking retractors only lock during an emergency, not for a car seat installation.
 - Locking retractor (Switchable retractor or Automatic locking retractor/ALR)
 - Locking retractors lock by slowly and gently pulling out all the shoulder belt webbing. The retractor will stay locked until reset by allowing the webbing to feed all the way back in.
- Name and describe the types of latch plates. (*Technician Guide*, Module 4, p43-49)
 - Non-locking latch plates
 - Sliding latch plate (p43-44)

A sliding latch plate is a single piece with no moving parts. The seat belt webbing moves freely through a slot or slots the latch plate and will not lock at a fixed length. Sliding latch plates are found only on lap-and-shoulder belts.
 - Dynamic latch plate (p44-45)

A dynamic latch plate has a bar that rotates to pinch the lap belt and shoulder belt together during a sudden stop or crash. Under normal driving conditions, the webbing can slide through it, although you may feel some additional friction. Dynamic latch plates are found only on lap-and-shoulder belts in newer model year vehicles.
 - Sewn-on latch plate (p46)

Sewn-on latch plates have webbing threaded through the slot(s) of the latch plate and then sewn together. They have no moving parts to lock the latch plate. Sewn-on latch plates are found both on lap belts and lap-and-shoulder belts, typically in older vehicles.
 - Locking latch plate (p47-49)

Locking latch plates stay locked when the latch plate is parallel with the lap belt webbing. Typically locking latch plates are found in older vehicles, on most lap belts, and in the center seat of some newer vehicles.
- What are the characteristics a seat belt must have to use a locking clip? (*Technician Guide*, Module 4, p53)
 - It is a lap-and-shoulder belt.
 - Seat belt has a non-locking retractor.
 - Latch plate is not sewn-on.
 - Seat belt is only one (continuous) piece of webbing.

APPENDIX

- Where is a locking clip placed on a seat belt? (*Technician Guide*, Module 4, p53)
 - Locking clips must be placed according to the car seat manufacturer's instructions. Typically, this is no more than 1 inch from the latch plate.
- Explain the steps to test what locks a seat belt. (*Technician Guide*, Module 4, p55)
 - Step 1: Slowly and gently pull all the webbing out of the retractor.
 - Step 2: Slowly release a few inches of the webbing into the retractor.
 - Step 3: While still holding webbing, gently try to pull the webbing out again.
 - If the retractor does not allow you to pull the webbing back out, you have a locking retractor.
 - If the retractor does allow you to pull the webbing back out, you have a non-locking retractor. Now test the latch plate for lockability.
 - Step 4: Buckle the seat belt.
 - Step 5: Grasp the center of the lap belt and pull firmly upward.
 - If the webbing does not slide through the latch plate, you have a locking latch plate.
 - If the webbing slides through the latch plate, you have a non-locking latch plate. You must proceed with additional approved locking techniques.
 - Step 6: If the seat belt is a lap-and-shoulder belt and the latch plate is not sewn-on, you may use a locking clip to install the car seat.

QUIZ 2 REVIEW QUESTIONS

Below are suggested discussion questions to be used when reviewing for Quiz 2 which covers Modules 5–8

- Why are air bags called supplemental restraint systems? (*Technician Guide*, Module 5, p66)
 - Air bags and seat belts work together to protect the occupants.
- Where can air bag markings and warnings be found? (*Technician Guide*, Module 5, p69-70 and 75-76)
 - For frontal air bags, markings may be found on or near the cover of the air bag and warnings will always be on the sun visor.
 - For side air bags, markings and warnings may be found on the door frame, on the end of the dashboard, on the side of the vehicle seat, near the edge of the roof and on the side of the door.
- What is LATCH? (*Technician Guide*, Module 6, p86 and 88)
 - LATCH stands for Lower Anchors and Tethers for CHildren. LATCH is an alternative attachment system for car seats.
 - A vehicle LATCH system is made up of two lower anchors and one tether anchor. If lower anchors are present in a seating position, typically there will be a tether anchor for that seating position.
 - LATCH parts on car seats are called lower anchor attachment systems and tethers.
 - NOTE: To be referred to as a LATCH installation, both the lower anchors and tether must be used. A rear-facing installation using lower anchors only is not a LATCH installation. Tethers typically are not used in rear-facing installations.
- What are some ways to identify a tether anchor? (*Technician Guide*, Module 6, p92-94)
 - U.S. Federal regulations do not require tether anchors to be marked. However, many manufacturers will mark tether anchors with symbols and/or words. Tether anchors may be visible or covered by a flap, cap, carpet slit or door.
 - To avoid confusing cargo hooks for tether anchors, check the vehicle's owner's manual.
- Is it okay to install a car seat with LATCH and a seat belt at the same time? (*Technician Guide*, Module 6, p97 and 119)
 - Caregivers may want to install their car seat with lower anchor attachment system and the seat belt at the same time because they believe it is safer for their child. However, using the lower anchor attachment system and seat belt for the same installation is only allowed when approved by both the car seat and vehicle manufacturers.

- How are weight limits for lower anchor attachment systems determined? (*Technician Guide*, Module 6, p99-100)
 - For car seats made beginning in Feb. 2014, the weight of the child plus the weight of the car seat cannot exceed 65 pounds. Follow the child weight limit for lower anchor use found on the car seat label.
 - NOTE: Car seats may have different weight limits for use of the lower anchor attachment system in the rear-facing and forward-facing modes due to rounding rules in the Federal standard.
- How are weight limits for tether use determined? (*Technician Guide*, Module 6, p112)
 - Most vehicle manufacturers defer to the car seat manufacturer for tether anchor use limits. However, vehicle manufacturers may limit the use of tether anchors based on the weight of the child and/or car seat. Always check the vehicle owner's manual for use information.
 - Car seat manufacturers usually recommend use of the tether with forward-facing car seats, but always check the car seat instruction manual for maximum weight limit use.
- What is the difference between a convertible and combination car seat? (*Technician Guide*, Module 7, p128-129)
 - Convertible car seats have rear-facing and forward-facing modes of use.
 - Combination seats have a forward-facing mode used with a five-point harness and a booster mode used with a lap-and-shoulder belt.
- What are the 5 steps of correct use for car seats and booster seats and what does each one mean? (*Technician Guide*, Module 7, page 141)
 - Selection: Choose the right car seat or booster seat.
 - Direction: Face the car seat or booster seat the right way.
 - Location: Choose an appropriate seating position in the vehicle.
 - Adjustment: Adjust the car seat harness or booster seat to fit the child correctly.
 - Installation: Secure the car seat or booster seat to the vehicle seat.
- Is it safe to add padding to a car seat? (*Technician Guide*, Module 7, p155)
 - Caregivers should follow the car seat instruction manual when considering use of non-approved products such as inserts. Only products approved by the car seat manufacturer for use with a particular car seat are acceptable to use.

- Can a secondhand car seat be used? (*Technician Guide*, Module 7, p157)
 - The caregiver always makes the final decision on whether to use a secondhand car seat.
 - Following are questions for the caregiver to consider before using a secondhand or borrowed car seat or booster seat:
 - Is the history of the seat known?
 - Does the car seat appear to be in good working order?
 - Are the labels present?
 - Is the car seat expired?
 - If recalled, has the recall been corrected?
 - The role of the CPST is to provide the caregiver with the information needed to make an informed decision. CPSTs cannot certify a car seat as safe.
- What are the benefits of riding rear-facing? (*Technician Guide*, Module 8, p164)
 - When a child is correctly restrained rear-facing, the head and neck move together with the car seat, allowing the crash forces to be spread across the shell of the car seat. This protects the child's head, neck and torso, reducing the risk for a brain or spinal cord injury.
- Is it okay for a child's feet to touch the vehicle seat back when riding rear-facing? (*Technician Guide*, Module 8, p165)
 - After reviewing extensive crash and injury data, the American Academy of Pediatrics determined that children are not at an increased risk for leg injuries rear-facing compared to forward-facing.
- Does the recline indicator on a car seat have to be followed? (*Technician Guide*, Module 8, p173)
 - The recline indicator is part of the car seat that indicates when the car seat is at the correct recline angle and must be used as indicated by the car seat manufacturer. Appropriate recline and ranges vary by car seat manufacturer and model. Follow the instructions, labels and recline indicator(s).
- How do you test if the harness is tightened correctly? (*Technician Guide*, Module 8, p203)
 - You should not be able to pinch excess webbing at the shoulder once the harness is tightened. (This is called the pinch test.)
- Where should the chest clip be positioned on a child? (*Technician Guide*, Module 8, p203)
 - The chest clip should be positioned at armpit level.

QUIZ 3 REVIEW QUESTIONS

Below are suggested discussion questions to be used when reviewing for Quiz 3 which covers Modules 9–12.

- What are the 5 steps of correct use for car seats and booster seats and what does each one mean? (*Technician Guide*, Module 9, p221)
 - Selection: Choose the right car seat or booster seat.
 - Direction: Face the car seat or booster seat the right way.
 - Location: Choose an appropriate seating position in the vehicle.
 - Adjustment: Adjust the car seat harness or booster seat to fit the child correctly.
 - Installation: Secure the car seat or booster seat to the vehicle seat.
- What are some instances when a vest or harness may be used? (*Technician Guide*, Module 9, p241)
 - Vests and harnesses may be used:
 - When there is only a lap belt available in the vehicle and a conventional car seat is not available
 - For children with behavioral issues, above 65 lbs. (29.5 kg) or other situations when a conventional car seat cannot be used.
 - Must be used with a two-point seat belt, crotch belt and a tether.
- Booster seats must be used with what type of seat belt system? (*Technician Guide*, Module 10, p251)
 - Booster seats must always be used with the vehicle lap-and-shoulder belt.
- What is a built-in booster seat? (*Technician Guide*, Module 10, p253)
 - Some vehicles have booster seats built into the vehicle seat.
 - The built-in booster seat pulls out of the rear vehicle seat and can be stowed when not in use.
- What is required in a vehicle to use a backless booster seat? (*Technician Guide*, Module 10, p256)
 - A backless booster seat must be used in a vehicle seating position where the vehicle seat back or head restraint provides head support up to at least to the top of the child's ears.

- What questions do you need to answer to determine correct seat belt fit on a child? (*Technician Guide*, Module 10, p281)
 - Can the child keep their back against the vehicle seat back?
 - Can the child keep their knees naturally bent over the edge of the vehicle seat without slouching?
 - Can the child keep their feet flat on the floor?
 - Does the lap belt lie snugly across the upper thighs, low on hips, not the stomach?
 - Does the shoulder belt lie snugly across the shoulder and chest, and not across the neck or face?
 - Is the child able to stay in position for the entire ride?
 - If the answer to any to these questions is no, the child will need to remain in a booster seat in this vehicle.
- How do school buses protect passengers? (*Technician Guide*, Module 11, p291)
 - A passive occupant protection system called compartmentalization uses energy-absorbent seatbacks and narrow row spacing creates a compartment where occupants are confined in a frontal or rear-end crash.
- What are some ways CPSTs can continue to build their skills? (*Technician Guide*, Module 12, p314)
 - Work with a mentor.
 - Build technical skills by earning continuing education units (CEUs).
 - Build communication skills by attending community education workshops, webinars and online courses.
 - Complete CPST enrichment trainings.
 - Familiarize yourself with child passenger safety resources, such as those on the inside back cover of your *Technician Guide*.

Course Audit File Checklist

The following documents should be retained for two years in case of a course audit:

- Agenda with teaching assignments
- Hands-On Skills Evaluation Instructor Log
- Sign In Sheets
- Roster
- Student Score Sheet (in-person courses) or Student Progress Tracking Sheet (hybrid courses)
- Student Quiz Answer Sheets (in-person courses only)
- Skills Evaluation 1: Vehicle Systems Answer Sheets
- Skills Evaluation 2: Selecting and Installing Car Seats and Booster Seats Answer Sheets
- Skills Evaluation 3: Putting it All Together Answer Sheets
- Skills Evaluation 4: Checkup Event Answer Sheets

Questions, Suggestions and Feedback

For questions, suggestions and feedback concerning the *Child Passenger Safety Technician Certification Training*, please submit a [Curriculum Feedback Form](#) or contact the National Child Passenger Safety Board Support Line at 844-573-6531.

Revisions

JANUARY 2025

The following revisions were made:

- Revised the [Hybrid Instructor Endorsement](#) section to reflect the updated completion requirement for 2024 CPST Certification Training curriculum.
- Updated the [Organization of the Hybrid Delivery Format](#) section and the [Quizzes and Skills Evaluations](#) section to reflect Skills Evaluation 3: Putting it All Together being moved from Learning Block 3: Modules 9-12 to Learning Block 4: In-Person Session(s) in the hybrid delivery format.
- Updated the Course Materials in the [Equipment and Supplies Checklist](#).
- Created the [Print Materials Checklist](#).
- Updated the [Sample Course Agendas](#) section.
 - Minor edits were made to the in-person course agendas.
 - Added suggested in-person session(s) agendas for hybrid courses.
- Updated the time allotted for the [Locate Lower Anchors and Tethers Anchors Vehicles Activity in Module 6](#) from 20 to 30 minutes to reflect the amount of time allotted in the *Instructor Guide*.
- Added activities to be conducted during Learning Block 4: In-Person Session(s) of hybrid courses in the [Hybrid Delivery Format Activities](#) section.
- Added suggested child age, weight and height for each scenario in the [Module 9 Suggested Scenarios for Activity – Examine Car Seat Misuse](#).
- Added the [Hybrid Coach Responsibilities](#) section.
- Added a review question for Module 12 in the [Quiz 3 Review Questions](#).
- Added the [Course Audit File Checklist](#).

FEBRUARY 2025

- Corrected error in the [Hybrid Delivery Format Activities](#) section.
- Updated the [Student Resources](#) section to include information on online learning modules and activities completion requirements for hybrid courses.
- Updated a [Quiz 3 review question](#).

APRIL 2025

- Updated the *Quiz Administration Guidelines* to state: “The Lead Instructor must establish the time limit for each quiz before it begins, ensuring it is no less than 30 minutes and no more than 45 minutes.”
- Corrected the number of selection scenarios for *Skills Evaluation 2*.
- Updated the *Sample Course Agenda, In-Person Course: Three Days, Day 1*.
 - Added note explaining why Module 1 is scheduled for 30, instead of 45, minutes.
 - Corrected timing error.
- Added note to *Sample Course Agenda, Hybrid Course* explaining the air bag and seat belt review at the start of the Day 1 in-person session.