

# A Course Delivery Guide for the Instructor Team



July 2025

## INSTRUCTOR PREP GUIDE

### CHILD PASSENGER SAFETY TECHNICIAN (CPST) RENEWAL TESTING COURSE



# CONTENTS

<b>About the CPST Renewal Testing Course</b> .....	<b>1</b>
Goals .....	1
Purpose .....	1
Focus .....	1
<b>Planning a Course</b> .....	<b>2</b>
Course Delivery Team Position Descriptions .....	2
Course Delivery Team Requirements .....	3
Course Delivery Team Recommendations .....	3
Planning Checklists .....	3
<b>Curriculum Overview</b> .....	<b>4</b>
Recommended Prerequisites .....	4
Delivery Format .....	4
Length .....	4
Language Versions .....	4
Agenda .....	5
<b>Course Administration</b> .....	<b>5</b>
Quiz .....	5
Skills Evaluations .....	6
Quiz and Skills Evaluation Details .....	6
<b>Testing and Accessibility Accommodations</b> .....	<b>6</b>
<b>Completion Requirements</b> .....	<b>7</b>
Reminders .....	7
<b>Instructor Resources</b> .....	<b>7</b>
Policies & Procedures Manual .....	7
Admin Guide .....	7
Forms .....	8
<b>Student Resources</b> .....	<b>10</b>
<b>Preparing to Deliver a Course</b> .....	<b>11</b>
<b>Instructor Guidelines for Administering the Quiz</b> .....	<b>12</b>
Quiz .....	12
Testing Accommodations .....	12
General Guidelines .....	12

<b>Instructor Guidelines for Administering Skills Evaluations.....</b>	<b>17</b>
Skills Evaluations.....	17
Testing and Accessibility Accommodations.....	17
General Guidelines.....	17
Skills Evaluation 1 • Vehicle Systems .....	19
Skills Evaluation 2 • Select and Install Car Seats and Booster Seats.....	24
Skills Evaluation 3 • Putting It All Together .....	29
Skills Evaluation 4 • Checkup Event .....	32
<b>Appendix .....</b>	<b>37</b>
Course Administrator Checklist .....	37
Lead Instructor Checklist .....	40
Equipment and Supplies Checklist.....	42
Print Materials Checklist.....	45
Course Audit File Checklist.....	46
<b>Questions, Suggestions and Feedback .....</b>	<b>47</b>
<b>Revisions .....</b>	<b>47</b>

# About the CPST Renewal Testing Course

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 *CPST Renewal Testing Course* are to:

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

## Purpose

The purpose of the *CPST Renewal Testing Course* is to allow former CPSTs, who are expired less than one year (recommended), the opportunity to renew their CPST certification by demonstrating proficiency of knowledge and skills.

- Former CPSTs who are expired for more than one year are encouraged to retake the *CPST Certification Training* to refresh their knowledge and skills.
  - The *CPST Renewal Testing Course* does not provide the opportunity to update or refresh child passenger safety knowledge or skills of students during the course.
  - Students are expected to have strong knowledge and skills in child passenger safety gained through active participation in car seat checkup events and continuing education opportunities prior to expiration of their CPST certification.

Successful completion of the *CPST Renewal Testing Course* results in the renewed certification of the student as a CPST, starting a new two-year certification cycle.

## Focus

The focus of the *CPST Renewal Testing Course* is the correct use of conventional car seats and booster seats as well as seat belts in passenger vehicles.

# Planning a Course

## Course Delivery Team Position Descriptions

The following positions support the administration and delivery of a *CPST Renewal Testing 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](http://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 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](http://cert.safekids.org).

### INSTRUCTOR

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

## 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.

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

## Course Delivery Team Requirements

- Only currently certified CPST-Is may be on the Instructor Team for a *CPST Renewal Testing 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 are required to attend a pre-course meeting for each course.
- All members of the Instructor Team are responsible for ensuring that the course 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.
- 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 and Instructors 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](#)
- [Print Materials Checklist](#)

# Curriculum Overview

## Recommended Prerequisites

The following prerequisites for prospective students are recommended, but not required, prior to registering for a *CPST Renewal Testing Course*:

- The prospective student's CPST certification is expired less than one year.
- The prospective student participates as a scribe at a car seat checkup event within the three months preceding the *CPST Renewal Testing Course*.

## PRE-COURSE EVALAUTION

It is **strongly recommended** that each prospective student completes a verbal interview with a course Instructor prior to registering for the *CPST Renewal Testing Course*.

- Students should be encouraged to familiarize themselves with the *2024 Technician Guide* and any curriculum updates since their initial certification.
  - A digital copy of the *2024 Technician Guide* is available at [cpsboard.org/curriculum-resources](https://cpsboard.org/curriculum-resources).

## Delivery Format

The *CPST Renewal Testing Course* is an in-person course.

## Length

The *CPST Renewal Testing Course* must be scheduled for a minimum of 8 hours.

## Language Versions

Currently, the in-person format is available in English.

- A Spanish version is planned for release in 2025.

## Agenda

Instructors have the discretion to adjust time frames on the agenda based on factors such as the number of students, classroom logistics and weather conditions.

### SAMPLE AGENDA

START	END	
8:00 a.m.	8:10 a.m.	Welcome and Overview (10 minutes)
8:10 a.m.	9:40 a.m.	Quiz (90 minutes)
9:40 a.m.	9:55 a.m.	Break (15 minutes)
9:55 a.m.	10:55 a.m.	Skills Evaluation 1 (60 minutes)
10:55 a.m.	11:10 a.m.	Break (15 minutes)
11:10 a.m.	12:55 p.m.	Skills Evaluation 2 (105 minutes)
12:55 p.m.	1:45 p.m.	Lunch (45 minutes)
1:45 p.m.	2:30 p.m.	Skills Evaluation 3 (45 minutes)
2:30 p.m.	3:00 p.m.	Travel to Checkup Event Location (Skills Evaluation 4) (30 minutes)
3:00 p.m.	5:00 p.m.	Skills Evaluation 4
5:00 p.m.	5:30	Course Completion and Recap

## Course Administration

### Quiz

There is one 50-question quiz.

The student must answer a minimum of 42 of the 50 questions (84%) correctly to successfully complete the quiz.

- The recommended time limit for the quiz is 90 minutes (1.5 hours).
- The maximum time limit for the quiz is 120 minutes (2 hours).

There are no quiz retakes.

Follow the *Instructor Guidelines for Administering Skills Evaluations* found later in this guide for more information.

## Skills Evaluations

There are four skills evaluations. The student must successfully complete each skills evaluation to proceed to the next skills evaluation.

- **Skills Evaluation 1: Vehicle Systems**
  - The *recommended* time limit is 90 minutes (1.5 hours) or a pre-determined time limit, greater than 90 minutes, but less than 120 minutes, defined prior to the start of the skills evaluation.
- **Skills Evaluation 2: Select and Install Car Seats and Booster Seats**
  - 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 3: Putting It All Together**
  - 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 4: Checkup Event**
  - The *required* time limit is at least 120 minutes (2 hours), excluding event set up and break down.

There are no skills evaluations retakes.

Follow the *Instructor Guidelines for Administering Skills Evaluations* found later in this guide for more information.

## Quiz and Skills Evaluation Details

- When taking the quizzes and skills evaluations, students may use all available resources including the *2024 Technician Guide (TG)*.
- Students must be encouraged to talk with an Instructor as soon as possible if accommodations are needed for the quiz and/or skills evaluations to discuss options.

## Testing and Accessibility Accommodations

The permissible testing and accessibility accommodations are specified in the *Instructor Guidelines for Administering the Quiz* and the *Instructor Guidelines for Administering Skills Evaluations* found later in this guide.

- Lead Instructors are strongly encouraged to check with students concerning testing and accessibility accommodation needs prior to the start of the course.

# 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. Attend the entire course.
2. Pass the quiz with a minimum of 42 of 50 questions (84%) answered correctly.
3. Pass all four skills evaluations.

## Reminders

- All students must be on the course roster.
- Any student who attends the course, even for one part, is graded.
- NO SHOW/ABSENT is reserved for a student who does not attend the course at all.
- There are no refunds for students who do not successfully complete the course.

## Instructor Resources

Instructor resources supporting the delivery of the curriculum are available at [cpsboard.org/instructor-resources](https://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](https://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

## Admin Guide

- **Instructor Prep Guide: A Course Delivery Guide for the Instructor Team:** This guide provides information to help ensure the successful delivery of the *CPST Renewal Testing Course*.

## Forms

All forms used to support a *CPST Renewal Testing Course* are available for download at [cpsboard.org/instructor-resources](https://cpsboard.org/instructor-resources) in the **Protected Instructor Materials**.

- **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 Renewal Testing Course* 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 **optional** use Skills Evaluation 4 is available for download.
- **Student Score Sheet:** This form is used to track student progress on the quiz and skills evaluations throughout the course.
- **Student Vehicle Information Form:** This form is used by Instructors to collect detailed information about the vehicles available for skills evaluations.
- **Vehicle Number Cards:** Vehicle number cards can be used to mark vehicles to be used during the skills evaluations. The grid can be used to mark the designated vehicle seating position.

## QUIZ

- **Quiz, Versions A and B:** These documents provide the quiz questions for the *CPST Renewal Testing Course*. 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 the quiz.
- **Quiz Answer Keys:** Instructors use these documents to grade the quiz.
  - Variations of the quiz answer keys are available to meet Instructor preference.

## SKILLS EVALUATIONS

- **Skills Evaluation 1 Answer Sheet:** This document is a blank answer sheet for students to record Skills Evaluation 1 answers. The Skills Evaluation 1 Answer Sheet can also be used by Instructors to create an answer key.
- **Skills Evaluation 2 Answer Sheet:** This document is a blank answer sheet for students to record Skills Evaluation 2 answers.



# Student Resources

## TECHNICIAN GUIDE

The *Technician Guide* (TG) serves as a reference for the students' use during and after completing the course. Information in the TG includes:

- Key content points
- Supportive graphics and images
- Tech Tips
- 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

- All students receive a print copy of the TG at the start of the *CPST Renewal Testing Course*.
- A digital copy of the TG is available to download at [cpsboard.org/curriculum-resources](https://cpsboard.org/curriculum-resources).

## SUPPLEMENTAL RESOURCES

Student-specific resources referenced in each module are found in the curriculum resources at [cpsboard.org/curriculum-resources](https://cpsboard.org/curriculum-resources).

## VIDEOS

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

## 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](https://cert.safekids.org).
- Check for curriculum updates at [cpsboard.org/instructor-resources](https://cpsboard.org/instructor-resources) in the **Protected Instructor Materials**.
- Review the *Instructor Prep Guide: A Course Delivery Guide for the Instructor Team* for the *CPST Renewal Testing Course* at [cpsboard.org/instructor-resources](https://cpsboard.org/instructor-resources) in the **Protected Instructor Materials**.
- Review the *Instructor Guide*.
- Review the forms at [cpsboard.org/instructor-resources](https://cpsboard.org/instructor-resources) in the **Protected Instructor Materials**.
- Review the quiz and all skills evaluations at [cpsboard.org/instructor-resources](https://cpsboard.org/instructor-resources) in the **Protected Instructor Materials**.
  - Review the *Instructor Guidelines for Administering the Quiz* section of the *Instructor Prep Guide: A Course Delivery Guide for the Instructor Team*.
  - Review the *Instructor Guidelines for Administering Skills Evaluations* section of the *Instructor Prep Guide: A Course Delivery Guide for the Instructor Team*.
- Review the *Technician Guide* at [cpsboard.org/curriculum-resources](https://cpsboard.org/curriculum-resources).

# Instructor Guidelines for Administering the Quiz

## Quiz

The quiz is administered to assess the students' understanding and retention of the information as well as familiarity with available resources.

There is one quiz that covers all the content in the *2024 Technician Guide* for the CPST Certification Training.

***There are no quiz retakes.***

- **Time for Completion:** The *recommended* time limit for the quiz is 90 minutes.

## Testing Accommodations

At the beginning of the course, Instructors must ask if there are any specific accommodations for 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 the 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.

## General Guidelines

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

- 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 quiz. 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](https://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.
- Quizzes must not be shared with non-course participants.

## **OPTIONS FOR WHEN THE QUIZ IS NOT COMPLETED SUCCESSFULLY**

There are times when a student does not successfully pass the quiz. 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.

When a student receives a non-passing score, the Lead Instructor must talk with that student in private about their score and discuss their options for the remainder of the course. Though they did not pass, they likely still learned a great deal and can support CPS efforts in their community.

Two options can be made available to the student:

- Stay for the remainder of the course even though they will not get their certification renewed at the end of the course. That student could then act as a scribe for the checkup event.
- Choose to leave immediately, stay through the next break or stay until the end of the day. This would allow the student to leave quietly without feeling like they are being singled out as failing the course. If the student chooses to leave quietly, work to understand how they would like their absence to be addressed if other students inquire.

With either option, the student is permitted to keep their TG.

The Instructor Team must remember that grades are confidential and take care not to single out a student.

## QUIZ ADMINISTRATION GUIDELINES

1. The *recommended* time limit for the quiz is 90 minutes or a pre-determined time limit, greater than 90 minutes, defined prior to the start of the quiz.
2. Before the 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.
3. Prior to starting the quiz, 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 their quiz. Any marks on the quiz will not be scored.
4. Prior to starting the quiz, 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.
5. Prior to starting the quiz, review all instructions for the quiz with the students. Refer to the **Quiz Student Instructions: Read to Students** section.
6. Distribute quizzes to the students.
7. 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.
8. 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.
9. 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.
10. The Lead Instructor must establish the time limit for the quiz before it begins.
  - Any quiz 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 Quiz Answer Sheet.
12. Each missed question must be reviewed with the corresponding answer. Instructors should help clarify as needed, directing students to the answers in their TG or explaining how they could have determined the correct answer using deductive reasoning.



## QUIZ STUDENT INSTRUCTIONS: READ TO STUDENTS

1. You have 90 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 answer a minimum of 42 out of 50 questions (84%) on the quiz 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 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](https://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.
- Skills evaluations must not be shared with non-course participants.

## **OPTIONS FOR WHEN A SKILLS EVALUATION IS NOT COMPLETED SUCCESSFULLY**

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.

Two options can be made available to the student:

- Stay for the remainder of the course even though they will not get certified at the end of the course. That student could then act as a scribe for the checkup event.
- Choose to leave immediately, stay through the next break or stay until the end of the day. This would allow the student to leave quietly without feeling like they are being singled out as failing the course. If the student chooses to leave quietly, work to understand how they would like their absence addressed if other students inquire.

With either option, the student is permitted to keep their TG.

The Instructor Team must remember that grades are confidential and take care not to single out a student.

## 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

6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. Students must correctly answer all sections of all scenarios within three attempts in order to pass.
12. 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.
13. 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.
14. 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.

- 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.
15. 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.
16. 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.
17. 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.
18. All Skills Evaluation 1 Answer Sheets must be collected by the Instructor Team at the completion of Skills Evaluation 1.



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## 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.

- 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.

- 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, greater than 45 minutes, defined prior to the start of the skills evaluation.
1. 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.
2. 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.
3. 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.
4. 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.
5. Distribute the Skills Evaluation 3 image sets to the students.
  - Students may **not** mark on the Skills Evaluation 3 image sets.
6. 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.
7. 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.

- Students must not be allowed to change their answers once their Skills Evaluation 3 Answer Sheet is submitted.
8. 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.
  9. 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.
  10. The scoring Instructor must write the correct answer next to any incorrect answer in ink on the Skills Evaluation 3 Answer sheet.
  11. 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.
  12. 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.
  13. 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.
  14. 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 (2 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](https://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.



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## 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](http://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](http://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?
    - **LOCATION AND CONVENIENCE**
      - 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 skills evaluations and a checkup event?
      - In case of inclement weather, is there access to a covered parking area where skills evaluations 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](http://cert.safekids.org).
  - The course must be registered at least six weeks prior to the start date.
  - The *CPST Renewal Testing Course* must be scheduled for at least 8 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.
    - 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](http://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 date and times
  - Course completion requirements
  - Classroom and parking location
  - Link to the *Technician Guide* at [cpsboard.org/curriculum-resources](https://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
- 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](http://cert.safekids.org), for updated course requirements.
- Review the *Instructor Prep Guide: A Course Delivery Guide for the Instructor Team*, available at [cpsboard.org/instructor-resources](http://cpsboard.org/instructor-resources) in the **Protected Instructor Materials**.
- Check for curriculum updates at [cpsboard.org/instructor-resources](http://cpsboard.org/instructor-resources) in the **Protected Instructor Materials**.
- Send a confirmation email to the Instructor Team with the following:
  - Date, times and location of the course
  - **Mandatory** pre-course meeting date, time and location
  - Agenda
  - Roster
  - Suggested lodging
- Hold the **mandatory** pre-course Instructor meeting.
  - Review the agenda.
  - Remind the Instructor Team to review the *Instructor Prep Guide: A Course Guide for the Instructor Team*.
  - Discuss roles and expectations.
  - Discuss how to handle students who do not successfully complete the quiz or a skills evaluation.
  - Review the roster.
  - Review any evaluations that will be used.
  - Set up the room and prepare materials.
- Double-check online roster for accuracy at [cert.safekids.org](http://cert.safekids.org).
  - 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](http://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](http://cert.safekids.org) and how to find their wallet card. (Step-by-step instructions are available at [cert.safekids.org](http://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
- Locking clips
- Pool noodles/towels
- Dolls
- Receiving blankets

## COURSE MATERIALS

- *2024 Technician Guides*
- Vehicle number cards
- Scenario number cards
- Skills Evaluation 3 image sets
- Handouts
  - Local child passenger safety resources
  - State/Territory law flyer
- See [\*Print Materials Checklist\*](#).

## 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 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:
  - Belt paths
  - Lower anchor attachment systems
    - Flexible
    - Rigid
  - Lower anchor connectors
    - Push-on style
    - Hook style
  - Tethers
  - Lock-offs
  - Tension devices
  - Foot props/load legs
  - Anti-rebound bars
  - Buckles
  - Chest clips
  - Harness adjustment mechanisms
  - Inserts
  - Recline adjustments
  - Recline indicators
  - Carry handles
  - Height and Weight limits
  - Age requirements

## 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

- Student Vehicle Information Forms
- Student Score Sheet (in-person courses)
- Hands-on Skills Evaluation Instructor Log
- Course Evaluation Forms

## QUIZ

- *Instructor Guidelines for Administering the Quiz*
- Student Quiz Answer Sheets
- Quiz
- Quiz Answer Key(s)

## SKILLS EVALUATIONS

- *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

## Course Audit File Checklist

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

- Agenda
- Hands-On Skills Evaluation Instructor Log
- Sign In Sheets
- Roster
- Student Score Sheet
- Student Quiz Answer Sheets
- 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 *CPST Renewal Testing Course*, please submit a [Curriculum Feedback Form](#) or contact the National Child Passenger Safety Board Support Line at 844-573-6531.

## Revisions