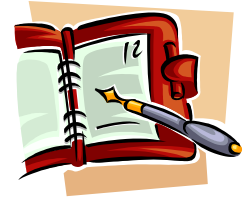


SITE PREPARATION GUIDE



This Guide is intended for Ride Safe Program Coordinators to use when preparing for the start of the School Year and participation in the Ride Safe Program.

These activities must be conducted to assess each site's strengths, weaknesses, and needs, and should be completed *prior* to applying for Ride Safe Program funding.

Use of this Guide will assist Program Coordinators in identifying practical issues to consider when laying the groundwork for their individual Ride Safe Program.

There are three principal points to consider:

1. Conducting a Head Start CPS Resource Assessment.

Ride Safe Coordinators should conduct a child passenger safety resource assessment of their programs strengths and weaknesses before implementing Ride Safe. Information from this assessment will be useful to develop strategies for implementing an effective Head Start based child passenger safety program.

2. Developing a Budget (time & money).

Ride Safe Coordinators should develop a budget for the year's Ride Safe activities and expenses. A budget development worksheet is provided in this Guide.

3. Meet with potential CPS Partners.

Ride safe coordinators should meet with potential CPS partners (e.g., existing tribal, county, state, or national, child passenger safety programs or advocates) to assess assistance that can/will be available during the school year to implement Ride Safe activities.

1. Conducting a Head Start CPS Resource Assessment

A. Reasons to Conduct a CPS Assessment

A CPS Resource Assessment allows Ride Safe Coordinators to determine the strengths and weaknesses of the Head Start prior to initiating the Ride Safe program. Head Start Programs have several important strengths important in implementing an effective child passenger safety program:

- access to parents and children
- at least two home visits per year

- located within the community
- ability to overcome program implementation barriers.

Some sites have National Highway Traffic Safety Administration (NHTSA) CPS Technicians (i.e., individuals that have successfully completed a NHTSA 32 hr. training course or successfully re-certified), while others do not. Other Head Start sites have adequate resources to conduct parent education and training sessions, while others are more limited in their resources.

Knowing these strengths and potential weaknesses will aid the Ride Safe Coordinator in developing a stronger program.

B. How to Conduct a CPS Resource Assessment

Use the attached Resource Assessment *prior* to applying for Ride Safe Program funding to assess the degree to which your site is ready for participation in the Ride Safe Program. Issues identified upon completing this assessment will help you plan for implementation of Ride Safe at your Head Start in the fall.

Conducting a CPS Resource Assessment includes the following steps:

1. Identify CPS training resources and/or needs.
 - Example – key Head Start staff need CPS training
2. Identify potential partners for Ride Safe activities.
 - Example – Your community has an Injury Prevention coalition
3. Assess Head Start's storage space, supplies and equipment needed to conduct Ride Safe activities.
 - Example – You have no storage and will need to rent space at a local storage facility.

In addition, please feel free to add or identify any other resources that you anticipate but are not included in the four areas above.

1. Identify CPS training resources and/or needs.

Resource	Action Step										
<p>How many Head Start staff members have current NHTSA CPS certification? _____ staff members have certification.</p> <p>IF THE ANSWER ABOVE = 0, PLEASE READ ACTION STEP #1.</p> <p>List the names of Head Start staff with CPS Certification; also write-in the staff member's certification level.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 60%;"><u>Tribal Member Name</u></th> <th style="text-align: left;"><u>Certification Level</u></th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> </tr> <tr> <td>3. _____</td> <td>_____</td> </tr> <tr> <td>4. _____</td> <td>_____</td> </tr> </tbody> </table>	<u>Tribal Member Name</u>	<u>Certification Level</u>	1. _____	_____	2. _____	_____	3. _____	_____	4. _____	_____	<p style="text-align: center;">ACTION STEP #1</p> <ol style="list-style-type: none"> 1. Develop the expertise in-house by hosting a CPS training session at the Head Start. or 2. Send key staff to a State or IHS sponsored NHTSA CPS training session. or 3. Partner with a CPS expert from outside the tribal community. <p><i>Describe any other solutions you identify:</i></p>
<u>Tribal Member Name</u>	<u>Certification Level</u>										
1. _____	_____										
2. _____	_____										
3. _____	_____										
4. _____	_____										
<p>Do you know of any Tribal community members (e.g., Tribal Police, Transportation, Health Center, IHS/Tribal Environmental Health Specialist) who have current NHTSA CPS certification?</p> <p>_____ No – PLEASE READ ACTION STEP #2 _____ Yes – PLEASE READ QUESTION BELOW</p> <p>Do you think that at least one CPS certified tribal member can work with you to implement Ride Safe activities, if you asked?</p> <p>_____ NO – PLEASE READ ACTION STEP #3 _____ YES – LIST THE NAMES AND CERTIFICATION LEVELS CPS CERTIFIED TRIBAL MEMBERS IN THE SPACES BELOW AND READ ACTION STEPT #3.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 60%;"><u>Tribal Member Name</u></th> <th style="text-align: left;"><u>Certification Level</u></th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> </tr> <tr> <td>3. _____</td> <td>_____</td> </tr> <tr> <td>4. _____</td> <td>_____</td> </tr> </tbody> </table>	<u>Tribal Member Name</u>	<u>Certification Level</u>	1. _____	_____	2. _____	_____	3. _____	_____	4. _____	_____	<p style="text-align: center;">ACTION STEP #2</p> <ol style="list-style-type: none"> 1. Develop the expertise in-house by hosting a CPS training session at the Head Start. or 2. Send key staff to a State or IHS sponsored NHTSA CPS training session. or 3. Partner with a CPS expert from outside the tribal community. <p style="text-align: center;">ACTION STEP #3</p> <p>Contact the tribal members that you listed to ask them if they would assist you with Ride Safe activities.</p> <p>When you contact them, you may want to discuss the following items:</p> <ul style="list-style-type: none"> • A description of Ride Safe Program. • Possible ways a tribal partner can participate in activities. • Scheduled activity dates, if known.
<u>Tribal Member Name</u>	<u>Certification Level</u>										
1. _____	_____										
2. _____	_____										
3. _____	_____										
4. _____	_____										

2. Identify potential partners for Ride Safe Activities.

Resource	Action Step										
<p>C. Does the Tribe already operate a child safety seat distribution program through another agency (e.g., WIC, Health Center, IHS Hospital or Tribal Home Health)?</p> <p>IF YES, LIST THE NAMES OF TRIBAL AGENCIES OR PROGRAMS THAT ALREADY DISTRIBUTE CAR SEATS AND INCLUDE THE NAME OF A CONTACT PERSON BELOW:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Tribal Agency</u></th> <th style="text-align: left;"><u>Contact Name & Phone Number</u></th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>_____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> </tr> <tr> <td>3. _____</td> <td>_____</td> </tr> <tr> <td>4. _____</td> <td>_____</td> </tr> </tbody> </table>	<u>Tribal Agency</u>	<u>Contact Name & Phone Number</u>	1. _____	_____	2. _____	_____	3. _____	_____	4. _____	_____	<p style="text-align: center;">ACTION STEP #4</p> <p><i>If there <u>is</u> one or more existing car seat programs:</i> Determine which program or programs may be able to assist you in conducting Ride Safe child passenger safety seat distribution activities (Refer to Action Step #3).</p> <p style="text-align: center;">ACTION STEP #5</p> <p><i>If there are no existing distribution programs:</i> Ride Safe recommends that Head Start partner with other departments, agencies or groups that share a common interest in child passenger safety (e.g., WIC and infant care, Community Health Representatives) and refer to Action Step #3. Doing so can offer joint benefits and resource sharing.</p> <p><i>List any groups with which you may want to partner:</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<u>Tribal Agency</u>	<u>Contact Name & Phone Number</u>										
1. _____	_____										
2. _____	_____										
3. _____	_____										
4. _____	_____										
<p>D. Has Head Start partnered with other agencies in the past to accomplish injury prevention activities (e.g., working with the Fire Department to install smoke alarms or conduct fire safety education)?</p> <p>_____ No – READ ACTION STEP #6</p> <p>_____ Yes –LIST THE NAMES OF PAST, CURRENT AND POTENTIAL FUTURE INJURY PREVENTION “PARTNERS” BELOW:</p> <p>LIST PAST OR CURRENT INJURY PREVENTION PARTNERS HERE:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p style="text-align: center;">ACTION STEP #6</p> <p>Having adequate funding, community access, technical expertise, community acceptance, and time are items rarely found in one agency or department. In order to achieve these it is generally required that an agency partner with others. For example, partnering with the Tribal Police to conduct Child Passenger Training is a commonly used approach in Tribal communities.</p> <p><i>List any groups with which you may want to partner:</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>										

3. Assess Head Start’s storage space, supplies and equipment needed to conduct Ride Safe activities.

Resource	Action Step
<p>E1. Does your Head Start Program have available space to store child passenger safety seats before the seat distribution occurs? To estimate storage space amount:</p> <p>_____ No – READ ACTION STEP #7</p> <p>_____ Yes – READ ACTION STEP #8.</p>	<p style="text-align: center;">ACTION STEP #7</p> <p>Contact other Tribal programs to ask if the Head Start can store seats in an appropriate location on a temporary basis.</p> <p style="text-align: center;">ACTION STEP #8</p> <p>Follow these instructions to identify your space needs in cubic feet:</p> <p>a. If the car seat measurements are not shown anywhere on the seat, you can measure the seat or call the manufacturer for measures. Car/booster seats are measured in cubic feet (length x width x height)</p> <p>b. Multiply the car seat measurement by the number of seats that need to be stored. For example, a car seat that measures 3’ (LENGTH) x 2’ (WIDTH) x 2’ (HEIGHT) = 12 cubic feet. 30 seats x 12 cubic feet = 360 cubic feet.</p> <p>c. Remember that each seat type may have different measurements, so estimate measurements for each type.</p>
<p>E2. Indicate (by putting a check in the appropriate boxes) the audio-visual equipment your facility has available for use in conducting educational presentations?</p> <p><input type="checkbox"/> Power Point Projector</p> <p><input type="checkbox"/> Overhead Projector</p> <p><input type="checkbox"/> Computer with Power Point Program capability</p> <p><input type="checkbox"/> Overhead</p> <p><input type="checkbox"/> TV & VCR</p> <p><input type="checkbox"/> Flipcharts and markers</p> <p><input type="checkbox"/> Pens and pencils</p> <p>For the supplies you did not check off above, Please refer to Action Step #9</p>	<p style="text-align: center;">ACTION STEP #9</p> <p><i>List programs from which you might be able to borrow equipment on a temporary basis:</i></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

2. Developing a Budget

At the same time as conducting a CPS resource assessment, Ride Safe Coordinators develop a program budget for the year's Ride Safe activities and expenses.

Use the following worksheet (or a different one you developed) to calculate the expenses that may be incurred by a Ride Safe program during a school year.

Budget Item	Estimated Cost	Total
Child Safety Seat: <ul style="list-style-type: none"> • Convertible Seat • Combination – booster with harness • High-back Booster • Low-back booster – belt positioning 	(# seats x cost per seat*) *Estimated at \$55/seat	
Promotions & Incentives: <ul style="list-style-type: none"> • Coupons • Gifts • Other 		
Educational Materials: <ul style="list-style-type: none"> • Student Materials • Supplies • Games • Blues Clues • Buckle Bear • Coloring books • Video • Music • Other • Parent Materials • Staff Materials • Other 		
Meeting Expenses: <ul style="list-style-type: none"> • Paper • AV materials • Other 		
Training: <ul style="list-style-type: none"> • CPS two day training • NHTSA four day training: <ul style="list-style-type: none"> • Instructor's Expenses • Staff Travel Expenses 		
	Total Expenses	

3. Meet with potential CPS partners

Finally, Ride Safe Coordinators should meet with potential CPS partners (e.g., existing Tribal or IHS child passenger safety seat distribution programs, county CPS programs, State programs, National Programs etc) to assess assistance that will be available during the school year to implement Ride Safe activities.

Examples of CPS partners include:

- Tribal child safety seat distribution programs
- IHS child safety seat distribution programs
- County/state child safety seat distribution program
- Local or regional Safe Kids coalitions/groups.
- Local police departments

Schedule a meeting to:

- Inform potential partners about your Ride Safe Program activity
 - Provide them with a copy of the Ride Safe Introduction
- Discuss your CPS self assessment and note where these potential partners could be of assistance

Examples of assistance CPS partners can provide include:

- Provision of child passenger safety seat training, if needed
- Provision of child passenger safety seats
- Distribution of child passenger safety seats
- Conduct of child safety seat observations.