

Ride Safe Program Support Staff's Guide



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I. Introduction

A. Purpose

The Ride Safe Support Staff's Guide provides information to assist with the implementation of the Ride Safe Program, developed by Indian Health Service (IHS) and Tribal Staff in the IHS Bemidji Area to address motor vehicle injuries among American Indian and Alaska Native (AI/AN) children ages 3-5. The Ride Safe Program provides education, training, and resources to promote child safety seat use among children/families participating in Tribal Head Start programs.

The Support Staff's Guide was created to assist **Ride Safe Program Support Staffs** (usually IHS Area, District, Service Unit and/or Tribal Environmental Health/Injury Prevention (EH/IP) program staff) in providing assistance to Tribal Head Starts for implementing Ride Safe. Ride Safe Program Support Staffs are responsible for ensuring that the Ride Safe Program is implemented as planned at participating Tribal Head Starts.

Roles & Responsibilities of Ride Safe Support Staff

The Support Staff's Guide provides a description of a Ride Safe Support Staff's roles and responsibilities, including:

- A) Preparing for the implementation of Ride Safe. This includes providing
- B) Maintaining and monitoring program activities during a Head Start school year. This includes providing technical and administrative assistance as needed to the Ride Safe Coordinator in implementing the program.
- C) Completing evaluation-related Ride Safe Program activities. This includes assisting sites in collecting, analyzing, entering, and reporting Program activity data.

Beginning in FY2007, the Ride Safe Program expanded to multiple IHS Areas. This expansion is supported with funds from the National IHS Injury Prevention Program and partners such as IHS Head Start and HRSA.

This guide has been developed primarily for Ride Safe Program Support Staffs working with Head Start sites selected to participate in the IHS Ride Safe Program. Information in this Guide can also be used by those IHS Areas with resources and staffing to support additional Ride Safe Program sites.

B. Program Description

1. Background

Since 1981, the IHS has supported activities to prevent injuries to American Indians/ Alaska Natives. The IHS Injury Prevention Program (IPP) provides a multifaceted approach to developing the capacity of AI/AN Tribes/Tribal Organizations to address their injury issues, including implementation of evidence-based effective injury prevention interventions.

The Ride Safe Program was developed, in part, as a result of the successful Sleep Safe fire safety program, which began in 1999 as a collaborative partnership

between the IHS, the United States Fire Administration, and AI/AN Tribal Head Start Centers. Sleep Safe has been implemented in over 75 Tribal Head Starts around the country.

Since 2002, the Ride Safe program has been supported with funds from the IHS, the National Highway Traffic Safety Administration (NHTSA), Minnesota Emergency Medical Services Center (MN-EMSC), and the Health Resources and Services Administration (HRSA). During the four years of program implementation, the University of North Carolina School of Public Health provided program planning, curriculum development, and evaluation services to support Ride Safe Program efforts.

In addition to building on successful partnerships between IHS and Head Starts through Sleep Safe, the developers of Ride Safe were guided by several factors in selecting Tribal Head Starts as the locations for Ride Safe implementation.

Head Starts:

- are a central community location where children are present.
- are guided by national Head Start Performance Standards 1304.22(d)(1)&(2) for Injury Prevention and 1304.40(a)(1), and 1304.41(a)(1)(2) for Collaborative partnership-building can be met by implementing Ride Safe.
- plan and conduct various educational sessions during parent meetings, home visits, and to students in classroom settings, which would provide numerous opportunities to promote the importance of child safety seat use at multiple times during the year in multiple ways (e.g. on-on-one interactions, home visits, group parent meetings).
- are trusted sources of information in many communities, in that many of the staff working there are from/live in communities where they work.

A key focus of Ride Safe is promoting the use of appropriate occupant restraints for young children, who are disproportionately affected by motor vehicle crashes. When appropriate occupant restraints are used, the chances of surviving a motor vehicle crash increase significantly, but several factors affect use of child safety seats, including:

- Not owning a child safety seat;
- Cost of child safety seats;
- Difficulty with installing child safety seats;
- Child's resistance to using/staying in a seat;
- Parental perceptions about danger of driving with children unrestrained; and
- Existence and enforcement of state and/or tribal laws regarding occupant restraints.

The Ride Safe Program was developed to link educational resources for children and families with the provision of child safety seats and reinforcement of safety messages through home visits. **Simply distributing seats is not sufficient.** The program addresses both practical and perceived barriers by providing child safety seats, training sessions and practice about child safety seat installation, and follow-up education and testing in the home to ensure that seats are being properly installed and used over time.

*It is important to remember that the Ride Safe Program was developed to address motor vehicle injuries for Tribal Head Start-aged children (e.g., **toddlers aged 3-5 years**). While a Tribe's Head Start and Early Head Start may work in close collaboration, an Support Staff should ensure that only child safety seats for toddlers (not infants) are purchased to support Ride Safe Program activities. Ideally, younger children and their families involved with Early Head Start, as well as younger infant siblings of Head Start children, are able to obtain child safety seats from other sources/programs (e.g., a Tribal clinic program).*

2. Ride Safe Program Components

The Ride Safe Program's key components include:

- A. Distribution of a tailored child passenger safety (CPS) curriculum tailored for use at AI/AN Tribal Head Starts (which guides the implementation of HS center and community educational, child safety seat distribution, and evaluation activities);
- B. Provision of child safety seats/funding to obtain CPS Technician certification training;
- C. Distribution/Installation of child safety seats;
- D. Completion of evaluation activities (e.g., child safety seat use observational surveys, follow-up home visits).

The Ride Safe Program Curriculum, designed for use by Tribal Head Start Center staff implementing Ride Safe, includes eight guides which can be grouped into two categories: Program Implementation and Program Support.

The 5 Program Implementation Guides include:

1. The **Site Preparation Guide** provides information about how to complete 3 primary activities prior to the school year: a) conducting a Head Start CPS resource assessment; b) developing a budget; and c) meeting with CPS Partners.
2. The **Coordinator's Guide** describes overall coordinator roles/responsibilities and suggestions for implementing, reporting about, and evaluating program aspects.
3. The **Child Safety Seat Distribution Guide** provides practical considerations and instructions for the distribution and installation of child safety seats.
4. The **Staff and Childcare Provider's Guide** outlines activities to provide CPS education to Head Start Center staff, parents, and childcare providers.
5. The **Child Passenger Safety Seat Use Observation Guide** provides instructions and tools for conducting child safety seat use observational surveys.

Two Program Support Guides were developed as resources for other staff to assist with Program Implementation, as well as for conducting community-wide CPS activities:

6. The **Tribal Partnerships Guide** provides ideas and tools for expanding CPS safety activities to the larger community through partnership activities.
7. The **Resource Guide** outlines CPS resources to enhance program activities.

3. Program Support Staff Responsibilities and Timeline

A Ride Safe Program Support Staff (usually IHS Area, District, Service Unit and/or Tribal EH/IP staff) has planning, implementation, and evaluation responsibilities to ensure that the program is effectively implemented. Ride Safe planning activities most often occur prior to the start of a school year (e.g., from April to August). Figure 1 outlines the primary planning, implementation, and evaluation activities to be conducted by IHS Area, District, Service Unit, or Tribal EH/IP staff serving as Ride Safe Support Staffs.

Figure 1. Ride Safe Program Support Staffs Timeline

	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>
Planning Activities												
1. Secure funding for program implementation.	■	■										
2. Solicit/Recruit Head Start Centers for participation in the Program.	■	■										
3. Conduct site-planning with selected Head Start Centers		■	■									
4. Order/ship Child Safety Seats to participating Head Start Centers.					■	■						
5. Plan/conduct/facilitate CPS Technician Training (if applicable)				■	■							
Implementation and Evaluation Activities												
6. Provide on-going assistance to sites implementing Ride Safe					■	■	■	■	■	■	■	■
7. Monitor/facilitate program evaluation activities (progress reporting summaries, data collection and entry)					■	■	■	■	■	■	■	■

During the school year (August-May) a Ride Safe Program Support Staff also provides assistance for and conducts some Ride Safe program implementation and evaluation activities, as outlined in the Program Implementation Timeline (Figure 2).

Information included in the **Program Support Staff Guide**, found in the Ride Safe Program Curriculum, provides additional details for other Ride Safe program implementation, monitoring, and evaluation activities for and with which Ride Safe Support Staffs must be familiar and able to assist participating Tribal Head Starts.

4. Program Implementation Responsibilities and Timeline

The Ride Safe Program is implemented during a Head Start Center school year, usually from August to May/June. Figure 2 outlines the primary activities conducted by Tribal Head Start Center staff conducting Ride Safe Activities. To complete these activities (in part or in full), they receive support from a Ride Safe Program Support Staff. Note: there is usually some variability, across Head Starts implementing Ride Safe, in the months when key activities are conducted. The timeline in Figure 2 is a suggested plan developed based on program implementation occurring from previous year’s Ride Safe programs.

Figure 2. Recommended Ride Safe Program Implementation Timeline

Primary Activity¹	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
1. Conduct Baseline CSS Observational Surveys.												
2. Plan/Conduct Safety Seat Distribution Events.												
3. Conduct In-class and Parent Educational Activities.												
4. Conduct Safety Seat Follow-up Home Visits.												
5. Conduct Follow-up Observational Surveys.												

¹Please refer to the **Site Preparation Guide** in the Ride Safe Program Curriculum for information about the activities that Tribal Head Start Center staff sometimes conduct during the summer months (i.e., prior to a school year).

II. Getting Started

This section outlines the steps that a Ride Safe Program Support Staff should take to prepare for the implementation of a Ride Safe Program – prior to applying for funding. This includes:

- A. Assessing Program Implementation Capacity.
- B. Developing a Program Budget.
- C. Purchasing Child Safety Seats.
- D. Providing/Securing Child Passenger Safety Seat Technician Training.

A. Assessing Program Implementation Capacity

Before implementing the Ride Safe Program, it is important to assess the willingness and capacity of Tribal Head Start staff to successfully implement Ride Safe. Crucial steps a Program Support Staff must take to plan for success are: 1) Developing working relationships with Head Start staff; 2) Obtaining support from the Head Start Director, and 3) Collaborating with child passenger safety partners.

1. Developing Working Relationships

If you do not already have working relationships with Head Start staff in your Area, or if existing relationships are weak, building or revitalizing relationships is essential to facilitating a collaborative environment to implement Ride Safe. Lessons from prior Ride Safe Program implementation have identified that effective relationships between the Head Start and local EH/IP Specialist are essential prior to the implementation of Ride Safe. Otherwise, program implementation can be challenging.

Conducting a *Child Passenger Safety (CPS) Resource Assessment*, which is described in the **Site Preparation Guide** of the Ride Safe Program Curriculum, outlines steps to assess the capacity of Head Starts to successfully implement Ride Safe. Conducting a CPS assessment during program planning (i.e., in the months prior to the start of a new school year), should allow you to identify strengths and weakness for implementing Ride Safe Program activities, as well as to develop strategies for addressing potential challenges prior to program implementation.

2. Obtaining Support from the Head Start Director

Tribal Head Starts will likely vary in both willingness and capacity to implement Ride Safe. The **willingness** of the Head Start Director to implement Ride Safe is important because of the time required of Head Start Center staff to complete key program activities. While local IHS/Tribal Environmental Health and Injury Prevention staff often provide significant assistance with certain key activities (e.g., conducting observational child safety seat use surveys, assisting at seat distribution events), Head Start staff are responsible for most other activities (e.g., conducting suggested educational activities at the Head Start for children/parents; planning and conducting child safety seat distribution events; conducting follow-up home visits).

Ideally, a Head Start Director who agrees to participate in the program recognizes the time commitment involved. This commitment should be outlined in the summer prior to the start of a school year. Program implementation can be stalled if a Head Start Director does not plan for/allow enough time for staff to conduct Ride Safe activities. In some instances, staff turnover at the Head Start can affect the ability to implement Ride Safe. If staff turnover occurs (for the Head Start Director or other program staff), the Ride Safe Support Staff is strongly encouraged to meet with acting or newly hired staff to provide an overview of the program and to review key roles and responsibilities.

3. Collaborating with Child Passenger Safety Partners

Another factor that can affect Ride Safe implementation is the extent to which a Tribe has existing **partners** with whom Head Start staff can work to conduct child safety seat distribution, education, and enforcement activities. The Ride Safe Program Support Staff is responsible for identifying and linking these partnerships, as appropriate, prior to and during the implementation of Ride Safe.

For example, it is especially important to identify if the Tribe has certified Child Passenger Safety Technicians, who can offer support at Ride Safe child safety seat installation events. In addition, if the Tribe has a child safety seat distribution program located at the WIC office or Health clinic, staff who assist with those programs could provide assistance or guidance for child safety seat distribution activities that occur at the Head Start and vice versa. Other community partners (e.g., fire department, home health programs, law enforcement) may also be willing to offer assistance. This is particularly true in building relationships with law enforcement personnel. It is important for a Ride Safe Support Staff to facilitate working with police because collaboration could influence the practices of law enforcement regarding issuing child safety seat traffic citations (which is an evidence-based effective strategy for increasing restraint use and reducing childhood MVC injuries).

B. Developing a Budget

When sites applied for funding from the IHS Headquarters Injury Prevention Program to implement Ride Safe, they were asked to provide information for HQ staff to estimate a budget for child safety seats and CPS Technician training.

Applicants were also encouraged to describe their need for and/or ability to provide a local match in resources/funding (e.g., through Area IP Special Project funds) for the purchase of additional Ride Safe items. This could include: a) carseat demo benches (~\$700); b) additional carseats (~\$55/seat); and/or c) funding or staff time for conducting local CPS training activities for/at participating Ride Safe sites (funding amount varies).

If needed, a Ride Safe Program Support Staff can further refine and adjust budget estimates/costs for each Head Start Center selected for participation. Child Safety Seats per unit are approximately \$55/seat. This cost figure should be multiplied by the number of children enrolled in participating Head Starts, which can usually be obtained from the Head Start by mid-summer.

For other supplies that may be needed at the Head Start, a Ride Safe Support Staff is encouraged to work with Head Start Center(s) selected for participation by developing a program budget. The ***Site Preparation Guide*** in the Ride Safe Program Curriculum provides additional information about this process.

C. Child Safety Seat Procurement

A key component of the Ride Safe Program is the purchase and distribution/installation of child safety seats. For a list of vendors that sites have used in the past, refer to the *Ride Safe Resource Guide*.

D. CPS Technician Training

Having certified CPS Technicians available (at the Head Start or in the community) is vital to implementing Ride Safe. If a Head Start Center has in-house staff who are CPS technician certified, they are less reliant on the abilities and schedules of CPS technicians outside of Head Start, and therefore can more efficiently plan and conduct child safety seat distribution/installation activities. For participating Ride Safe Head Start sites that may not have in-house or local CPS Technician capacity (initially or due to staff turnover), the following options are recommended:

- IHS or Tribal staff at the Area, District, Service Unit, or Tribal/community-level who have CPS Certification training can be asked to contribute time and technical expertise to supporting Head Start Center Ride Safe activities. For example, prior to the start of a school year, existing CPS Technicians could be approached by the Ride Safe Support Staff to assess if they would be willing to assist at scheduled child safety seat distribution/installation events.
- A Ride Safe Support Staff can identify local or nearby CPS Technician training courses that Head Start Center staff could attend to receive CPS Certification training.
- A Ride Safe Support Staff can facilitate obtaining other CPS training for Head Start Center staff, who can serve as CPS assistants during Ride Safe child safety seat distribution events. Other courses include state-sponsored 2-day training courses (e.g., in Minnesota) or the eight-hour Child Passenger Safety Training Course called *Safe Native American Passengers (SNAP)*. In facilitating obtaining or conducting these shorter training activities, a Certified CPS Technician (i.e., someone who successfully completed the 32-hour course) is still required to conduct Ride Safe distribution/installation events. However, having 2-day or SNAP-trained CPS staff will provide the Technician assistance in completing installation activities.

For more information about child passenger safety technician training, including the different levels of training needed for various activities included in the Ride Safe Program, and SNAP, refer to the *Resource Guide* and the *Child Safety Seat Planning and Distribution Guide*.

E. Future Ride Safe Program Expansion

In funding applications submitted to participate in the Ride Safe Program, IHS/Tribal staff were asked to identify the Tribal Head Start sites at which they plan to implement Ride Safe.

Should an Area obtain resources to support additional Head Starts, beyond those supported by IHS Headquarters Injury Prevention Program funding, a Ride Safe Support Staff can select additional sites for program participation on a **competitive** or **non-competitive** basis, depending on need and resources available.

If using a competitive process, developing a program funding application kit/form will be necessary. Experience has shown that the application process should be brief and un-complicated in order for Head Start Directors to apply to the Ride Safe program. When using a competitive process, a Ride Safe Support Staff should incorporate additional time (e.g., six weeks to 2 months) to the program planning timeline prior to the start of a new school year. This should allow sufficient time for Head Starts to complete the application process and to prepare staff for implementing Ride Safe.

If sites are selected through a non-competitive process, Ride Safe Support Staffs are encouraged to follow guidelines outlined in **Section II-A** of this Support Staff's Guide (**Assessing Program Implementation Capacity**) to help identify the Tribal Head Starts most likely to successfully implement the program.

III. Program Maintenance and Monitoring

This section outlines how a Ride Safe Support Staff maintains and monitors Ride Safe Program implementation activities during the school year. The resources provided in this guide are provided to augment the program planning, implementation, and evaluation activities described in detail in the Ride Safe Program Curriculum.

To assess program implementation progress throughout the year, monitoring activities are a key responsibility of a Ride Safe Program Support Staff (alone or in collaboration with local level IHS/Tribal staff that is providing support to a Tribal Head Start Center). In monitoring program progress, Ride Safe Support Staffs can better assist Ride Safe sites in overcoming barriers to program implementation. It can also help a Support Staff to determine if/when program discontinuance may be necessary.

A. Monitoring Program Progress

A Ride Safe Support Staff is encouraged to maintain regular communication with Tribal Head Start staff responsible for conducting Ride Safe activities. Regular communication can occur through *conference calls, in-person site visits, and/or*

review of Ride Safe progress reports. Additional information about when and how to conduct these monitoring activities is described in the *Program Support Staff Guide* of the Ride Safe Program Curriculum.

Some Tribal Head Start staff may have difficulty completing all activities outlined in the Ride Safe Program Curriculum. During communication with Head Start staff conducting Ride Safe activities, the Ride Safe Support Staff should emphasize his/her willingness, or the willingness of local-level IHS EH/IP staff, to 'share responsibility' for program implementation.

Ride Safe Support Staffs and local IHS/Tribal EH/IP staff is encouraged to work with Ride Safe Coordinators to coordinate program implementation. Sharing the workload, and identifying who will complete which tasks, may help the Ride Safe Coordinator focus on educational and child safety seat installation events, while local IHS staff focus on others (e.g., data collection, building tribal partnerships). Ideally, Head Start staff coordinating Ride Safe activities will serve the lead-roles in completing activities, and the Support Staff or local-level support staff serve supportive roles.

B. Overcoming Barriers to Ride Safe Implementation

A Ride Safe Support Staff is responsible for identifying ways to overcome barriers to program implementation. This can also include identifying opportunities to address resistance from Head Start staff to implement project activities.

While the barriers to project implementation may vary by site, it is likely that some Head Start Directors or program staff may view participation as an obstacle to their 'normal workload.' Pre-program planning activities conducted by a Ride Safe Support Staff to obtain commitment or buy-in to the program are therefore important. The key message a Program Support Staff should repeatedly convey is that Ride Safe Program activities (e.g., child safety seat installation training, home visits) fit well within the scope of Head Start activities. As a result, implementing Ride Safe should not be viewed as a barrier to implementing "normal" Head Start activities.

A Ride Safe Support Staff is therefore responsible for emphasizing how the implementation of Ride Safe Program activities enhances existing Head Start activities or responsibilities (e.g., health screenings, child safety, inclusion of parents and community members in decision-making processes). In particular, a Support Staff can emphasize the Ride Safe Program activities help to fulfill national Head Start Performance Standards.

Child passenger safety education is an important part of a child and family's well-being. Providing age-appropriate child safety seats and ongoing education (inside and outside of the home) is an effective way to enhance child safety. It also allows parents/caregivers to actively participate in child safety programming, thereby making it easier for them to focus on their child's learning environment.

In the event that a site does not follow-through by conducting required activities (e.g., does not distribute seats or does not complete observational surveys), a

Ride Safe Support Staff should meet in-person with program staff to identify steps to bring a site into compliance. If repeated attempts to improve compliance fail, discontinuing site participation may be the next option.

Ultimately, a Ride Safe Support Staff is the best person to decide if and when a site should be discontinued. At a minimum, a Tribal Head Start Center should be conducting the following activities to be considered 'actively engaged' in the program:

- ❑ Distributing/Installing Ride Safe Program-provided Child Safety Seats.
- ❑ Conducting Child Safety Seat use observational surveys (note: local EH/IP staff may conduct at some participating Head Start sites).
- ❑ Conducting follow-up home visits (to assess continued use of safety seats).
- ❑ Submitting progress reports in a timely manner.

By implementing the Ride Safe Program, a Ride Safe Support Staff may be attempting to build or maintain positive working relationships with Head Start Center staff. Discontinuing a Ride Safe Program should be the last option to preserve the opportunity for future collaboration between IHS/Tribal EH/IP staff and Head Start Centers.

IV. Program Evaluation

This section of the guide provides assistance to Ride Safe Support Staffs for the completion of evaluation-related activities included in the Ride Safe Program. As the Ride Safe Support Staff, you are responsible for ensuring that Tribal Head Start Center sites participating in Ride Safe use the tools provided (for reporting program progress on surveyMonkey.com and for conducting child safety seat use observational surveys) to summarize the key components/accomplishments of their program. You are also responsible for periodically checking the data submitted, working with sites who are not completing the data collection (e.g., you may have to help them do it), and using results for local marketing purposes.

Four primary data collection/evaluation activities, outlined in detail in the Ride Safe Program Curriculum (e.g., the *Coordinator's Guide*, the *Child Safety Seat Planning and Distribution Guide*, the *Child Safety Seat Observation Guide*; and the *Tribal Partnerships Guide*), are described in this Guide:

- A. Program Indicator Data (e.g., progress reports and parent encounter forms).
- B. Child Safety Seat Use Data (e.g., observational surveys).
- C. Program Implementation Assessment Data (self-reflection).
- D. Successes/Lessons Learned Data (marketing activities).

As with program implementation activities, it is important to acknowledge the need for Head Start and IHS/Tribal EH/IP staff to share roles in completing evaluation activities (e.g., child safety seat use observational surveys). Deciding which program partners are best suited to conduct specific evaluation activities (e.g., due to skill, time, and resources) will help ensure that the Ride Safe

Program runs smoothly and utilizes available resources effectively. Collaboration between IHS EH/IP and Tribal Head Start staff on this component of the Ride Safe program is important.

A Ride Safe Support Staff has the responsibility of annually summarizing program indicators, child safety seat use, and successes/lessons learned. The results from evaluation data collection can be used by Head Start Directors to market and show overall program results at an Area or national-level. In the future, data summarized at an Area-level regarding local Ride Safe Program implementation may be useful for IHS Headquarters Injury Prevention Program staff to +advocate for and secure additional funding to support Ride Safe implementation at Tribal Head Starts.

A. Program Indicator Data

As described in the *Coordinators Guide* in the Ride Safe Program Curriculum, Tribal Head Start Center staffs responsible for implementing Ride Safe are required to complete two progress reports during the school year. Information included in the progress reports can be considered **Program Indicator** data, organized by two categories: 1) program progress; and 2) parent encounter forms. A Ride Safe Support Staff, or local IHS/Tribal EH/IP staff providing local assistance, may be required to assist Tribal Head Start staff to complete progress reports capturing Program Indicator data.

Program Progress

The Ride Safe Coordinator is responsible to electronically submit Program Indicator information via mid- and end-of-year progress reports, using the online program surveymonkey.com. Ride Safe Support Staff should ensure that these reports are entered by the following due dates:

- Mid-Year: December 31, 2007
- Final: June 30, 2007

Templates and instructions for entering and summarizing data are provided in the *Resource Guide*. Instructions for using data entry screens in the program are provided for Program Indicator data that include the following: 1) number of initial and follow-up encounters with parents; 2) number and types of car seats distributed; 3) car seat observational survey data (beginning and end of the school year); 4) number of individuals receiving CPS training, and type of training; 5) number and type of training sessions provided to staff, parents, and students; 6) description of other activities – program partnering, marketing, passage of resolutions and laws, etc.

Using information entered into surveymonkey.com, as well as what is provided in paper-format progress reports, Ride Safe Support Staffs can summarize Program Indicator data to document key components of a site's program, including:

- Tribal Head Start enrollment;
- Child safety seat installation information;
- Educational training session conducted for Head Start staff, children, and parents/caregivers; and

- Follow-up home visits.

This type of process evaluation information documents the 'reach' of the Ride Safe Program. This information can be summarized in many ways, however, Tables 1-3 provide examples of how a Ride Safe Support Staff can summarize/report this information by Tribal Head Start Center participating in Ride Safe.

Table 1. Example Table to Summarize Program Indicator data for Child Safety Seats, Follow-Up Home Visits, CPS training activities.

Head Start Program Name	Child Safety Seat Installation/Distribution			Number of Follow-Up Home Visits Conducted			Number of Staff Receiving 2-day CPS Training			Number of Staff Receiving 4-day CPS Certification		
	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL
1. [enter]												
2. [enter]												
TOTAL												

Table 2. Example Table to Summarize Program Indicator data for Type of Child Safety Seats Provided.

Head Start Program Name	Number of Convertible Seats			Number of Combination Booster Harness			Number of High-back Booster Seats			Number of Low-back Booster Seats			Number of Unknown Type Seats	TOTAL
	Time1	Time2	Sub	Time1	Time2	Sub	Time1	Time2	Sub	Time1	Time2	Sub		
1. [enter]														
2. [enter]														
TOTAL														

Table 3. Example Table to Summarize Program Indicator data for Parent and Staff Training Activities conducted.

Head Start Program Name	Number of Parent Meetings/Educational Trainings Conducted			Number of Parents participating in Parent Meetings/Educational Trainings			Number of Staff Training Activities conducted			Number of Staff participating in Staff Trainings		
	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL
1. [enter]												
2. [enter]												
TOTAL												

B. Child Safety Seat Use Data

As described in the *Coordinators Guide* and the *Child Safety Seat Observational Survey Guide*, Tribal Head Start Center staff responsible for implementing Ride Safe, often in collaboration with local IHS/Tribal EH/IP staff, are required to conduct child safety seat use observational surveys twice during the school year (i.e., a pre-test and a post-test). A Ride Safe Support Staff is responsible for ensuring that Head Start Center staffs conduct the surveys, as instructed, and for summarizing data for individual sites participating in the program.

As previously noted Head Start staffs electronically submit Child Safety Seat Use Data using www.surveymonkey.com. Ride Safe Support Staffs can annually summarize child safety seat use data collected by sites by using 'analyze' functions on www.surveymonkey.com, as well as by creating summary results tables.

Table 4 is an example of how a Ride Safe Support Staff can summarize/report information about the **sample characteristics** of the methods used to conduct the child safety seat use surveys at baseline (Fall) and follow-up (Spring). This table reports the number and percent of: total observations conducted; and the types of sites used to conduct observations (Head Start site v. community site).

Table 4. Example Table to Summarize Baseline (Fall) and Follow-up (Spring) Child Safety Seat Use Observational Data Collection Method Information (e.g., sample Characteristics).

Sample Characteristics	Baseline (Fall) Observations		Follow-Up (Spring) Observations	
	Number of Toddlers Observed	Percent of Total Toddlers Observed	Number of Toddlers Observed	Percent of Total Toddlers Observed
<i>Observation Locations</i> ¹				
[insert observation location name]				
[insert observation location name]				
[insert observation location name]				
Total				
<i>Site Type Used for Observations</i>				
Head Start Center Locations				
Community Locations				
Unknown Locations				

¹Add more rows to the table depending on the number of observation locations used to conduct pre and posttest observations. Observation locations can be sites in the community and/or right at the Head Start if parents drive their children to the Center.

Table 5 is an example of how a Ride Safe Support Staff can summarize/report **results characteristics** about child safety seat use surveys conducted at baseline and follow-up. These results can also be depicted graphically in Excel using bar or pie charts.

Table 5. Example Table to Summarize Child Safety Seat Use Observational Survey Results.

Result Characteristics	Baseline (Fall) Observations Restrained		Follow-Up (Spring) Observations Restrained	
	n	%	n	%
<i>Results by Observation Location¹</i>				
[insert observation location name]				
[insert observation location name]				
[insert observation location name]				
Total				
<i>Results by Observation Location Type</i>				
Head Start				
Community				
Unknown				

¹Add more rows to the table depending on the number of observation locations used to conduct pre and posttest observations.

Summarizing child safety seat use observation data, in ways that are meaningful for individual sites, as well as for an overall Area, is an important role for the Ride Safe Support Staff. In conducting this important activity, IHS Headquarters IP Program staff can seek to highlight Area-specific results in requesting/securing additional funds to address the long-standing issue that child safety seat use rates are consistently and often significantly lower in American Indian/Alaska Native communities than among other non-Native groups.

C. Program Implementation Assessment

In addition to describing the Ride Safe Program activities conducted by each site (Program Indicator Data), and results from child safety seat observational surveys, a Ride Safe Support Staff can summarize the degree to which program activities were implemented as planned at a participating Tribal Head Starts. This type of 'process evaluation' answers the question: **Was the program implemented as planned?**

Having information to describe the degree to which a program has implemented Ride Safe as planned can be useful in discussing the 'results' of a program. Summarizing this type of information can also be useful if/when an Area wants to examine or compare child safety seat use rates across Ride Safe sites. It can help to put into

context the results of implementing Ride Safe at any given site and/or in any given program year. Please refer to example below.

Example: Putting results in context.

An Area has 10 Tribal Head Start Center sites participating in Ride Safe. In reviewing child safety seat use data by site, half (n=5) of the sites showed high increases in child safety seat use rates from baseline to follow-up. The other half, however, showed little if any increases. The half without increases did not implement the Ride Safe Program as recommended (e.g., they distributed seats but with little education and follow-up with parents). The sites showing increases, on the other hand, implemented the program comprehensively (e.g., distributed all seats with comprehensive education and complete follow-up and training with parents). When presenting/discussing results for data described in this example, you may therefore want to make a disclaimer about the differences in program implementation and perhaps group baseline/follow-up child safety seat use rate results according to categories of program implementation.

As described earlier in this guide, a Ride Safe Support Staff (with input from local EH/IP staff and Head Start staff, as appropriate) is the best person to determine the degree to which a site implemented the Ride Safe Program as planned.

To make this determination, a Ride Safe Support Staff can assign a Ride Safe Site to one of three levels of program implementation. The three levels relate to the degree to which a Tribal Head Start Center participating in Ride Safe has conducted the following key activities: 1) Distributing/Installing Ride Safe Program-provided Child Safety Seats; 2) Conducting Child Safety Seat use observational surveys (note: local EH/IP staff may conduct at some participating Head Start sites); 3) Conducting follow-up home visits (to assess continued use of safety seats); and 4) Submitting progress reports in a timely manner.

Table 6 shows how a Support Staff could assess, and then group sites into various categories (Limited, Adequate, and Comprehensive) the degree to which the program was implemented as outlined. While this assessment is qualitative in nature, and therefore subjective, it may help a Ride Safe Support Staff to group sites by their levels of program implementation, and subsequently put 'results' into appropriate context, as appropriate.

Table 6. Assessment of Ride Safe Program Implementation.

Site Name: <u>[insert site name here]</u>			
Program Implementation Indicators	Extent of Program Implementation		
	<i>Limited</i>	<i>Adequate</i>	<i>Comprehensive</i>
1. Distribution/Installation of Child Safety Seats.			
Identified/Used CPS Technician for distribution events.			
Ensured that seats provided matched age, weight, and height requirements.			
Ensured that seats provided were appropriate for vehicle (used most often)			
Included hands-on skill training practice at events.			
Documented/tracked distribution of child safety seats (tracking sheet provided) and Entered data into surveymonkey.com.			
Conducted follow-up home visits: <ul style="list-style-type: none"> • Checked to see if seat is still present, • Reviewed installation skills with parent/caregiver, • Provided additional training (if needed), • Provided positive feedback to parent/caregiver. 			
2. Conduct Child Safety Seat usage observational surveys.			
Provided training to observers.			
Conducted observations for at least 40 minutes.			
Conducted observations at beginning of school year (<i>before</i> Ride Safe year).			
Conducted observations at the end of the school year (<i>after</i> Ride Safe year).			
Duplicated pre observation methods at post observation.			
3. Submission of progress reports in a timely manner.			
Completed and submitted midyear progress report.			
Completed and submitted final progress report.			

D. Program Successes and Lessons Learned

An important part of the Ride Safe Program is sharing program successes and lessons learned. This can identify areas for improvement and also assist other Areas implementing Ride Safe to identify innovative and successful program implementation techniques. Sharing success stories about injuries prevented through the use of child safety seats can be a powerful way to help show parents/caregivers that they can take actions that help to protect their child/children during a motor vehicle crash. These success stories can be a key part of an educational campaign targeting the broader community.

Success stories can also provide a useful tool for addressing safety seat usage barriers and reinforcing positive behaviors (rather than highlighting negative behaviors), and marketing successful community partnerships (e.g., a successful partnership between your Area's Ride Safe Program and Tribal Police, or Ride Safe and the local Child Passenger Safety Coalition). Sharing program successes is beneficial when a program such as Ride Safe seeks additional funding for support from collaborating programs. In addition, when an Area seeks to continue or expand funding to support local level Ride Safe implementation, funding applications that describe previous program success often are reviewed more favorably.

Program successes/lessons learned can be distributed across sites in many formats. Examples of a "Program Success," project profile, and press release are included in the *Tribal Partnerships Guide*.

In addition to success stories, a Ride Safe Support Staff may also want to develop Ride Safe site profiles, which can be used as a marketing tool to promote and IHS Area/District/Service Unit's efforts at addressing child passenger safety through the Ride Safe Program. Please refer to the *Tribal Partnerships Guide* for a sample.

V. Summary

The Ride Safe Support Staff's Guide provides information to assist Indian Health Service and/or Tribal staff plan, implement, and evaluate the Ride Safe Program. The Guide was created to assist Ride Safe Program Support Staffs (i.e., IHS Area, District, Service Unit and/or Tribal Environmental Health/Injury Prevention (EH/IP) program staff) in providing assistance to Tribal Head Starts for implementing Ride Safe.

The information included in the guide was developed primarily for Support Staffs working with Head Start Center sites selected to participate in the IHS Ride Safe Program. However, information in this Guide can also be used by those IHS Areas with resources and staffing to support additional Ride Safe Program sites (i.e., beyond those supported by IHS National Injury Prevention Program funding).

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