

# TRIBAL PARTNERSHIPS GUIDE



The previous Ride Safe Guides have focused on providing a broad educational base for your Ride Safe Program. However, education alone will not result in increased rates of safety seat usage by parents and guardians. Having a substantial, long-term effect on increasing usage rates will take a commitment by community leaders and partners to pass and enforce child safety seat laws.

This Guide is designed to give Ride Safe Program Coordinators and Program Support Staff ideas and tools for expanding child passenger safety (CPS) and occupant protection activities to community partners and advocates such as Law Enforcement, Tribal Council, IHS/Tribal Environmental Health Officers, Injury Prevention Specialists and other interested community groups, agencies and individuals.

It also provides ideas on how to work with community leaders and partners by developing an action plan and community CPS/occupant protection coalition, writing articles, and finally, to passing resolutions and laws that will strengthen your Ride Safe Program.

***Related Head Start Performance Standard:*** 1304.22 (d)(2)

## ***Outcomes:***

Upon completing the activities suggested in this Guide, Ride Safe Program Coordinators will be able to:

1. Use a standard **Action Planning Worksheet** for developing and implementing community-wide CPS and Occupant Protection activities.
2. Develop and sustain a **Community CPS/Occupant Protection Coalition**.
3. Write and submit a **CPS Resolution** to pass a primary child safety seat/seatbelt law.
4. Develop materials to **Market your Ride Safe Program** by developing a Program Profile, documenting Success Stories, and/or writing a Press Release.



## Activity #1: Developing an Action Plan

### Introduction

This activity is designed to help Ride Safe Program Coordinators and Program Support Staff (e.g., IHS/Tribal Environmental Health Officers or Injury Prevention Specialists) work together to develop Action Plans. These Action Plans can be used specifically for activities that are included in this Guide, or for other activities you or a local CPS/Occupant Protection Coalition might develop. Included in this Guide is an *Action Planning Worksheet*, which serves as a practical tool for Ride Safe Coordinators and IHS/Tribal Environmental Health Officers or Injury Prevention Specialists to use for the other activities, described in this *Tribal Partnerships Guide*.

### Action Planning

When developing an Action Plan for any community-wide CPS/Occupant Protection activity, there are several important questions to answer:

1. What activity are you planning?
2. What steps are required to make the activity happen?
3. Who will be responsible for implementing those steps?
4. What resources do you need to complete those steps?
5. When should those steps be completed?

#### 1. What Activity Are You Planning?

This question is the easiest to answer! The four other activities included in this Tribal Partnerships' Guide provide some possible answers.

#### 2. What Steps Are Required to Make the Activity Happen?

Answering this question requires you to think of all the possible steps that will be required to complete an activity – including those relating to planning and implementing an activity, as well as conducting any follow-up. One rule of thumb to consider is that **NO ACTION STEP IS TOO SMALL**. The more you are able to break down the steps involved, the easier it will be for you to identify resources and people needed to complete them.

#### 3. Who Will Be Responsible for Implementing the Steps?

To answer this question, write names of people who may be interested in getting involved with the activities included in this Tribal Partnerships Guide.

#### **4. What Resources Do You Need to Complete the Steps?**

In order to complete action steps, resources are often needed. Resources can include many things: money, office/computer equipment, personnel, training/educational materials, and/or examples/samples of other work. The more you plan ahead for needing these resources, the more likely you will be able to complete planned activities.

#### **5. When Should Activities Be Completed?**

Give yourself and others enough time to get ready before an activity. Each of the activities included in this *Tribal Partnerships Guide* will require different amounts of time. When developing your Action Plans, set reachable and reasonable timelines.

#### **Action Planning Worksheet**

Based on the answers to these five questions, Ride Safe Coordinators and IHS/Tribal Environmental Health Officers and/or Injury Prevention Specialist are encouraged to use the ***Action Planning Worksheet*** on the following pages to map out the activity steps. As a first step, make extra photocopies of this Worksheet, so you can use a Worksheet for each activity you plan.

Complete the Worksheet using the following steps:

1. In the **first** column, list each activity you want to develop/implement.
2. In the **second** column, list the specific action or actions required to complete the goal.
3. In the **third** column, list who will be responsible for working on each of the action steps.
4. In the **fourth** column, indicate the resources required to complete these action steps.
5. In the **fifth** column, indicate the date(s) by which actions steps should be completed.

A Sample Action Planning Worksheet is included on page 4.

# Activity #1: Action Planning Worksheet – SAMPLE

Activity	Action Step	Person Responsible	Resources Needed	Timeline
Conduct Child Safety Seat check station	Make a list of possible Child Safety Seat Check station sites on the reservation.	<ul style="list-style-type: none"> <li>➤ Ride Safe Coordinator</li> <li>➤ IHS/Tribal Environmental Health Officer (EHO)</li> <li>➤ Tribal Police</li> <li>➤ CPS Partner                             <ul style="list-style-type: none"> <li>• Tribal Police</li> <li>• Community Health Reps.</li> <li>• Group</li> <li>• Individual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Computer Equipment</li> <li>➤ Telephone</li> <li>➤ Map of area</li> </ul>	By Sept. 1
	Assess what materials and human resources that will be needed for the safety seat check station event(s).	<ul style="list-style-type: none"> <li>➤ Ride Safe Coordinator</li> <li>➤ IHS/Tribal Environmental Health Officer (EHO)</li> <li>➤ Tribal Police</li> <li>➤ CPS Partner(s)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assortment of car seats</li> <li>➤ Educational materials to distribute to families</li> <li>➤ Folding table and chairs</li> <li>➤ Sign / banner</li> <li>➤ Swim noodles – closed cell foam – helps to adjust rear facing car seats</li> <li>➤ Traffic cones</li> <li>➤ Refreshments</li> <li>➤ Covered building if severe weather</li> <li>➤ Senior level checker</li> <li>➤ CPS trained staff</li> <li>➤ Spare locking clips</li> <li>➤ Spare belt shortening clip</li> <li>➤ Current list of recalled child safety seats</li> <li>➤ ID for volunteer staff</li> </ul>	By Sept 1
	Seek Volunteers to conduct check point activities.	<ul style="list-style-type: none"> <li>➤ Ride Safe Coordinator</li> <li>➤ IHS/Tribal EHO</li> <li>➤ Injury Prevention Specialist</li> <li>➤ CPS Partners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phone</li> <li>➤ Contact list of individuals in the area with CPS training or experience</li> </ul>	By Sept. 15

# Activity #1: Action Planning Worksheet – SAMPLE

Activity	Action Step	Person Responsible	Resources Needed	Timeline
	Schedule volunteers	➤ Ride Safe Coordinator	➤ computer ➤ paper	By Sept 18
	Advertise the check station.	➤ IHS/Tribal EHO ➤ Injury Prevention Specialist	➤ Computer Equipment ➤ Paper ➤ Contact list of media outlets in the area ➤ List of day care providers	By Sept. 30
	Set up for child safety seat check station	➤ Ride Safe Coordinator ➤ IHS/Tribal Environmental Health Officer (EHO) ➤ Tribal Police	➤ Set up materials	Day of, or day before, check station event
	Conduct check station	➤ Sr. Checker ➤ All scheduled volunteers	➤ See above	Day of event
	Prepare and distribute information collected from the car seat check station. (in a press release, to Tribal Council, to Ride Safe Program)	➤ Ride Safe Coordinator ➤ IHS/Tribal EHO ➤ CPS Partners	➤ Computer Equipment ➤ Paper	Within one week of event

# Activity #1: Action Planning Worksheet

Activity	Action Step	Person(s) Responsible	Resources Needed	Deadline Date



## **Activity #2: Developing and Sustaining a Community Child Passenger Safety/Occupant Protection Coalition**

### **Introduction**

The purpose of this activity is to provide ideas on how to develop and sustain a Community Child Passenger Safety / Occupant Protection Coalition, which can increase occupant protection in the larger community. This activity was developed for Ride Safe Coordinators to implement **in collaboration with** the local IHS/Tribal Environmental Health Officers and other potential CPS Partners.

A coalition is a union of people and organizations working together to influence outcomes on a specific problem, to share resources, and to initiate change. You can reach more people in a community and accomplish more goals through a coalition than with a single organization. Coalitions provide an important opportunity for sharing information and can also improve relationships between individuals and organizations in the community.

### **Action Steps**

Follow the action steps below to develop and sustain a local Child Passenger Safety Coalition in your community.

#### **1. Assess Existing Community Coalitions**

The first step toward forming a coalition is to determine the number and types of local coalitions that already exist in your community. For example, does your community already have a community safety coalition, an injury prevention coalition, or a health promotion coalition? If so, there is no need to start from scratch. Conserve your energy! If a coalition already exists, consider developing a Child Passenger Safety / Occupant Protection subcommittee of an existing coalition in your community.

#### **2. Identify Potential Coalition Members**

Ask two or three people from your organization or who are connected in your community to meet with you in order to brainstorm a list of people who might be willing to join the coalition. The following list provides examples of organizations and people you could contact to join your local coalition:

- Police Department
- EHOs/Sanitaricians
- school or child care providers
- Health Director/Health Board Chair
- Tribal Council Members
- Public Health Nurses
- Emergency Medical Services
- Health educators
- Community members
- Community or service organizations

- Other influential community leaders
- Community Health Representatives
- Local media representatives

### **3. Recruit Coalition Members**

When contacting potential coalition members, explain that the Head Start Program is interested in forming a coalition (or subcommittee of an existing coalition) in the community to improve child passenger safety in your community. Tell them why it's an important issue in the community and that they can help do something about this issue. Inform them of their responsibilities tasks to complete (e.g., attend regular meetings), and ask if they are willing to participate. You can do this through a letter of invitation asking these potential members to attend an organizational meeting of the coalition. It is sometimes helpful if this letter is signed by a prominent and respected person in your community.

### **4. Hold an Introductory Meeting**

After you have a group of interested people and organizations willing to join your coalition, you should conduct an introductory meeting. This meeting is designed to: 1) welcome and introduce coalition members; 2) provide a description of the problem associated with unsecured children and passengers in motor vehicles; 3) decide or discuss the goals and objectives of the coalition; 4) discuss roles and responsibilities of coalition members; and 5) set a regular meeting schedule. A reminder phone call to coalition members a day or two before the meeting is helpful in increasing attendance. Use all or some of the following agenda items when planning your coalition's introductory meeting:

#### *Welcome:*

Tell people you appreciate and value their time to increase Child Passenger Safety / Occupant Protection awareness in the community. Show people on a board or flip chart the reasons a coalition is useful.

#### *Problem Description:*

Distribute and discuss the CPS Fact Sheet from the Parent and Childcare Provider's Guide. When possible, highlight local data that describes the problem of motor vehicle crash (MVC) related injuries in your Tribal community (e.g., number of injuries due to MVCs in the past 5-10 years, number of deaths due to MVCs in the past 5-10 years). Discuss how the Ride Safe Program is trying to address the problem in the local community and that more can be done.

#### *Goals and Objectives:*

Decide the coalition's goals and objectives. This is a very important decision, but can be changed over time as the needs of the community change. You may not be able to complete this activity in the first meeting, but it is important to get started. In general, goals are broad statements of intent, while objectives contain specifics (who, what, where, and when). The following are two examples of coalition goals and objectives:

### Example 1

**Goal:** To reduce motor vehicle related injuries and deaths in the community.

**Objectives:**

- Provide child safety seat skills training to parents
- Provide an appropriate safety seat to parents / childcare providers at a reduced cost or at no cost

### Example 2

**Goal:** To lobby the community and Tribal Council for the passage of a PRIMARY CPS & Occupant Protection Law.

**Objectives:**

- To implement community-wide events and activities during Child Passenger Safety Week.
- To develop a community-wide media campaign for CPS / Occupant Protection by April 30.
- To work with the tribal leadership to adopt and enforce Primary CPS / Occupant Protection Law by August 31.

*Roles and Responsibilities:*

Assign roles for a specific time frame (e.g., bi-monthly, quarterly). Roles at meetings can include facilitator, recorder, note taker, and timekeeper. Coalition roles can include: chair, secretary, or treasurer. Also identify who will keep track of contact information for coalition members. This person should periodically send out a list of contact info for all coalition members.

*Meeting Schedule:*

At the end of every meeting, set the date, time, and location of the next meeting. It may also helpful to develop a regular meeting schedule and meeting location so people can plan to attend. Let people know in advance what will be the topic of discussion at each regularly scheduled meeting. You may need to meet more frequently in the beginning (once a week, twice a month for a month or two) until initial decisions are made.

## 5. Hold a series of organizational meetings

After you have conducted an introductory meeting and established a regular meeting schedule, use the following ideas for agenda items to discuss at future coalition meetings:

- Decide what you will call your coalition or subcommittee.
- Decide on ground rules for participation at meetings. For example: 1) attendance at meetings is expected; 2) an agenda for each meeting will be created and followed; 3) everyone should have a chance to speak; 4) meetings will start and end on time; and 5) decisions will be made by consensus or majority.
- Develop a Coalition Recruitment Strategy. Brainstorm who else needs to be represented on your coalition and how you will go about getting them to join. This recruitment strategy may be a regular discussion point from time to time, especially as the activities of the coalition develop.

- Decide if the coalition or subcommittee is a long-term or temporary group. Setting goals will help determine how long the coalition will be around.
- Use the ***Action Planning Worksheet*** (discussed in previous section) to develop specific activities that the coalition can plan, implement and evaluate. Several activities are suggested in this *Tribal Partnerships Guide*.

## **6. Keep the Coalition's Momentum**

Remember the following tips on how to keep the coalition's momentum going:

- People will stay involved if they are given tasks and feel useful.
- Coalitions succeed when goals and objectives are achieved.
- Coalitions run more smoothly if coalition members know and understand what their roles and responsibilities are.
- Coalitions that evaluate their success will be more sustainable over time.
- Successes do not need to be "big and flashy." Small victories can keep people motivated.
- Coalitions are more powerful when they represent diverse segments of the community.

Below are some tips to keep a coalition active:

- Be clear about the coalition's mission and purpose.
- Make sure all coalition members are able to offer their views.
- Develop a clear and achievable Action Plan for each activity planned.
- Solicit commitment from organizations so if one person leaves, an organization can commit another person's participation to the coalition.
- Celebrate your coalition's successes, whether big or small.
- Recognize individuals who contribute to your success with awards or a social gathering.
- Support organizations that support your coalition.

Other tips for sustaining your coalition (how to attract funding, how to build support for your mission, etc.) can be found at the following Community Tool Box website <http://ctb.lsi.ukans.edu>.

Note: Much of the information included in this section was adapted from *Designing & Implementing Fire Prevention Strategies in American Indian Communities*, developed by Diana Kuklinski, Bemidji Area Injury Prevention Specialist (available from the Sleep Safe Program), and the National Highway Traffic Safety Administration's "*How-to*" *Guide to Coalition Building* available through the following website: <http://www.nhtsa.gov>



## Activity #3: Writing a Tribal Resolution

### Introduction

The goal of this activity is to write a resolution to pass a primary tribal child passenger safety / seatbelt law. Note that the information included in this activity can also be used for developing other related Tribal Resolutions, for example, a resolution of recognition for your Coalition.

### Action Steps

1. Convene a Coalition meeting so that members can assist in the development of a Tribal Resolution to recognize your Coalition.
2. Read each step on the Tribal Resolution Worksheet attached and ask the group to “brainstorm” ideas and to come up with ideas for each section.
3. List/record ideas on the flipchart or board.
4. When all the sections have been completed, go over them again with the group to finalize ideas and record them on a blank copy of the *Tribal Resolution Worksheet*. Also refer to the Sample Tribal Resolution attached.
5. Ask for a volunteer to write the group’s draft resolution based on the information written on the flipchart or worksheet.
6. Circulate the draft Resolution among Coalition members for final feedback.
7. Submit the resolution to the Tribal Council for approval.

### Persons Responsible

The following people can be involved with completing the above action steps: Ride Safe Program Coordinators, IHS/Tribal Environmental Health Officers, Tribal Police and/or CPS Partners. When writing a resolution for an occupant protection law, it is vitally important to develop a partnership with and involve law enforcement, the judicial system, and the tribal council in this process.

### Are you Writing a Resolution for a Primary or Secondary Law?

There are two kinds of child passenger safety/ seat belt laws – primary and secondary. Primary laws allow officers to stop motorists for failing to buckle up or have their child restrained in a safety seat. Secondary laws require an officer to pull the motorist over for another offense; only then may the officer also cite non-use of occupant restraint devices. Tribes may enforce tribal laws or they may have state, county, or city jurisdictions enforcing State law. Most states have primary child safety seat laws for children under four years old. Some Tribes have primary and some have secondary safety seat laws; some tribes have no occupant protection laws.

When writing your resolution, you will need to determine whether to write one for a primary or a secondary law. Research has shown primary laws to be more effective in increasing occupant restraint use—states with primary seat belt laws have 11% higher seat belt usage than states with secondary seat belt laws.

### **Resource Considerations**

The following resources may be needed to complete the above action steps: office space, computer equipment, flipchart paper/erasing board, and paper.

### **Timeline Considerations**

The amount of time needed to write your Tribal Resolution will vary, depending on the number of people involved. It is safe to assume, however, that the amount of time it will take for a Resolution to be passed by a Tribal Council will vary greatly from Tribe to Tribe. Each Coordinator should take into consideration the workings of the local Tribal Government and plan accordingly.

### **Resolution Format Considerations**

To help reduce needed modifications by the Tribe to draft legislation, acquire copies of existing resolutions specific to your Tribe and seek to tailor the draft resolution using similar wording.

## Activity #3: Tribal Resolution Worksheet

Use this worksheet to develop your Tribal Resolution to recognize your Child Passenger Safety Coalition or other group.



**Step 1 – Insert appropriate header and Resolution Number below:**

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*WHEREAS...*

**Step 2 – Insert appropriate Tribal authority statement below:**

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*WHEREAS...*

**Step 3 – Write a description of the MVC injury problem below, including local statistics if available:**

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*WHEREAS...*

**Step 4 – Write a statement of need for a child passenger safety/ seat belt law below:**

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*WHEREAS...*

**Step 5 – Write additional statements that may be needed below:**

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**Step 6 – Include the following Certification at the end of the Resolution** (include local wording as appropriate):

### *CERTIFICATION*

THEREFORE BE IT RESOLVED, that the \_\_\_\_\_ (Tribal Council, etc.) does hereby adopt, for immediate effect, sections \_\_\_\_\_, entitled "Infant and Child Restraint Systems" and \_\_\_\_\_, "Seat Belt Requirement", to be placed within the \_\_\_\_\_ (Tribe Name) Legal Code; any conflicting statutory enactments are hereby repealed.

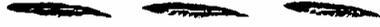
## Example of a Tribal CPS Resolution: Hannahville Indian Community



**Council Members:**  
Audrey Gamez, Lisa Little,  
Robin Halfaday, John Meshigaud,  
Anna Larson, Henry Philemon Jr.,  
Ann Saboo, Connee Sagataw

### HANNAHVILLE

INDIAN COMMUNITY  
N14911 HANNAHVILLE B1 RD  
WILSON, MICHIGAN 49896-9728



Administration: (906) 466-2934  
Fax: (906) 466-2933  
Accounting Office: (906) 466-9933  
Fax: (906) 466-2001

#### Resolution Adopting Child Restraint and Seat Belt Laws #040802-C

- Whereas:** The Hannahville Indian Community is a federally recognized Indian Tribe pursuant to the Indian Reorganization Act of June 18, 1934, "48 Stat. 934" as amended by the Act of June 15, 1935, "49 Stat. 378"; and
- Whereas:** The Tribal Council of the Hannahville Indian Community is the duly elected governing body of the Hannahville Indian Community pursuant to Article IV of the Constitution of the Hannahville Indian Community; and
- Whereas:** The Tribal Council has previously enacted various Criminal and Civil Codes and Ordinances; and
- Whereas:** The Hannahville Indian Community, through its Tribal Council, and pursuant to Article V of the Hannahville Indian Community Constitution finds it desirable from time to time to review and revise its criminal and civil laws, enacting new legislation as needed for the protection, preservation and safety of its members' and
- Whereas:** The Hannahville Indian Community Tribal Council finds that its children are the hope and future of the Tribe; and
- Whereas:** The Hannahville Indian Community finds that the safety of its adults is of the greatest importance, inasmuch as the adults of the Community are parents and role models for the youth of the Community; and

**Now Therefore Be It Resolved:** That the Tribal Council does hereby adopt, for immediate effect, sections 1.2300, entitled Infant and Child Restraint Systems and 1.2300a, Seat Belt Requirement, to be placed within the Hannahville Legal Code; any conflicting statutory enactments are hereby repealed.

#### Certification

The Hannahville Indian Community Tribal Council met in regular session on April 8, 2002, a quorum being present, and adopted the foregoing legislation by a vote of 8 for, 2 against, 0 abstaining.



## Activity #4: Marketing Your Program

### Introduction

The intent of this activity is to develop materials that can help to market your activities at a local, state, and/or national level. This can be done by:

- A. Developing a **Program Profile**
- B. Documenting **Success Stories**, and/or
- C. Developing a **Press Release**.

### A. Program Profile

Developing and publishing (on paper or on the world-wide-web) Program Profiles can be a very useful tool to get the word out regarding your program. A Program Profile for each Tribal Head Start participating in the Ride Safe Program can help to increase awareness about the importance of preventing child passenger motor vehicle crash injuries, as well as increase networking among participating Ride Safe Program sites.

To develop a Program Profile, a Ride Safe Coordinator simply answers a series of questions and inserts the answers into the Program Profile template provided below. Ride Safe Program Staff can provide assistance in formatting the final layout of the profile, if necessary.

### Ride Safe Program Profile Template

Answer the questions below to develop a Program Profile about your Ride Safe Program. Feel free to add additional ideas or thoughts on how to describe your Ride Safe Program.

<p>[Insert photograph of Program Coordinator (e.g., with and/or holding a child safety seat)]</p>	<p>Hello, my name is: [enter your name]. I am the Ride Safe Coordinator for the [enter Tribe and/or Head Start Center Name] Head Start. Our Head Start serves [enter #] communities and [enter #] of children.</p> <p>We have been involved with the Ride Safe Program since [enter year]. Since that time, we have distributed [insert #] of seats to children aged [insert age range]. Our child safety seat use rates have changed from [insert rate] in [insert year] to [insert rate] in [insert year].</p>	
<p>I think the Ride Safe Program is [enter your thoughts about how useful/helpful/beneficial the program is to your community].</p> <p>I believe that the Ride Safe Program has [enter what effect(s) you believe the Ride Safe Program has had on the local community - e.g., increased awareness, changed behaviors of parents/grandparents transporting their children in restraints; caused police to increase their enforcement efforts to keep our children safe].</p>		

## Sample Ride Safe Program Profile



### St. Croix Ride Safe Program Hertel, Wisconsin

Hello! We are Janet Nelson, the St. Croix Head Start Health and Safety Coordinator, and Kathy Dittmar, with St. Croix Honoring our Children Coordinator. We coordinate the Ride Safe Program for St. Croix. Our Head Start serves eight communities on the St Croix Tribal Reservation. We have been involved with the Ride Safe program for the past 3 years, and served as a pilot site for the development of the program.



**Our Program.** We have distributed over 200 child safety seats to children birth-5 years old. Our car-seat usage rates have steadily increased from 15% in fall of 2002 (when the program started) to 100 % in the spring of 2004!

Here at St. Croix we truly feel if it were not for the Ride Safe Program we would not have had the ability to give hands-on education and age appropriate car seats to tribal families. Without the Ride Safe Program, many children would be without car seats. Through our St. Croix Ride Safe Child Passenger Safety Program, we are proud to announce that we have had 2 Success Stories – two children survived car crashes thanks to the car seats they received from the St Croix Ride Safe Program. The Ride Safe Program kept many more children safe through these 3 years. Because the St. Croix Head Start partners with the Honoring Our Children Program it allows us to expand our ability to provide child safety seats to newborns all the way up to Head Start students 5 years of age.

#### **Our Goals.**

- ✚ To keep children safe. Working together with the same goal in mind, we have increased car seat usage in our Tribal Communities to help us better serve infants and children throughout our Tribal Community.
- ✚ To increase CPS education for kids/parents and staff during 2006.
- ✚ To expand Child Passenger Safety certification training to other Head Start Schools.
- ✚ To increase the number of community Car Seat Checks.

Funding for the Ride Safe Program is provided by IHS and IHS Head Start. For more information about the Ride Safe Program contact Chris Allen, Environmental Health Officer at [chris.allen@ihs.gov](mailto:chris.allen@ihs.gov) or 218-983-2974

## ***B. Documenting Success Stories***

One of the most important things that can be done to highlight the impact that the Ride Safe Program can have on a community is to document and report when a child is 'saved' as a result of obtaining a child safety seat from the Ride Safe Program.

Since the Ride Safe Program began in 2002, several success stories have been documented by Ride Safe Program staff. Please refer to the following pages for two examples).

If/when you hear about a Ride Safe Program 'save', try to document the following information about the incident and forward this information to Ride Safe Program staff:

1. **Who** was involved in the event?
2. **When** did the event occur?
3. **Where** did the event occur?
4. **What were the circumstances** regarding the event, for example:
  - a. type of road
  - b. weather conditions
  - c. number people vehicles/people involved
  - d. ages of people involved
5. **When/how long** before the incident was the Ride Safe child safety seat given to the family
6. A **quote** from a family member involved with the incident.
7. A **photo** or photos of the family member and/or the incident scene (e.g., car damage, child safety seat involved in the incident).

You will want to get the family's permission to publicize this story (see next section on obtaining a ***statement of release***).

It may take some persuasion to get a family or individual to talk about the event or to give permission to publicize the story. In this case, it may help to remind them that the information is for educational purposes only, to show the need to use child safety seats to prevent injury or death to a child involved in a motor vehicle crash. If they still will not talk or give permission to use their names or photos, the story can be written from the Ride Safe coordinator's perspective, and could include a photo of the coordinator with the car seat. The event could be described, but the name(s) of the family and individuals involved would not be included.

Ride Safe Program staff will then be able to create a Success Story flyer which coordinators can use locally to promote the Ride Safe Program and/or the general importance for ensuring that Tribal member children are always safely restrained in child safety seats when riding in motor vehicles.

## White Earth Head Start & Parents Work Together to Prevent Injuries

Motor vehicle crashes (MVC's) are the leading cause of death for American Indian children, teens, and adults from 1-44 years of age. Between 1989-1998, the MVC death rate for Minnesota American Indians was almost three times higher than the Minnesota All Races rate. Use of child car seats reduces the risk of mvc-related death by 71% for infants and 54% for toddlers. Yet, surveys show that car seat usage rates are very low in many American Indian communities.



### Buckled for Love!

The White Earth, Minnesota, Head Start began a booster seat program in 2001. They provide parent education and booster seat installation for families enrolled in the Head Start program. Booster seats are obtained from Indian Health Service, the Ford Boost America! Program, and the State of Minnesota.

Mrs. Ruby Hanks and her daughter, Chantel, received their car seat classroom instruction from Head Start in November 2001. After the class, Kay Sunram, Health, Nutrition, & Safety Coordinator selected a Ford Boost America! low-back booster and showed Mrs. Hanks how to install it in her vehicle.

The time and effort taken were rewarded one month later when their vehicle was broad-sided by a tow truck. During the collision, Mrs. Hanks and Chantel were both restrained and received minimal injuries. Another adult in the vehicle was not restrained and was knocked unconscious.



Due to the efforts of the White Earth Head Start and the diligence of Mrs. Hanks, Chantel was spared potentially serious injuries.

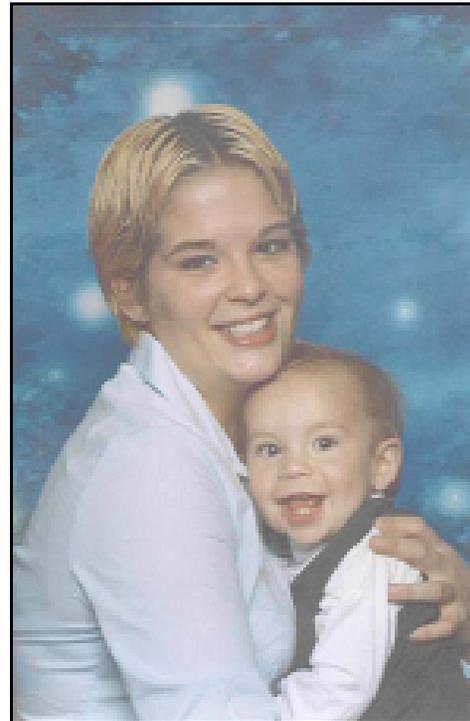


# Ride Safe Program Success



**The Ride Safe Child Passenger Safety Program** is a Head Start-based child passenger safety program that provides curriculum, child safety seats, and training to Head Start staff, parents, and community partners.

St. Croix Head Start, Wisconsin, partners with the Honoring Our Children Program to provide child safety seats to Head Start and other children on the Reservation. Tessa Roen, a young mother, received a child safety seat from the Ride Safe Program for her 1-1/2 year old daughter Vanessa LeeAnn. Tessa credits the child safety seat for saving her daughter's life during a car crash on April 2, 2004. During the crash, they were rear-ended by a car driving about 55 mph. The crash severed their car's rear axle and the caused the back seat to buckle. Fortunately, Vanessa was safely secured in her child safety seat and suffered no significant injuries.



My name is Tessa Roen I am 25  
 all I have a daughter that is 1 1/2  
 months her name is Vanessa LeeAnn  
 We were in a car accident on April 2, 2004  
 We were at a complete stop on  
 the road and suddenly a car came  
 from behind and I got hit in  
 the rear by a car that was going  
 about 55 mph. The back of my car  
 broke in half and made my back  
 seat buckle. Vanessa's car seat was  
 on the passenger seat and I got hurt.  
 The seat buckled. If it wouldn't have  
 had her in a car seat her bones  
 would have been broken. She could  
 have been killed or worse off  
 if she could have been dead.  
 Thank you so much for providing  
 me and my daughter with that car  
 seat. It saved my daughter's life.  
 I wish everyone around here  
 safety and health in a car seat.  
 Things could happen in the second  
 or even less than that. My advice  
 is to save your daughter's life.  
 Thanks again.

Tessa M. Roen

*"Thank you so much for providing me and my daughter with that carseat. It saved my daughter's life...." Tessa M. Roen*

The Ride Safe Program is funded by Indian Health Service, NHTSA, Head Start, and MN EMSC.  
 For more information contact: Chris Allen, Ride Safe Coordinator, 218-983-6294, [chris.allen@mail.ihc.gov](mailto:chris.allen@mail.ihc.gov)  
 or Kathy Dittmar, St. Croix Honoring Our Children Program, 715-349-8554  
 Or visit: <http://www.ihc.gov/MedicalPrograms/InjuryPrevention/index.cfm>



### **C. Press Release**

Press releases are often created for the mass media (television, radio, and newspapers) to provide information to the public about an issue, a program, your program's successes or activities. This activity is designed for your group to develop a press release which can be used as Public Service Announcements (PSAs) for radio or print for your community.

Press Releases or Public Service Announcements can include the following general information or ideas:

- A description of the local MVC injury problem, with statistics, and photographs.
- A description of your group or coalition and what it's doing or planning to do to address child passenger safety/ occupant protection issue in your community.
- A description of projects or programs that are being developed or are ongoing to address CPS / Occupant Protection in your community.
- Local contacts (individuals or organizations).
- Quotes from respected community members (Elders, EMS, Tribal Police, Council members).

Press Releases can also include the following information that is specific to your Ride Safe Program activities:

- The number of Head Start children received the appropriate child safety seat from the Ride Safe Program.
- The number of parents that received hands on skills training in installing their safety seat from the Ride Safe Program.
- Other results from the follow-up CPS home visits conducted.
- Success Stories. These are a great way to get the message that child safety seats do save lives, especially when the success story is from the local community.

#### *Press Release Action Steps*

The following action steps should be conducted to develop a press release:

1. Guide the participants through the sections on the *Press Release Worksheet* by asking them to brainstorm and fill in the blanks.
2. Record answers on a flipchart, dry erase board, or overhead.
3. Once a list of ideas is created, go over the sections again to reach consensus.
4. Designate a person to record the group's ideas into a summary.
5. Ask for a volunteer to develop a draft press release.
6. Solicit feedback on the draft press release. Along with everyone involved, bring in one or two parents that had nothing to do with the development of the material and ask them to read and comment on the press release.
7. Discuss the need to obtain a **statement of release** if you are going to publicize a **success story**.

Please refer to the **Sample Statement of release** on page 22.

8. Identify a list of local press outlets (TV/radio stations, newspapers).
9. Submit the final, edited press release to selected television, radio stations or newspapers.

Please refer to the ***Sample Press Release*** on the next page for an example of how a press release should read and look.

### **Persons Responsible**

The following people can be involved with completing the above action steps:

- Ride Safe Program Coordinators
- IHS/Tribal Environmental Health Officers
- CPS/ Occupant Protection Coalition members
- Tribal Police Department Officials
- CPS Partners

### **Resources Considerations**

The following resources may be needed to complete the above action steps:

- Office Space
- Computer Equipment
- Flipchart paper/Erasing Board
- Paper
- Funds to get the PSA published/aired.

### **Timeline Considerations**

The amount of time needed to develop a Public Safety Announcement will vary, depending on the types of messages you decide to include in the PSA. The more specific you are when including messages in a PSA, less time will likely be needed. Each media outlet may have certain requirements and deadlines for submitting and/or airing PSAs. Follow their guidelines to ensure your message is communicated.

# Sample Statement of Release for Success Story

## Statement of Release

I, Jennifer Smith, agree to allow the details and photos from the motor vehicle crash that occurred on December 4, 2007 to be distributed publicly. This information will be used for educational purposes to illustrate how occupant restraint devices (seat belts and child car seats) can prevent serious injury in crashes.

Signed,

---

Mary Smith

Date

---

Amber Smith

Date

(Parent signature for child under 18 years)

**Activity #4: Press Release Worksheet**

Use this worksheet and the blank spaces provided below to develop ideas that will eventually be included in a final Press Release.



The first paragraph is the most important paragraph in a press release. It should present your key message and should be written to catch and hold the attention of your audience. The paragraph should contain: who, what, where, when, how, and why. Write your key message below:

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The next paragraph should include important details about your key message (the first paragraph). Write your message details below:

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The last paragraph should include miscellaneous information about your group's message. Write miscellaneous information below:

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**Sample Press Release (A)**

For Immediate Release  
Contact: Sergeant Barney Hen  
Date: August 1, 2008  
Phone: (111) 888-9999

**BIG BEAR CHILD PASSENGER SAFETY (CPS) / OCCUPANT PROTECTION  
COALITION CHILD SAFETY SEAT CHECKUP STATIONS TO BEGIN**

Big Bear, Minnesota. (Date) – In the event of a car crash would you and your family survive? Your chances of surviving a motor vehicle crash are significantly better if you and your children are properly restrained. For the children it's imperative that they be in the appropriate safety seat (based on the age, weight and height of the child). The Big Bear CPS/Occupant Protection Coalition will be conducting a series of child safety seat checkup stations to assist parents with the following: proper safety seat selection, installation and recommendations on location. The first child safety seat checkup station will be held on September 15, 2007 from 3:00 to 6:00 pm in the Little Cubs Sports Complex parking lot. Big Bear CPS/Occupant Protection Coalition volunteers will need 40 minutes of your time to conduct the checkup and go through the selection, location and installation information. Coalition volunteers will also provide occupant protection advice to parents and passengers.

If a child's car seat is found to be defective or inappropriate for the child's height or weight, all efforts will be made to provide a replacement seat at no charge to the parents. In order to continue offering seats for free, those parents that can afford to do so are asked to provide a \$15.00 donation to the Big Bear CPS / Occupant Protection Coalition.

The Big Bear CPS/ Occupant Protection Coalition was created to address the high rate of MVC injuries and deaths occurring in our community. Since 1978, our community has lost 19 children and 27 adults to motor vehicle crashes. Most recently, a car crash on Hwy 111 claimed the lives of three community members and left two children without parents. In this case; a mother, father and their newborn daughter were killed when their vehicle rolled over after leaving the road. If the family had been wearing their seatbelts and had been using the appropriate child safety seat for their child, they would probably be here today. The Big Bear CPS/ Occupant Protection Coalition will conduct at least 5 child safety seat checkup stations by the end of the year. The dates and locations of these events will be published in the Tribal Paper and announced on WIZ 230 FM & 770 AM. If you would like additional CPS/Occupant Protection information, please contact Sergeant Barney Hen (111) 888-9999.

Sample Press Release B - full text version is on the Ride Safe CD

# Reno District Newsletter

March 2007 Indian Health Service, Reno District Office of Environmental Health Volume 8, Issue 1

## Head Start Based Injury Prevention Initiatives: RIDE SAFE and SLEEP SAFE

By Andrea Horn

Did you know that the greatest threat to Native Americans today is being injured or killed in a motor vehicle crash (MVC)? Did you know that MVCs are the leading cause of death among Native American children ages 1 to 9? We also know that seatbelts and child safety seats are proven to be highly effective in reducing the risk of serious injuries or death. This was why several Reno District Tribal Head Start Programs applied for Indian Health Service RIDE SAFE funding for the 2006-2007 school year in an effort to start addressing this serious injury problem.

### What is RIDE SAFE?

It is a Tribal Head Start based child passenger safety (CPS) program that provides an educational curriculum as well as child safety seats for Head Start children ages 3-5. The goal of this program is to reduce MVC related injuries in Native American children by increasing child safety seat usage. Components of the RIDE SAFE program include child passenger safety education for parents and children; car seats; hands-on training; monthly reminder activities; follow-up home visits, and local partnering.



### What have the Head Start Programs done so far?

**Washoe Head Start:** Their first step was to complete an initial car seat observational survey for both of their Head Start Centers. The observational survey showed an average 30% car seat usage rate for both Head Start programs. Ms. Sharon Doan, RIDE SAFE Site Administrator, attended a 32-hour CPS technician class in Las Vegas, Nevada. After the completion of the course, she immediately started utilizing the CPS curriculum for both the parents and the children. Ninety car seats (1 for each Head Start child) were also recently received and will be distributed and provided free to the parents in the next few months. At the end of the school year, another car seat observational survey will be completed to evaluate if there has



Students receive education on the importance of buckling up from Ms. Sharon Doan and Buckle Bear

been an increase in the car seat usage rate.

In addition, the Washoe Head Start Program has gone beyond just the traditional Head Start focus by collaborating with the Washoe Tribal Police and Indian Health Service to reach community members. This key collaboration has led to the development of a community car seat/seat belt survey questionnaire. The purpose of the survey is to gather information regarding car seat/seat belt use that will be utilized for grant applications, improving car seat/seat belt laws, and learning about knowledge, attitudes, and beliefs from the community perspective. The survey will be marketed through community forum presentations, flyers, and through the local tribal newsletter. Results from the completed surveys will then be provided back to community members through the newsletter. Stay tuned for future articles regarding this exciting initiative.

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Head Start Based Injury Prevention Initiatives: RIDE SAFE and SLEEP SAFE

(Continued from page 1)

**Elko Head Start:** (By Justin Gerding) This year, the Elko Indian Colony Head Start has also been participating in the Ride Safe Program. Funding associated with this program allowed the purchase of 20 car seats, training materials, and incentives for student participation. As the project has progressed, 14 seats car seats have been installed, parent and student educational activities have taken place and baseline data regarding car seat usage has been collected.

The project will soon undergo evaluation to determine its effectiveness in increasing car seat usage rates. Positive results are anticipated, as the Head Start staff, parents and students have shown great interest in this injury prevention initiative.



Elko Parent demonstrates proper installation of booster seat

**Bishop Head Start:** (By Margaret Romero) The Bishop Head Start Program is a recipient of the Ride Safe Program 2006-2007. The program received 60 car seats for children that attend the Head Start Program.

Prior to the installation of the car seats, the Injury Prevention Coordinator, Margaret Romero, attended the National Standardized Child Passenger Safety Training and received the Technician Certification. In January, support staff received the SNAP (Safe Native American Passengers) course, facilitated by Holly Billie and co-facilitated by Margaret Romero. A parent /child inservice was held at the Head Start Program on January 11 for the Ride Safe Program. The parents received information regarding the importance of car seats and buckling up and viewed the video "Securing our Future". The attendance and participation in the discussion was enlightening.

Car seat installations with education, were done in January. Amanda Denver, Health Manager and Head Start Ride Safe Coordinator coordinated the event. There were 4 assistant car seat installers and as the Technician, Margaret Romero signed off after checking for proper installation. The booster seats were well received by the children and they were thrilled to receive a seat with a special cup holder. To date 48 car seats have been installed for Head Start students. As part of the program, incentive items were purchased which will be used by Amanda Denver in

the classroom setting to reinforce the use of car seats on a regular basis. Incentive items for the parents were also purchased to reward them for their positive enforcement of car seat use. This program is well received by both Head Start parents and children.

What is SLEEP SAFE?

Like Ride Safe, Sleep Safe is a Head Start based program, but focused on fire/burn prevention. The goal of the program is to reduce fire/burn injuries in the



Head Start population through fire safety education, and smoke detector installation in Head Start students' homes. Three Head Start Centers in the Reno District were awarded funding for this initiative: Elko Indian Colony Head Start, Duck Valley Head Start and Fallon Tribal Head Start.

What have the Head Start Programs done so far?

**Elko and Duck Valley Head Starts:** (By Justin Gerding) Both the Inter-Tribal Council of Nevada (ITCN) Elko Indian Colony and Duck Valley Indian Reservation Head Start Centers have been participating in the Sleep Safe Program. The centers have been scheduling educational activities, such as visits by local fire department personnel and using various curriculums in the classroom, all intended to increase fire safety awareness. Initial and followup home visits are required as an aspect of the program. Ms. Arloa Kelly, Family Service Worker, has completed most of the initial home visits. She plans to begin smoke detector installation during the next round of visits. Involvement with the Sleep Safe program is proving to be beneficial due to the identified need for smoke detectors in the homes and the awareness of fire safety that has been instilled in the students.

**Fallon Head Start:** (By Holly Billie) The Fallon Head Start was awarded 20 smoke detectors to complete the Sleep Safe program during the 2006-2007 school year. Sleep Safe related activities began last fall with an overview of the Sleep Safe Program for parents and Head Start staff. Since then the Fallon Head Start Family Service Worker, Sherry Sandusky, has been coordinating awareness activities in the

(continued on page 5)