



National Center for Injury Prevention and Control

Evaluation and Child Passenger Safety


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National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

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CDC and Transportation Safety

- CDC mission:
Protect public health and safety through control and prevention of disease, injury, and disability
- Motor vehicle crashes are a leading cause of death in the US; therefore, has been a CDC priority



CDC and Transportation Safety

- Transportation Safety Team priorities:
 - Restraint use
 - Impaired driving
 - American Indians and Alaska Natives
 - Older adults
 - Data linkage



Working together, we can help keep people safe on the road--- every day.

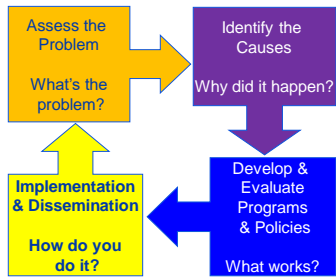
Child Safety Seat Use

- 2014, age 12 years and younger:
 - 602 deaths
 - 34% not buckled up
 - 121,350 injured
- CDC study: ages 0-12:
 - 618,000 children did not use child safety seat or booster seat or a seat belt at least some of the time



Greenspan AJ, Dellinger AM, Chen J. Restraint use and seating position among children less than 13 years of age: is it still a problem? Journal of Safety Research 2010; 41: 183-185.

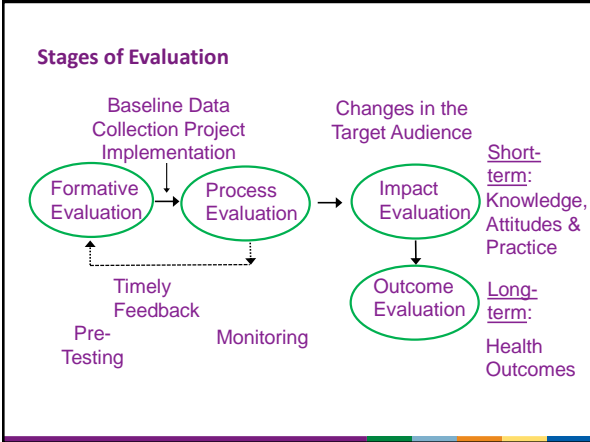
The Public Health Approach to Prevention



Why Evaluate?

- Did I do what I set out to do and did it make a difference?
- Were program objectives accomplished?
- Market the program.
- Increase future program effectiveness.





When to Evaluate?

- While the program is being developed
- Begins when program idea is conceived
- Most effective when integrated into program

What to Evaluate?

- Formative Evaluation: Assess strengths/weaknesses
- Process Evaluation: Measure efforts and direct output
- Impact Evaluation: Community-level change
- Outcome Evaluation: Effect & long-term changes

CDC Framework for Program Evaluation

1. Engage stakeholders
2. Describe the program
3. Focus on the evaluation design
4. Gather credible evidence
5. Justify conclusions
6. Ensure use and share lessons learned



<http://www.cdc.gov/eval/steps/index.htm>

Engage Stakeholders

- Who are key stakeholders?
- What role in evaluation?
- How will stakeholders be engaged?
- When to engage stakeholders?



Describe the Program

- What activities will be implemented?
- What outcomes do you hope to achieve?



Focus on Evaluation design

- Assess Stakeholder Needs
- Develop Evaluation Questions
- Consider Available Resources



Gather Credible Evidence

- **Process/Implementation Data**
 - Answers “are we putting our program in place well/how we intended?”
 - Information gathered can be used for improving how the program is delivered



Gather Credible Evidence

- **Example Measures and Data Sources**
 - Number of child seat installation trainings delivered (data source: training logs)
 - Number of sites implementing child safety seat installations (data source: MOUs)
 - Number of individuals provided child safety seats (data source: service logs)
 - Staff attitudes/enthusiasm/confidence in their ability to correctly install and educate parents on child safety seats (data source: staff survey)
 - Public perceptions/attitudes towards child safety seat installations (data sources: participant survey; media/news coverage)
 - Challenges to successful implementation (data source: service logs)

Gather Credible Evidence

Outcome/Impact Data

- Answers "is our program having the impact we want?"
- Information gathered can be used to demonstrate your program's outcomes and impact



Gather Credible Evidence

▪ Example Measures and Data Sources

- Change in percent of children using booster seats (survey)
- Change in number of properly installed child safety seats (service logs)
- Change in citations for unrestrained children (law enforcement logs)
- Change in rate of emergency room visits due to motor vehicle injury (ER logs)
- Change in rate of hospital visits due to motor vehicle injury (hospital discharge, trauma registry reports)
- Change in deaths from motor vehicle injury (state reports, CDC WISQARS)

Justify Conclusions

▪ Analysis

- How will data be analyzed?
- Who will be responsible for analysis?
- How often will data be analyzed?

▪ Interpretation

- Who will you involve in drawing, interpreting, and justifying conclusions?
- What are your plans to involve them in this process.



Ensure Use and Share Lessons Learned

Data Dissemination and Use					
Evaluation Findings/ Results	Dissemination Medium/Method	Intended Audience	Goals/ Intended Use	Person Responsible	Time-line/ Due Date
Example: Child safety seat program serving 30% more families than expected, and turning out of seats to give to participants	Example: Health department leadership meeting	Example: Health department leadership	Example: Use data to communicate a programmatic need (more helmets) to leaders/those who can access more resources	Example: Jane Doe	Example: Dec. 5, 2016
Example: Child hospitalization for Motor Vehicle-related injuries have decreased by 20% since implementing child safety seat program	Example: Evaluation brief Example: Evaluation presentation	Example: State legislators Example: School superintendents	Example: Use data to communicate program/policy success to state legislators Example: Use data to communicate program/policy success and encourage continued implementation in schools	Example: John Doe Example: Jane Doe	Example: Feb. 2017 Example: Mar. 2017

Making an Evaluation Plan

What are you tracking?	How often are you tracking?	Who will do what?	What tools you will use?	Who to report to, how, and how often?	How you will use results?
Metrics	Daily	Monitoring	Data collection	Leadership	Make decisions
Responses	Weekly	Data collection	Storage	Partners	Correct actions
Short-term and long-term measures	Monthly Quarterly Annually	Analysis Reporting Presenting	Report generation	Community <i>By event</i> <i>Weekly</i> <i>Monthly</i> <i>Quarterly</i> <i>Annually</i>	Spread awareness Share best practices

Evaluation Resources

- CDC's Framework for Program Evaluation <http://www.cdc.gov/eval/framework/index.htm>
- Introduction to Program Evaluation: A Self-Study Guide <http://www.cdc.gov/eval/guide/index.htm>
- Practical Evaluation Using the CDC Evaluation Framework—A Webinar Series (CDC- National Asthma Control Program) http://www.cdc.gov/asthma/program_eval/evaluation_webinar.htm
- EvalUACTION (CDC- Division of Violence Prevention) <http://vetoviolence.cdc.gov/apps/evaluation/>
- Program Evaluation Briefs (CDC- Division of Adolescent and School Health) <http://www.cdc.gov/healthyyouth/evaluation/index.htm>
- Policy Evaluation Briefs (CDC- National Center for Injury Prevention and Control) <http://www.cdc.gov/injury/about/evaluation.html>



REAR-FACING CAR SEAT FORWARD-FACING CAR SEAT BOOSTER SEAT SEAT BELT

For more information, contact CDC
1-800-CDC-INFO (232-4636)
TTY: 1-888-232-6348 www.cdc.gov

Every Person. Every Seat. Every Trip.
www.cdc.gov/MotorVehicleSafety

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.





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