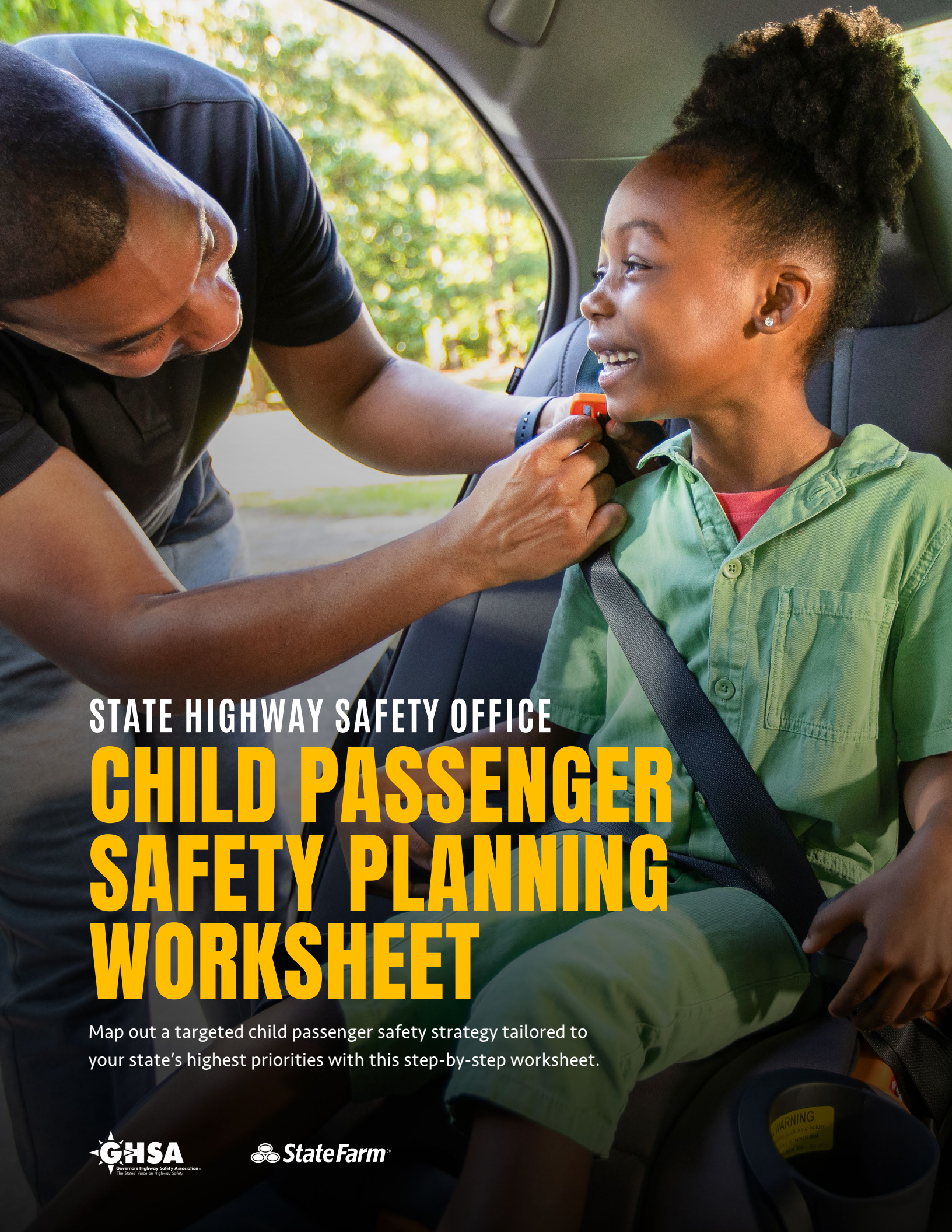


A photograph of a man in a dark blue polo shirt leaning into the back of a car to buckle up a young girl. The girl is smiling and looking at the man. She is wearing a light green button-down shirt over a pink t-shirt. The car's interior and a window showing green foliage are visible in the background.

STATE HIGHWAY SAFETY OFFICE **CHILD PASSENGER SAFETY PLANNING WORKSHEET**

Map out a targeted child passenger safety strategy tailored to your state's highest priorities with this step-by-step worksheet.



Data and situation analysis

Gather and review

- ☐ State occupant protection program assessment
- ☐ Seat belt surveys
- ☐ Child restraint use rates
- ☐ Citation data
- ☐ FARS data
- ☐ State-level injury prevention data
- ☐ Pediatric hospitalization data
- ☐ CPS recertification rate
- ☐ Inspection station locations
- ☐ Technician coverage and distribution

Analyze trends

- ☐ Leading causes of child injury and death
- ☐ Geographic disparities (urban, suburban, exurban [edge of metropolitan area], rural)
- ☐ Adult seat belt use correlations
- ☐ Correct child restraint use percentage rate
- ☐ Racial, ethnic and language data
- ☐ Income factors
- ☐ CPS efficacy over time

What are your top three areas of concern?

1. _____

2. _____

3. _____

Define priorities and objectives

Be specific about the CPS challenges in your state.

Leading causes of injuries or deaths

- ☐ No restraints ☐ Misused restraints ☐ Other _____

Target populations

Race/ethnicity

- ☐ American Indian/Alaska Native
☐ Asian American
☐ Black
☐ Hispanic or Latino
☐ White
☐ Native Hawaiian or Other Pacific Islander
☐ Other _____

Geographic

- ☐ Urban
☐ Suburban
☐ Exurban
☐ Rural

Socioeconomic

- ☐ Foster families
☐ Low income
☐ Unhoused

Name highest-risk counties/parishes

1. _____
2. _____
3. _____

Gaps in awareness or education

- ☐ Misuse ☐ Language or literacy barriers
☐ Fit ☐ Affordability and access hurdles
☐ Premature transitions ☐ Lack of awareness about seat checks
☐ Laws ☐ Other _____

Laws and policies not aligned to best practices

- ☐ Age requirements too low
- ☐ No "booster provision"
- ☐ No back-seat requirements
- ☐ Exemptions
- ☐ Inconsistent enforcement
- ☐ Other _____

Technician shortages

- ☐ New certifications
- ☐ Recertifications
- ☐ Coverage (where shortages occur)
- ☐ Distribution (how technicians are deployed)
- ☐ Mentorship
- ☐ Stipends/sponsorships
- ☐ Recognition
- ☐ Other _____

Language or cultural barriers

Identify the top needs:

1. _____
2. _____
3. _____

Write down your top two goals and why they matter

Goal 1: _____

Why it matters: _____

Goal 2: _____

Why it matters: _____

Will you use a model? If so, which one?

- ☐ Single agency as statewide contact and coordinator
- ☐ Multiple agencies splitting up responsibilities
- ☐ Occupant protection manager with state coordinator responsibilities
- ☐ SHSO plus Safe Kids coordinator(s)
- ☐ Different coordinators for different geographies
- ☐ State CPS safety coordinator (hub and spoke)
- ☐ Mentorship model (network)
- ☐ Other _____

Funding plan

Estimate your budget and funding sources.

Funding source	Estimated amount
Federal grants	
State and local budgets	
Non-government partnerships	
In-kind or donated resources	
Total	

Prioritize your allocations based on the data.

- ▶ Technician training and certification
- ▶ Inspection stations
- ▶ Car seat and booster distribution
- ▶ Public awareness campaigns
- ▶ Other

What resources can you use if you have shortfalls?

Pooled funds from other agencies

1. _____

2. _____

3. _____

4. _____

Additional partners to collaborate with

1. _____

2. _____

3. _____

4. _____

Partnership development

Traditional partners

- ☐ First responders
 - ▶ Police
 - ▶ Fire departments
 - ▶ EMS
- ☐ Municipalities and state agencies
 - ▶ Public health departments
 - ▶ Education departments
 - ▶ Libraries
 - ▶ Social services
 - ▶ DMV
 - ▶ Other
- ☐ Universities
- ☐ Health care organizations
 - ▶ Hospitals
 - ▶ Clinics
 - ▶ Pediatric practices
- ☐ Other local institutions
 - ▶ Local Safe Kids coalitions
 - ▶ Nonprofits

Types of programs to fund

- ☐ Trainings and scholarships for CPS technicians, proxies and instructors
- ☐ Safety checks, inspection stations, safety days or festivals
- ☐ Supplies for seat check events and inspection stations
 - ▶ Traffic cones
 - ▶ Signage
 - ▶ Tents
 - ▶ Tables
 - ▶ Translation devices
 - ▶ Other
- ☐ Equipment
 - ▶ No- or low-cost car seats
 - ▶ No- or low-cost booster seats
- ☐ School-based programs
- ☐ Hospital-based programs
- ☐ Recidivism-reduction programs
- ☐ CPS coalitions
- ☐ Media campaigns

Checklist for collaboration

- | | |
|---|--------------------------------|
| ☐ Share templates and toolkits | ☐ _____ |
| ☐ Align messaging and timing | ☐ _____ |
| ☐ Cross-promote campaigns | ☐ _____ |
| ☐ Other _____ | ☐ _____ |

Outreach plan

Determine key messages

- ☐ Memorable
- ☐ Concise
- ☐ Emotional
- ☐ Informative

Materials and channels

- ☐ Ads (billboards, TV, radio, digital, social)
- ☐ Content (websites, videos, visuals, social posts, press releases, toolkits)
- ☐ Event assets (signage, flyers, brochures, business cards, QR codes)

Monitoring and evaluation

Track data related to outcomes

Quantitative-data examples

- ☐ Injury and fatality rates
- ☐ Checks completed
- ☐ Car seats and booster seats distributed
- ☐ Technician numbers, coverage and distribution
- ☐ Target-population data
- ☐ Laws and policies changed

Qualitative-data examples

- ☐ Surveys
- ☐ Interviews
- ☐ Testimonials
- ☐ Social media comments

Final steps

- ☐ Share your plan with stakeholders and partners.
- ☐ Gather feedback and refine it.
- ☐ Communicate the strategy clearly within your SHSO and with partners.
- ☐ Schedule regular reviews and updates.