Tips for Injury Prevention Program/Project Planning

Purpose

The purpose of the Tips for Program/Project Planning document is to assist tribal injury prevention programs to develop and understand SMART goals/objectives and use them to enhance an injury prevention coordinator's work plan, evaluation plan, and logic model. This document will assist programs in focusing their work on short-term, intermediate, and long-term planning for grant proposals or general program and project planning. Guidance and general tips on writing goals and objectives, and assistance in differentiating between letters of support and letters of commitment are also included.

Introduction

Specific, **M**easurable, **A**chievable, **R**elevant, **T**ime-framed = **SMART**

Once a program determines what it wants to accomplish, SMART goals/objectives (G/O) should be developed.

Developing SMART G/O is not an exact science. What some label a "goal" might be an "objective" to another. What some consider "impact" may be "outcome" to another. In addition, the elements of SMART can be subjective. What is "specific" to a program might not be specific to another. Regardless of labels the point is to develop statements with a clear description of what will be accomplished.

There are many approaches to using the SMART format. This document offers one approach to the process by focusing on indicators and length of time. For this approach indicators are what will be documented or measured and time refers to short-term, mid/intermediate, and long-term. Examining a few examples of SMART G/O will help to craft your own.

A few thoughts about data:

Often the data to which you have access determines what is measured in SMART G/O. For example, access to death data, injury data, or behavior change for the target population (i.e. children, older adults) allow for SMART indicators to measure long-term impact and outcomes.

- What's needed to determine if the G/O were accomplished?
    - Baseline data: Coordinator must have baseline data before grant/program activities (related to objective) begin
    - Final data: Coordinator must have final data to compare to baseline data
    - Ability to analyze the data or have access to someone who can analyze the data
    - Evidence-based interventions that are implemented with fidelity (the way it was intended)

For example, if the coordinator is working to reduce DUI by providing education only, it's expected there will be little gain in meeting the objective. Why? The evidence-based strategy is to increase enforcement of DUI laws **along with** education.

Long-term goals and objectives

Examples of SMART long-term G/O statements:

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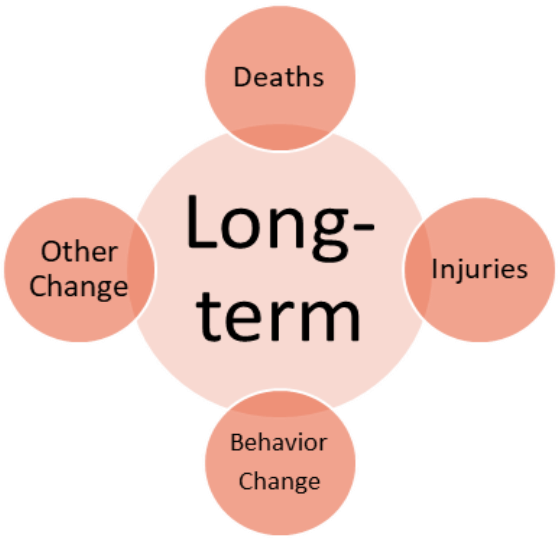
1. By the end of year 5, decrease by 20 percentage points the number (X number to X number) of hospitalizations due to falls in adults age 55+ years from the XYZ reservation.
2. By the end of year 5, reduce the number of nighttime alcohol-related crashes occurring on all roads on the XYZ reservation by 20 percentage points.
3. By the end of year 5, decrease by 30% (x number to x number) the number of head injuries treated at the XYZ emergency department due to bicycle, skateboard, quad vehicle, and skating crashes.
4. By the end of year 5, increase driver seat belt use from 30% to 50% use in XYZ community.
5. By the end of year 4, there will be a 20 percent increase in the proportion of children under 5 years of age correctly riding in car seats (from 30% to 50%) at the XYZ community.

Data sources for long-term G/O indicators:



- Deaths
  - Potential *secondary data sources: traffic crash reports, hospitalization admissions, emergency room visits, ambulance run logs, state trauma reports, state vital records
- Injuries
  - Potential secondary data sources: IHS Injury surveillance systems (OEH), hospital admissions, emergency room visits, ambulance run logs, traffic crash reports, state trauma reports, averted potential adverse interactions of medications
  - Potential *Primary data Sources: surveys on self-reported falls
- Behavior
  - Potential secondary data sources: State behavioral risk surveys
  - Potential primary data sources: surveys on restraint use, knowledge and attitudes (community surveys, pre/post-tests), self-reported drinking and driving, self-reported decreased fear of falling
- Other change
  - Pre and post exercise gait and balance scores for fall prevention

* Primary data are data collected by you and secondary data are those collected by someone else or by another department or agency.

Mid-level and intermediate goals and objectives

Examples of SMART mid/intermediate G/O statements:

1. By the end of year 3, increase the percentage of tribal homes on the XYZ Reservation that have operable smoke alarms by 20% (from 20% to 40%).
2. By the end of year 3, increase self-reported positive driving behavior (not texting and driving in last 30 days and seat belt use) of 15+ year olds at X, Y and Z high schools.
3. By the end of year 2, complete and submit a primary seat belt law proposal to tribal council.
4. Increase from X number to X number at ABC clinic, health care provider knowledge of evidence-based programs and services for fall prevention by the end of year 2.

Access to the following types of data for program activities allow for mid/intermediate and short-term indicators. Often data for short-term indicators are collected by the coordinator.

- Potential secondary data sources: Media venues (radio, social media, television) which track number of news stories, audience reach, website hits, billboard views, etc., department reports which track past referrals, home improvements, etc.
- Potential primary data sources: Coordinator can measure any type of activity through tracking. See examples below.

The following are examples of primary data that can be collected/tracked by the coordinator.

- Number of float coats distributed
- Number of smoke alarms installed
- Number of car seat corrections made
- Number of meetings conducted
- Number of respondents to a survey
- Number of elders participating in exercise program
- Number of medication assessments conducted
- Number of Child Passenger Safety technicians trained
- Number of home modifications made

What is needed to determine if the G/O were accomplished?

- A good tracking method (forms, spreadsheets) for what is measured

Short-term goals and objectives

Examples of SMART short-term G/O:

1. By the end of year 2, conduct 3 child safety seat check-up events – one in each of 3 communities on the XYZ reservation.
2. Within first 8 months of year 2, increase the number of child safety seats distributed by 10% (from X number to x number) over the number distributed in year 1.
3. By the end of the current project year, increase the number (from 16 to 25) of older (age 55+) adults participating (attending 50% or more classes) in the Tai Chi for Better Balance classes at the XYZ senior center.
4. By the end of year 1, conduct needs analysis surveys in 4 of the 9 tribal communities on reservation XYZ.
5. By the end of year 2, increase the number of older adults (age 55+) screened for fall risk by 10% (from X to X) as compared to year 1.

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General Tips

Creating Goals and Objectives

A. Once developed, SMART G/O can be used to create a work plan or populate a logic model (see following samples). In the case of a logic model, it's helpful to develop a logic model first, then develop G/O.

B. Your degree of influence and control in achieving the G/O should be carefully considered when developing statements. If the G/O is something that can be achieved by mostly you or your program, you have a high degree of influence. If achieving the goal is substantially dependent on another program or partner, you will likely have a low degree of influence and control. If the commitment or circumstances change for the partner program, you may have challenges achieving the G/O because it is out of your control. G/O statements with low influence are best paired with a letter of commitment from the partner to increase confidence that the G/O will be achieved.

   Example:
   The following indicator statement relies heavily on participation by law enforcement by police:
   - By the end of year 5, reduce the number of nighttime alcohol-related crashes occurring on all roads on the XYZ reservation by 20 percentage points.
     - Police Department is needed for 1) baseline data for nighttime alcohol-related crashes, 2) enforcement of existing blood alcohol content (BAC) laws, 3) and final data for nighttime alcohol-related crashes.
     - In this example there should be a letter of commitment, not a letter of support, (see D. below) that specifically states that the Police Department commits to the following:
       - Sharing of crash data with the IPP
       - Conducting quarterly (or other frequency) sobriety checkpoints

C. Ensure all components of G/O statement are defined, either in the statement itself or in a narrative. Using the example from B. (above) the highlighted words should be defined.

   - By the end of year 5, reduce the number of night-time alcohol-related crashes occurring on all roads on the XYZ reservation by 20 percentage points.

     Sample definitions:

     Nighttime = 8 pm to 8 am, every day of the week

     Alcohol-related = BAC at .05 (or legal max BAC) of driver

     Crashes = all property damage, without injuries, with injuries, with fatalities

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Creating Letters of Support/Commitment

D. What is the difference between a letter of support and a letter of commitment?

Providing letters when submitting a grant proposal can make your application more competitive and can help influence the ultimate funding decision. Letters show that other people, organizations, or businesses believe in the work you do and also that you are qualified to deliver the programs you are asking the funder to support.

The type of letter you submit depends on the purpose of the letter.

To demonstrate a stakeholder's endorsement, approval, or encouragement of your grant request, a letter of support will suffice. A letter of support articulates general support for the grant request and can describe how the funding will help address a need or solve a problem. This type of letter is usually written by a tribal government official, individuals that benefit from what you do, or other stakeholders with an interest in how the funding will benefit the community.

Letters of commitment demonstrate your partners' involvement and identify the specific contributions they will make to ensure the project's success.

The content should include:

- A brief description of previous collaborations with the applicant;
- The role the partner will play in the proposed project;
- The amount of monetary support they will contribute (if applicable); and
- The type and value of any in-kind support they will provide – staff time, facility space, supplies, equipment.

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SAMPLE WORK PLAN

Work Plan for: XYZ Injury Prevention Program
Project Period: Year X, 202X-202X
Project Lead: Coordinator
Long-term Goal: By the end of the project (year 5), there will be a 20 percent increase in the proportion of children under 5 years of age riding in car seats (from 30% to 50%) at the XYZ community.

Narrative description of the project:
This is a brand new initiative in the community , which will begin with determining the baseline car seat use. The main partners in the project are Head Start, community health program staff, and the county health department. In preparation for the car seat check events the Head Start staff and several employees from the community health program will be trained in child passenger safety by the county health department. Two car seat check events will be conducted and evaluated. The coordinator will meet with the police department to determine the type of support that is needed for enforcement events. Note: There is an existing primary car seat law.

Short-term objective: Conduct 2 child safety seat check events in the XYZ community by the end of year 1.

Activities	Action Steps	Person(s) Responsible	Q1	Q2	Q3	Q4
1.1 Train child passenger safety (CPS) technicians	• Recruit candidates from partner programs • Identify instructors and schedule trainings • Maintain current CPS technicians • Provide CEUs	Coordinator & County Health Department				
1.2 Plan child safety seat check events	• Recruit families for car sear checks • Create marketing materials (flyers) and distribute • Post ads on social media, newspaper, and radio • Set up referrals from WIC, Head Start, prenatal clinics	Coordinator & CPS techs				
1.3 Conduct child safety seat check events	• Provide infant, convertible, & booster seats • Evaluate for correct seat use and provide new seats as necessary • Provide education on correct use and installation	Coordinator & CPS techs				

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Activities	Action Steps	Person(s) Responsible	Q1	Q2	Q3	Q4
1.4 Conduct child safety seat use and community survey	• Observe and track seat use • Conduct community survey to evaluate knowledge, beliefs, and attitudes towards car seat use • Develop and test survey • Acquire responses during various events each year	Coordinator & CPS techs				
1. 5 Provide education in the community on proper car seat use	• Create and distribute flyers with baseline data and local CPS laws • Create PSAs for social media, local media, billboards, etc.	Coordinator				
	• Provide car seat curriculum to Head Start • Collaborate with local Head Start and day care to implement curriculum	Coordinator Head Start staff				
1.6 Support police department enhanced enforcement of current car seat laws	• Collaborate with local law enforcement in planning and publicizing • Obtain car seat citation data from law enforcement • Share injury data and observed usage rates data with law enforcement	Coordinator and Law Enforcement personnel				

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SAMPLE LOGIC MODEL

Long-term Goal: By the end of the project (year 5), there will be a 20 percent increase in the proportion of children under 5 years of age riding in car seats (from 30% to 50%) at the XYZ community.

Inputs →	Outputs	→	Outcomes – Impact		
	Activities (what we do)	*Participation (who we reach)*	*Short (1-2 years) Knowledge & Attitudes*	*Medium (2-4 years) Behavior and Environmental Change*	*Long (4-5+ years) Change in injuries*
Personnel Tribal IP Coordinator Child Passenger Safety Technicians Head Start **Partners** Tribal Police Department IHS OEHE WIC Head Start County Health Department Parents/Caregivers Community Health Education	Train child passenger safety (CPS) technicians Conduct car seat check events Conduct car seat use and community survey Provide education in the community on proper car seat use Support police department enhanced enforcement of current car seat laws	Individuals recruited from community and partner programs for CPS training Children under the age of 5 in the XYZ community who attend Head Start, WIC, and prenatal clinics Parents and caregivers All community members of XYZ community who participate in social media and local media	Increase the number of CPS technicians to 6 Conduct quarterly car seat check events Reach XYZ community members through social and other media Conduct semi-annual car seat use and annual community knowledge and attitudes surveys Develop a campaign to inform community of upcoming enforcement events	Increase the number of car seats distributed Survey for increased car seat use Maintain certification for CPS technicians Institutionalize the car seat distribution program Support enforcement check events planned by the police department	Increase in car seat use Increase in sustainability of motor vehicle-related injury programs and practices Decrease risk factors and increase protective factors associated with MV injuries Community-wide reduction in MV injury morbidity and mortality
Assumptions In previous years approximately 70% of all children ages 0-5 in the XYZ community attended early Head Start and Head Start. It is assumed the project year will reach about 70% of target age group.			**External Factors** The Police Department sets their own schedules for enforcement events, however, the Police Department has committed to conducting events 3x/year as staffing allows.		

SAMPLE EVALUATION PLAN

Evaluation Plan for: **XYZ Injury Prevention Program (IPP)**
Project Period: Year X, 202X-202X
Project Lead: Coordinator

Strategy: Motor Vehicle-related
Long-Term Goal: By the end of the project (year 5), there will be a 20 percent increase in the proportion of children under 5 years of age riding in car seats (from 30% to 50%) at the XYZ community.

Intervention: Child Safety Seat Use
Short-term objective 1:

- Conduct 2 child safety seat check events in the XYZ community by the end of year 1.

Key activities	Data to collect and report to IHS	Data Source *P=Primary*S=Secondary
1.2 Train child passenger safety (CPS) technicians	Number of CPS technicians trained	P - Training log in sheet
1.2 Plan car seat check events	Number of events planned	P - Meeting notes
1.3 Conduct car seat check events	• Number of events that were conducted • Partners who helped with the event • Number of seats checked, installed, or replaced • Most frequent car seat installation error	P - Meeting notes P - Check event form
1.4 Conduct car seat use and community survey	• Percent of observed children who were using a car seat • Number of community surveys that were distributed and completed • Results of the community survey	P - Survey form P - Tracking log
1. 5 Provide education in the community on proper car seat use	Estimate of the number people who saw/heard the messages	S - Radio, newspaper, social media
1.6 Support police department enhanced enforcement of current car seat laws	None	Not applicable

* Primary data are those collected by the coordinator or IPP. Secondary data are those collected by an entity other than the coordinator or IPP