

Sun Safety Policy Guide for Tribal Schools & Communities

Promoting sun safety for the health of our
children and future generations



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Acknowledgements

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Northwest Portland Area Indian Health Board

NPAIHB is a non-profit tribal advisory organization serving the forty-three federally recognized tribes of Oregon, Washington, and Idaho. Established in 1972, the NPAIHB strives to eliminate health disparities and improve the quality of life of American Indians and Alaska Natives by supporting Northwest Tribes in their delivery of culturally appropriate, high-quality healthcare. NPAIHB houses a tribal epidemiology center (EpiCenter), manages health promotion and disease prevention projects, and is active in Indian health policy. For more information, visit: www.npaihb.org



Northwest Tribal Comprehensive Cancer Program

is committed to preventing all forms of cancer in our Native communities. Our mission is to envision and work toward cancer-free tribal communities by taking an integrated and coordinated approach to cancer control. If you would like support in sun safety policies for your schools or community, please visit: www.npaihb.org/cancerproject/

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Using the Sun Safety Guide

Purpose of this Guide

The Sun Safety Guide is designed for teachers, principals, school administration staff, Tribal leaders, school boards, education committees, community advocates interested in championing sun safety activities in their high schools and communities.

This Sun Safety Guide and the corresponding Implementation Resources are meant to provide an overview of skin cancer and sun safety policies to help support skin cancer prevention behaviors in American Indian and Alaska Native high-school aged youth and their relatives.

The guide can help you support youth and community members in using skin cancer prevention resources around:

- Sun Protection items
- Proactive & Preventive behaviors

Reasons to Use this Toolkit

- Skin cancer is one form of cancer that is often overlooked by brown and black people
- Most skin cancer cases are preventable
- Surgeon General made a “Call to Action” to Prevent Skin Cancer
- Excessive Childhood exposure to Ultraviolet rays (UV) can increase the likelihood of developing skin cancers later in life
- Tribal organizations can further the success of preventing cancer through policy and interventions with the help of this guide and sun safety resources

Cultural Context



Indigenous people are people of the land. Our cultures revolve around the elements, in particular the Sun. Our holistic health models are based on the spiritual connection we have with our land. Our physical, spiritual, mental, and social health activities include being outdoors together and individually in the sun.

For many of our NW tribes, the Columbia River is a fundamental cultural component that includes ceremonies on its waters like fishing and canoe journey, as well as many other outdoor cultural activities like berry picking, root digging, powwow, Sun Dance, and sweat lodge. It is the culture of our tribal youth to spend a lot of time outdoors for basketball, baseball, rodeo events, tribal/ culture camps.

These outdoor activities provide us with a space for us think intentionally about incorporating existing Indigenous protective factors with current sun safety recommendations.



How to use this Guide

The Sun Safety Policy Guide includes three sections designed to walk you through a quick background of information, Preparation & Implementation Steps, and lastly Evaluation tips and tools.

There is an additional resource that comes with the guide: the Sun Safety Resource Documents, which contains printable resources that can easily be adapted to your community and youth's needs.

1. Sun Safety Policy Guide

01

SUN SAFETY OVERVIEW

- The Facts About Skin Cancer
- Examples from: Tribal, State, & School Sun Safety Policies

PREPARATION & IMPLEMENTATION

- 5 Steps to Sun Safety

02

03

EVALUATION

- Types of Evaluation
- Examples
- How to Measure Change

2. Sun Safety Resource Documents

SUN SAFETY RESOURCE DOCUMENTS

- Adaptable Templates
- Flyers
- Printable Resources

04



How to use this Guide

With any program implementation, some basic phases apply, but may look differently for each community. For example, you may have already implemented some Sun Safety policies within your community and now you may need to think about how effective those policies are. Or, you may need to revisit strengthening partnerships or building new relationships with folks who can support and assist with Sun Safety policies and behavior implementation. Whatever phase you're at, you can move in any direction with the phases recommended here. Consider this as a basic guideline for you to adapt to your community's needs.

This guide will do its best to provide an overview for each area, though it does not provide exhaustive guidance. Consider the various aspects of your current Sun Safety policy/ programming and how you might adjust them based on how effective they are and what your youth and community needs are.

Some key shifts and considerations for each phase of implementation are listed below (5 Steps to Sun Safety). More details will be provided under Section 2.

Need Help?



If at any time during this process you would like some tips, guidance, a sounding board, please reach out to us at the Northwest Tribal Comprehensive Cancer webpage: www.npaihb.org/cancerproject
We're here to support you!



5 Steps to Sun Safety

1

REVIEW & ASSESS

- Tribe's Sun Safety Policies
- State & School's Sun Safety Policies

2

REACH OUT

- Gather Youth & Community Feedback
- Building/ Adjusting Partnerships

3

DECIDE

- Assess Community Needs
- Select Sun Safety Policies/ Apply for Funding

4

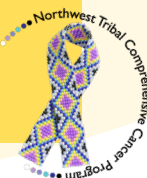
IMPLEMENTATION

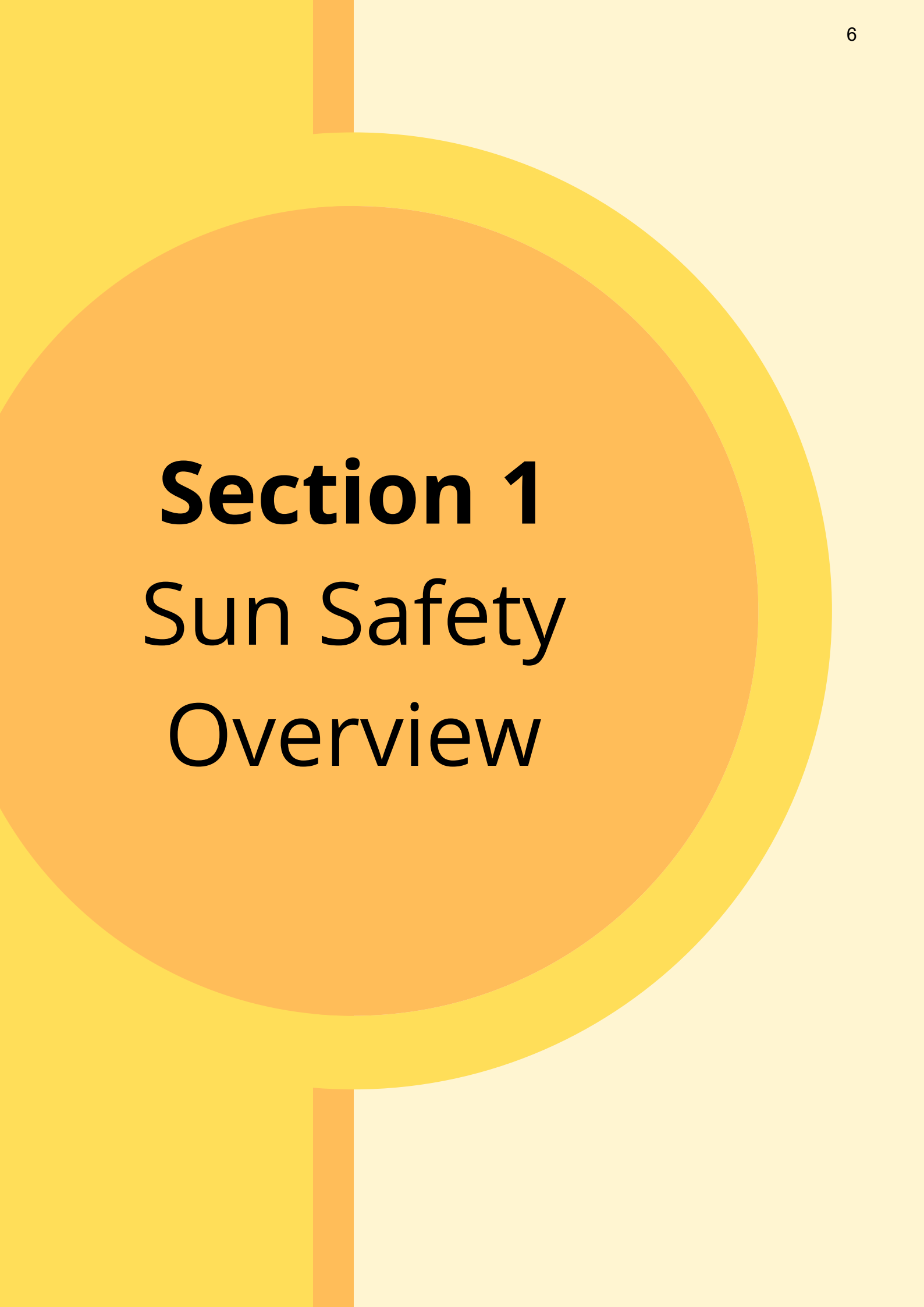
- Tribal & School Protocols: Draft policies & Get Approval
- Facilitator Training

5

EVALUATION

- Measuring Your Efforts for Improvement



A large, stylized sun graphic is centered on the page. It consists of a large orange circle with a yellow ring around it. Two vertical orange lines extend from the top and bottom of the sun, suggesting rays or a stem. The background is white.

Section 1

Sun Safety

Overview

What's Ahead

Sun Safety Overview

- 1.1 The Facts About Skin Cancer:
UV Light, Data Rates
- 1.2 At-Risk Populations
- 1.3 The UV Index
- 1.4 Environmental Safety
- 1.5 Sunscreen
- 1.6 Tribal, School, State Policies
- 1.7 State Success Stories
- 1.8 Resource Documents

Introduction

As a starting point, it's always good to have background information that includes current insights and data to help inform the work we do.

In this section, we'll provide some context that will be helpful to think about during your implementation phase, including:

- Skin Cancers Overview and Data
- At-Risk Populations

1.1 The Facts About Skin Cancer

There are two main skin cancer types, basal cell and squamous cell carcinomas, both of which are curable but can be expensive to treat and also disfiguring. The third most common skin cancer is melanoma, which is the deadliest type of skin cancer. These three skin cancer types are mostly caused by excessive exposure to ultraviolet (UV) light.

The sun, and artificial sources like tanning beds and sunlamps, emit invisible radiation called UV rays. These rays can penetrate the skin and damage skin cells.



1.1

The Facts

UV Light

Ultraviolet (UV) Light

The three types of UV rays are:

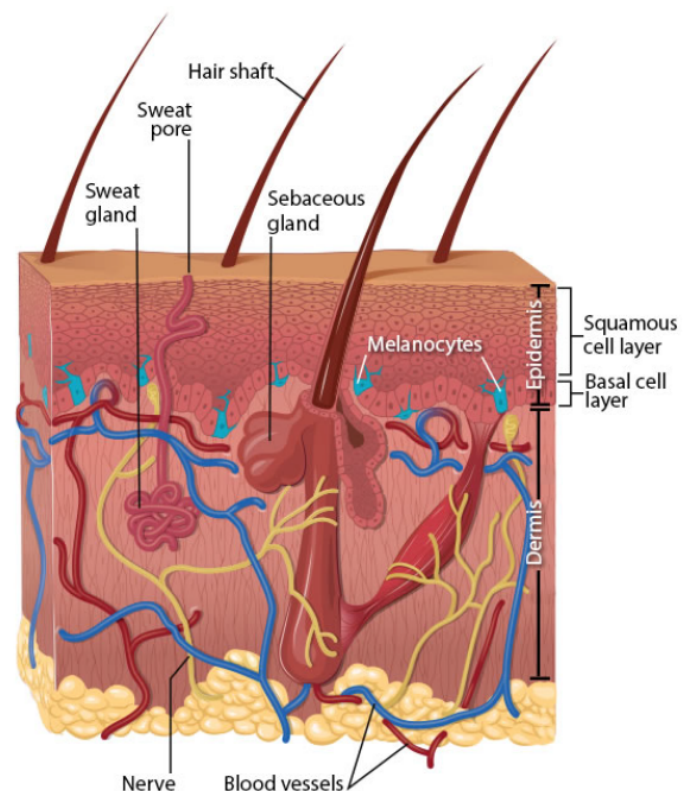
1. Ultraviolet A (UVA)
2. Ultraviolet B (UVB)
3. Ultraviolet C (UVC)

UVC rays do not reach the earth's surface because they are absorbed by our ozone layer.

UVA and UVB rays are what can cause sunburns, premature skin aging, changes in skin texture and can also cause skin cancer.

These rays are the strongest between the hours of 10am and 4pm.

UV rays can damage the skin even on cloudy days, and can reflect off surfaces like water, snow, sand and cement.



Source & Image: Centers for Disease Control and Prevention

The Facts

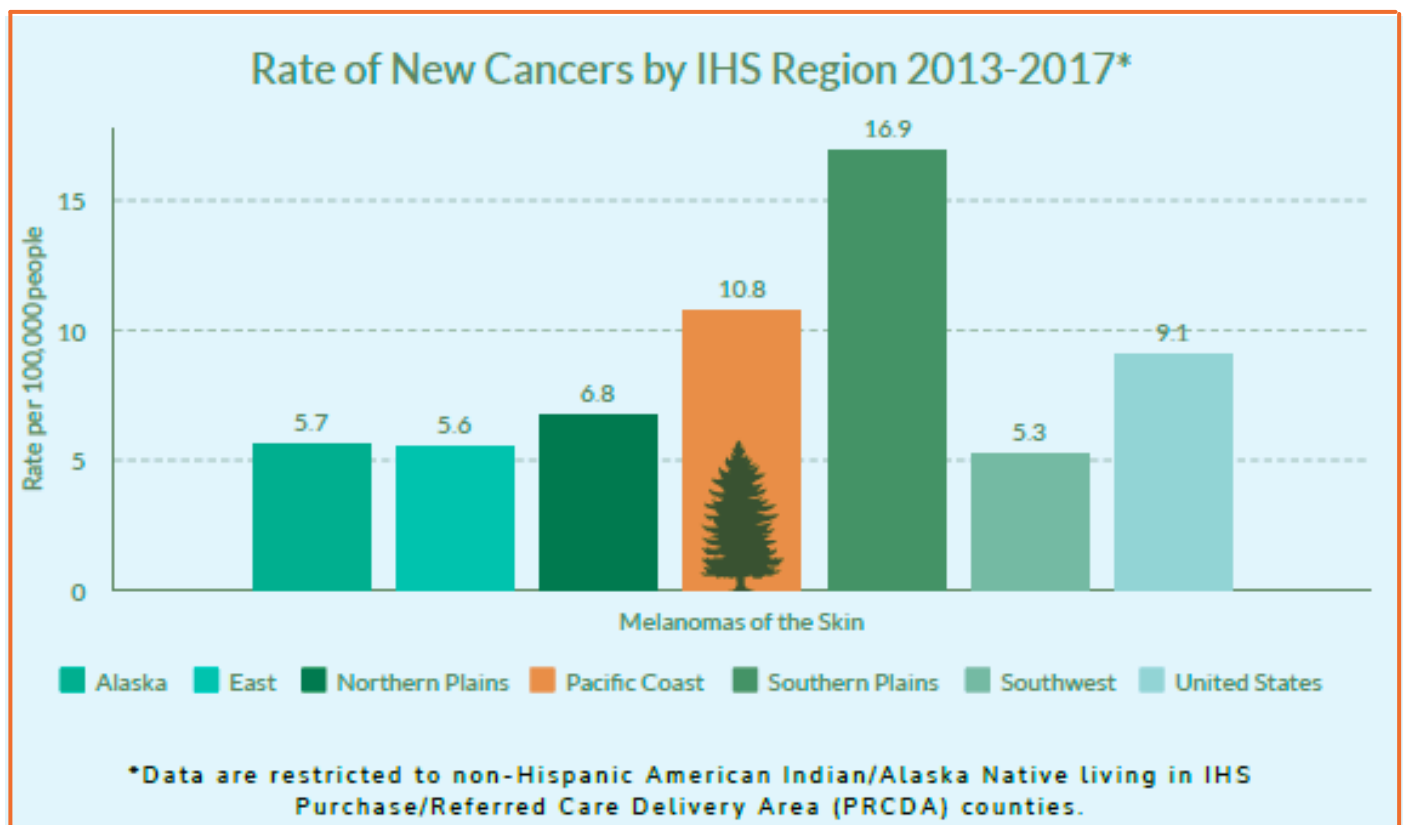
Data

Skin cancer is the most common type of cancer in the United States. After Non-Hispanic Whites, the group that has the most cases of skin cancer is American Indian/Alaska Native.

Check out CDC's data visualization tool [here](#).

According to the CDC, from 2013–2017, AI/AN males had a rate of skin cancer almost 1.5 times greater than AI/AN females.

From 2013–2017 the Pacific Coast IHS region had the second highest cases of skin cancer compared to all other IHS regions.



The Facts

People of Color are Still At-Risk!

In multiple studies around the world, people in seafaring occupations such as commercial fisher people were at increased risk of skin cancer, especially lip cancer.

In the PNW, water is a fundamental nucleus of cultural practices and beliefs for many coastal and river tribes. Many important cultural activities take place on the water such as Canoe Journey and Tribal fishing practices.

It's important to consider this cultural context and impact when considering community-wide messaging around skin cancer and sun safety awareness.



The Facts

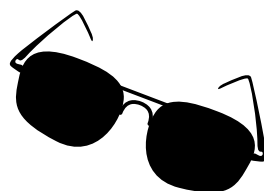
Although people with lighter skin have a higher risk of developing skin cancer, **people of color have higher mortality rates of skin cancer.**

People of color also have higher incidences of Acral Lentiginous Melanoma (ALM) which is mainly found on the palms, soles of the feet and nail beds.

ALM is often diagnosed at later stages of the disease for people of color which can make removal complex and can often include amputation.

People of ANY color can get skin cancer! A tan does not offer protection from the sun, and when you tan (either outdoors or from a tanning bed) your skin is responding to injury after being exposed to UV rays. Excessively exposing yourself to UV rays puts you at greater risk for melanoma, the deadliest form of skin cancer as well as cancers of the eye and cataracts.

Avoid sunburns, lower your risk of skin cancer and enjoy the outdoors safely by making sun protection an everyday habit!



1.3

The UV Index

The Facts

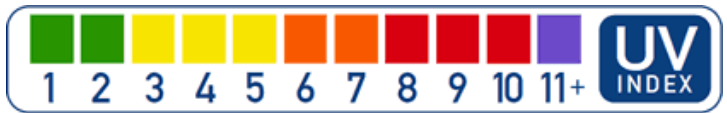
A great tool when planning your time outdoors is the Ultraviolet (UV) Index, which can predict the strength of the sun's UV rays specific to your particular area.

The UV Index was developed by the United States Environmental Protection Agency and the National Weather Service. The UV Index uses a scale from 1 to 11 plus, which lets you know how careful you should be when planning to spend time outdoors.

Find Your Area's UV Index

You can look up the UV Index for your area by your ZIP code or city name and state. The calculations are on a next-day basis, so you can check your levels the day before you plan to be outside.

Check out the UV Index by going to www.epa.gov/enviro/uv-index-search.



The image shows a horizontal scale of colored squares representing UV index levels from 1 to 11+, with a 'UV INDEX' logo to the right. Below this is a table titled 'UV Index' with two columns: 'Exposure Category' and 'UV Range'.

Exposure Category	UV Range
Low	< 2
Moderate	3 to 5
High	6 to 7
Very High	8 to 10
Extreme	11 +





Our Relatives in Hawaii

Hawaii became the first U.S. state to ban the use of two main ingredients found in sunscreen, oxybenzone and octinoxate. These ingredients were found to contribute to coral bleaching.

The effects of these chemicals have been found to impact Hawaiian coral reefs due to the sheer mass of people and visitors that these oceans see throughout the year and every year.

In a study among Colorado and Arizona rivers, it seemed that effects on river systems due to certain sunscreen chemicals required larger amounts of people using great amounts of these types of sunscreen.

Given the importance of rivers and oceans on Indigenous life in the Pacific Northwest, it's important to acknowledge some of the effects of certain sunscreen chemicals.



Sunscreen Selection

Great alternatives for sun protection that are more environmentally friendly include using what's considered **physical sunscreen containing zinc oxide and titanium oxide**.

Make sure the label says:

1. **Broad spectrum:** which means that this sunscreen can protect your skin from both types of harmful UV rays — the UVA rays and the UVB rays
2. **SPF 30 or higher:** select a sunscreen with an SPF rating of 30 or higher
3. **Water resistant:** So your sunscreen will stay on wet or sweaty skin longer
4. **Recommended:** by the Skin Cancer Foundation
5. **Active Ingredients:** containing zinc oxide and titanium oxide.



Check out the American Academy of Dermatology Association for [How to Select a Sunscreen](#).

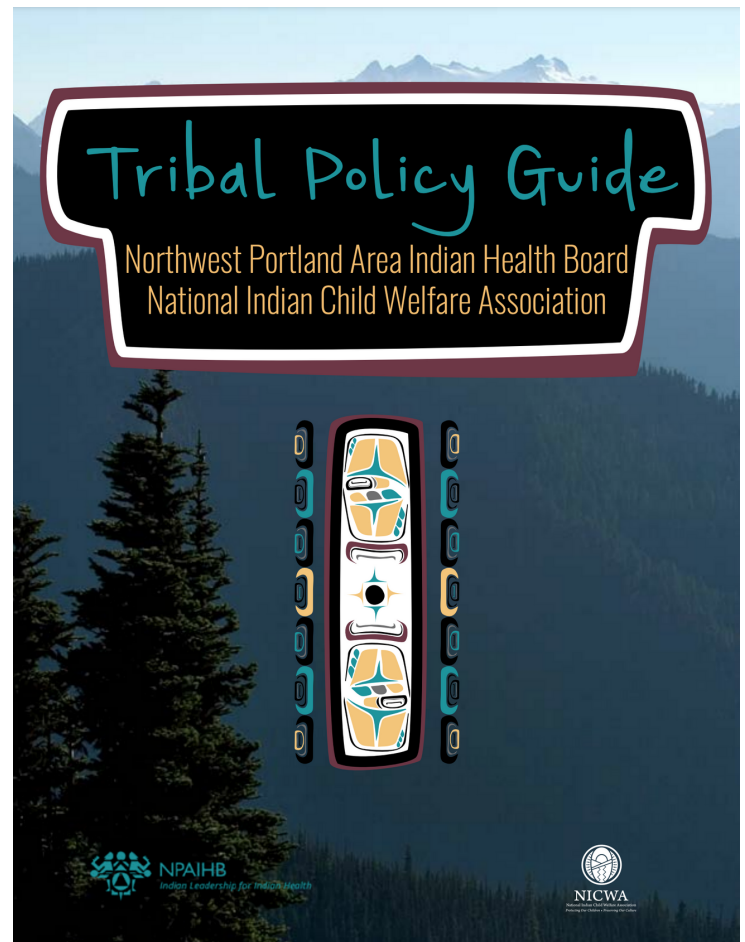
Tribal Jurisdiction

Tribal communities have separate jurisdictions from the state when it comes to Tribal schools. This may leave more room for tailored administration and/or Tribal policy.

Where to look...

A great foundational resource to refer to is the Tribal Policy Guide, developed by the Northwest Portland Area Indian Health Board and the National Indian Child Welfare Association.

The Tribal Policy Guide is a 96-page document that offers an extensive review of policy within the cultural and political context of Tribes.



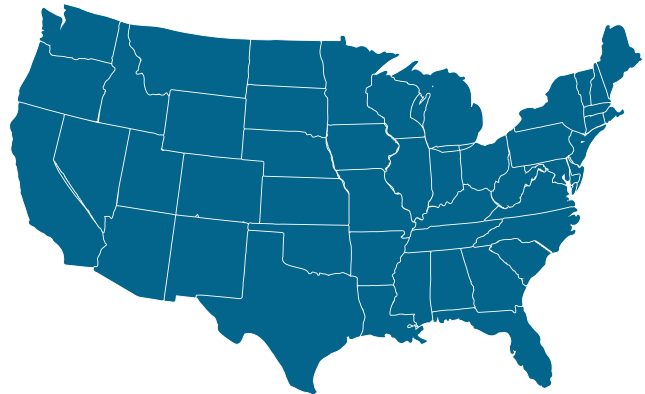
School Jurisdiction

Each school and community is different. There is no one way to establish a sun safety policy at tribal or public schools. Make sure to keep in mind the various stakeholders in your school and community.

School Recommendations

Currently, almost half of all U.S. school districts recommend allowing students to apply sunscreen at school.

17 states have some type of policy around sun safety in schools, in the Northwest this includes Oregon and Washington.



Partnerships

Tailor a sun safety policy in partnership with your school that best fits the needs of your youth. You can decide to make the policy as simple or comprehensive as you wish.

What's Happening in the PNW



Oregon

- Bans the use of tanning beds for ALL minors
- Allows students to wear sun-protective clothing



Washington

- Bans the use of tanning beds for ALL minors
- Allows students to possess and apply sunscreen as long as it is supplied by the parent
- Encourages schools to educate children about sun safety guidelines



Idaho

- Bans the use of tanning beds for ALL minors
- Minors between the ages of 14 – 17 require parental permission or a doctor's prescription

Click on each state for their laws or legislature

Go Nevada!



Nevada state launched a Sun Smart Schools program, in collaboration with the Nevada Cancer Coalition, the State of Nevada, community partners and schools.

The Sun Smart Schools program includes evidence-based sun safety curriculum to improve knowledge, attitudes and behaviors about exposure to UV rays.

The Sun Smart program also encourages schools to adopt written policies that support sun-safe practices, like providing shade and encouraging students and staff to use sunscreen and wear sun-protective clothing.

Get Inspired!

Go to the [CDC's website](#) for more Success Stories and get inspired!

Take it a step further and become a Sun Smart School by clicking [here](#).

Resource Documents

For Section 1

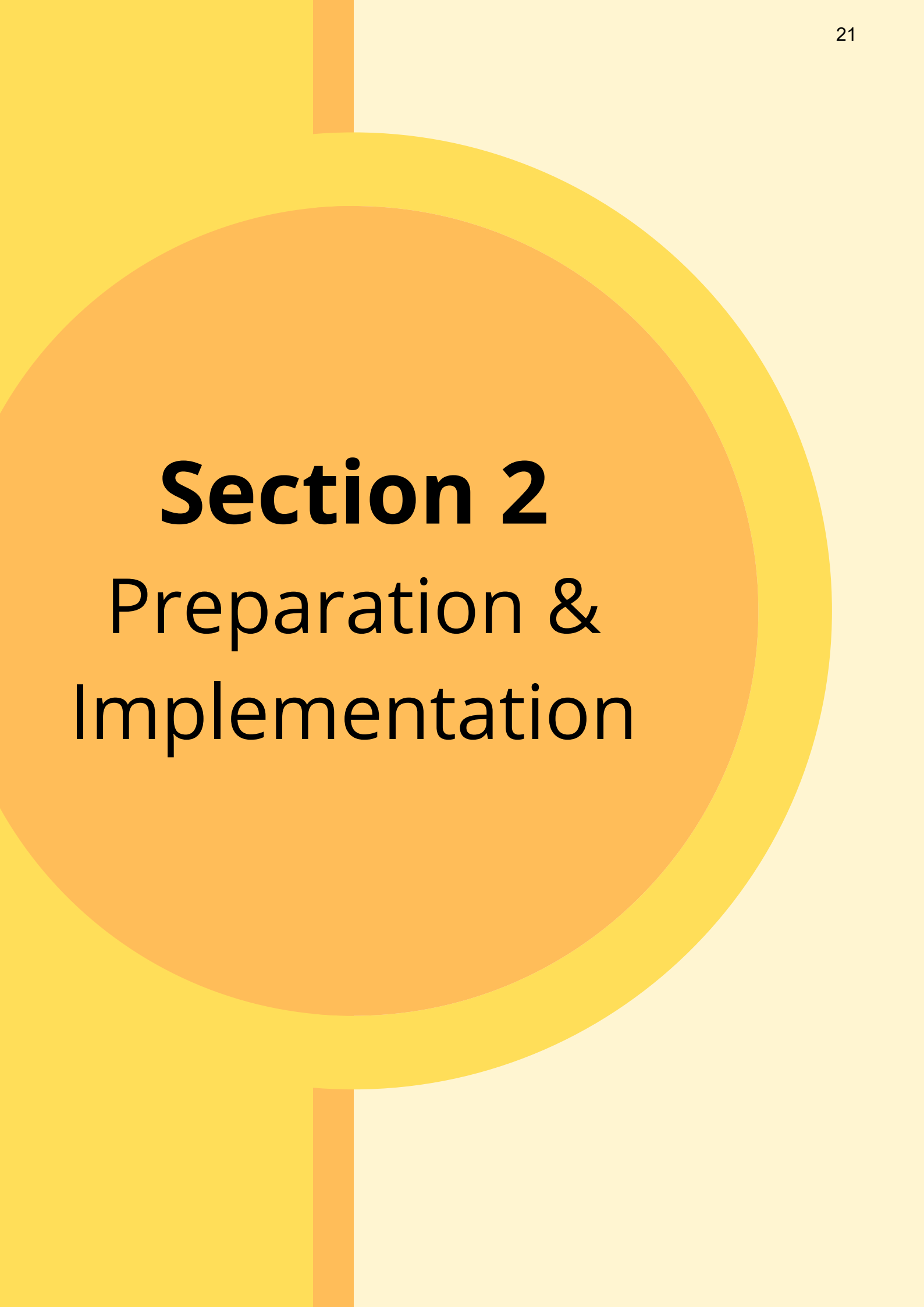
1.8

Find the Sun Safety Resource Documents for Section 1:

Section	Resource Document
1.2	SUN SAFETY POLICY TEMPLATE Choose one or more policies from the template to edit or just use as a reference

SUN SAFETY POLICY TEMPLATE

Choose one or more policies from the template to edit or just use as a reference

The graphic features a large, stylized shape resembling a lollipop or a signpost. It consists of a central orange circle, a surrounding yellow ring, and a vertical orange bar passing through the center of the circle. The text is centered within the orange circle.

Section 2

Preparation & Implementation

What's Ahead

Preparation & Implementation

2.1 Step 1: Review & Assess

2.2 Step 2: Reach Out

2.3 Step 3: Decide

2.4 Step 4: Implementation

2.5 Resource Documents

Introduction

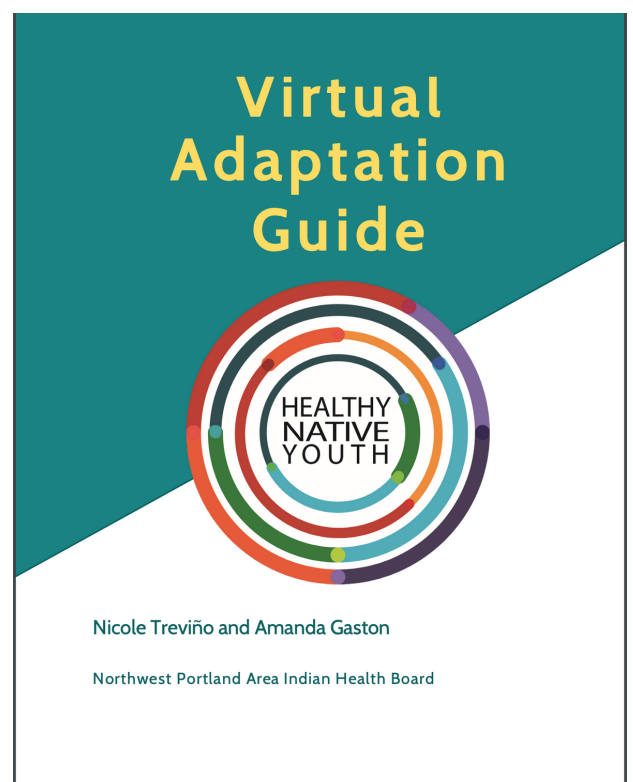
In Section 2 of this Guide, we will walk you through the *5 Steps to Sun Safety* by providing considerations for the following:

1. Review and Assess
2. Reach Out
3. Decide
4. Implement
5. Evaluate

Resource Support

As we look at the Guided Steps in more detail, you can find additional support from Healthy Native Youth (www.healthynativeyouth.org) for each of these steps.

These steps were adapted from the [Virtual Adaptation Guide](#) and [Workbook](#), which was created to help educators adapt existing programming into virtual spaces due to the COVID-19 pandemic. However, since program implementation generally follows the same phases, we have adapted them here for your Sun Safety policy and strategic plans considerations.



Review & Assess

Before drafting or updating Tribal and/ or school policies and procedures, first make sure you have the whole picture and know what current health policies or strategic plans are already in place with local organizations that serve your community.

Apply for Funding

Check out the Resource Documents to learn more about Northwest Tribal Comprehensive Cancer Program (NTCCP) cancer implementation funds for NPAIHB member tribes!

Helpful Tips

1. See if your school and Tribe has **any current health policies or strategic plans that could be used to support the sun safety policy.**
2. Assess if your school has any current sun safety policies

Check out the Resource Documents to get started with:

- *SunWise Policy Information Guide*

Once this is established it can be a good starting point or a place where you can begin to make adaptations going forward.

Building/ Adjusting Partnerships

In the same breath as you **review and assess** what Sun Safe policies and procedures are or are not already in place, it's important to reach out to potential partners that can help support your efforts.



Helpful Tips



1. **Connect with others** at the school and/or within the community who may also want to help champion a sun safety policy. This can include teachers, parents or guardians, students, school administrators, education committees, Tribal leaders, school nurses, etc.
2. Figure out **how are policies at your school/Tribe adopted** so you can create a timeline and follow the correct procedure and protocols.

Check out the Resource Documents to get started with:

- *Identifying Stakeholders and Building Partnerships template*

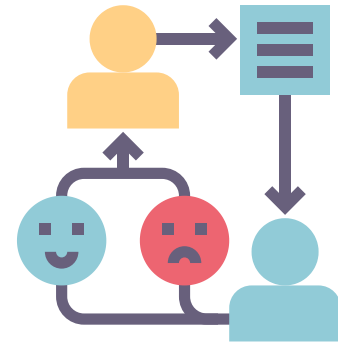
Working in Indigenous communities, we know how important relationship building is. These partnerships can have many purposes such as sharing resources and building connections with folks who can help champion your efforts. It's also great to think about in terms of your sustainability efforts.

2.2

Reach Out

Step 2 Continued

Gather Youth & Community Feedback



Now that you have a sense of what policies are in place and who can help with these efforts, consider reaching out to your youth and community members to get a sense of what their readiness level and needs are.

Helpful Tips

As a member of your community, you know best when it comes to knowing what your community does and does not need. To support this understanding, it's always good to touch base with other community members and partners on a regular basis.

One way to do this is to gather youth and caregiver feedback through a Community Needs Assessment (CNA).

Check out the Resource Documents to get started with:

- *CNA Planning Template*
- *Sample CNA Questionnaire*

*Note - sometimes the term (CNA) can feel loaded and formal. If it's easier, refer to it as simply; "Collecting Feedback".

Assess Community Needs

Now what do you do with the feedback you have gathered from youth and community members?



You handle it with integrity; by looking at common themes and identifying areas of strength, needs, and ways that you can incorporate your findings. You can also identify who or what organizations may be able to help you.

Helpful Tips



It's also good practice to let community members know what you learned through the process and how you will incorporate their feedback.

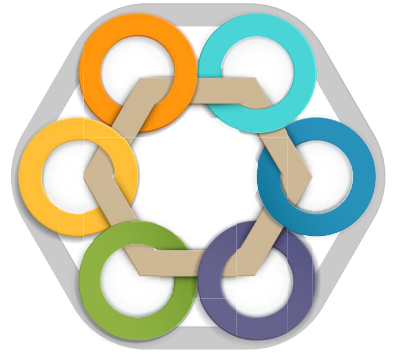
By reporting back, inviting, and showing a consistent presence within the community, youth in your program will ultimately be better supported.

Check out the Resource Documents to get started with:

- *Interpreting CNA Findings*

Implementation Timeline

The next step is to take all the information you have gathered so far and put it into an implementation timeline.



Include in your timeline applying for funding. Funds can support sun safety swag to promote the policy and offer sun safety gear for youth.

Helpful Tips



By creating a timeline, it will help you and project staff to stay on task. This process can be as complex or as simple as you'd like.

Check out the Resource Documents to get started with:

- *Implementation Timeline template*
- *Funding Help*

Draft policies & Get Approval



Draft your policy and follow the procedures set forth by your school and Tribe. This may include a meeting with your Tribal council and/or any health and education committees.

Promote teacher education and in-service sessions on the importance of sun safety gear (such as sunglasses, hats, and shade structures) for youth while they are outside.

Helpful Tips



If you do require a meeting with Tribal council make sure to connect with a champion from the community who supports the sun safety school policy and has experience with Tribal council meetings.

Check out the Resource Documents to get started with:

- *Sun Safety Policy* template
- *Tribal Resolution for Sun Safety* template

Facilitator Training



If necessary, connect with program partners to promote trainings or meetings to review protocols and strategic planning and how support staff can encourage and reinforce Sun Safety guidelines for youth and community members.

Helpful Tips



Consider using a meeting planning tool like a *Run of Show* to help outline the important details on the training, like timing, role assignments for team members and materials needed.

Check out the Resource Documents to get started with:

- *Run of Show* template

Resource Documents

For Section 2

2.5

Find the Sun Safety Resource Documents for Section 2:

Section

Resource Document

2.1

SUNWISE POLICY INFORMATION

Assess your school's current sun safety policies

2.2

IDENTIFYING STAKEHOLDERS AND BUILDING PARTNERSHIPS

Identify stakeholders and build partnerships

CNA PLANNING TEMPLATE & SAMPLE CNA QUESTIONNAIRE

- 1) Planning & Timing
- 2) Distribute & Collect Survey
- 3) Analyze, Integrate, & Disseminate Results

Resource Documents

For Section 2

Find the Sun Safety Resource Documents for Section 2:

Section

Resource Document

2.3

**INTERPRETING CNA
FINDINGS TEMPLATE**

Reflect on areas of Strength, Need,
& Ways to Incorporate your
Findings

**IMPLEMENTATION
TIMELINE TEMPLATE**

Plug in your activities and sub-
tasks, who is responsible for those
tasks, and when it needs to be
completed

FUNDING HELP

Get the 'cliffs notes' for applying
for cancer implementation funds
for NPAIHB member tribes

Resource Documents

For Section 2

Find the Sun Safety Resource Documents for Section 2:

Section

Resource Document

2.4

**SUN SAFETY POLICY
TEMPLATE**

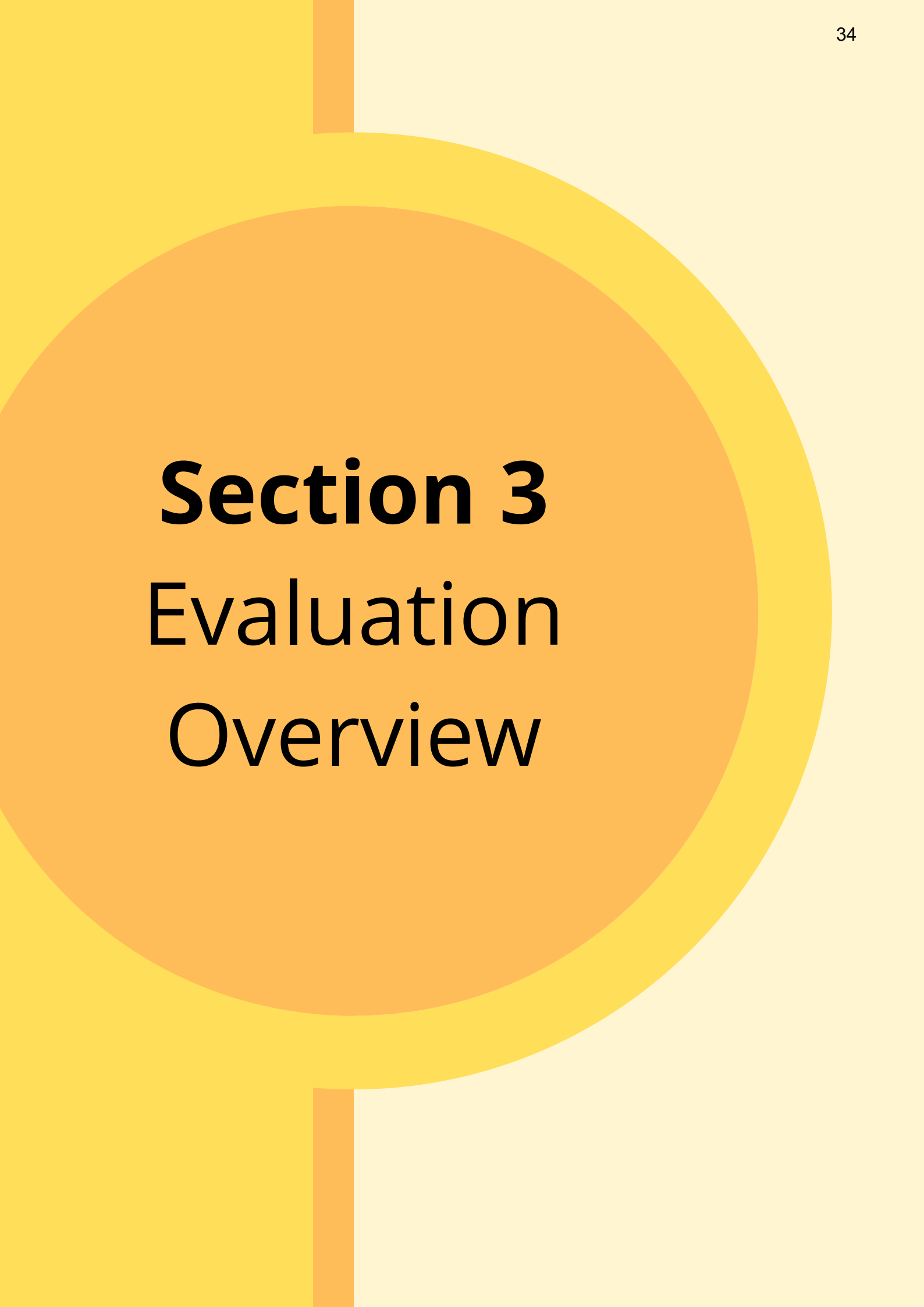
Adapt a Sample Board Policy on Sun Safety for your community

**TRIBAL RESOLUTION
FOR SUN SAFETY
TEMPLATE**

Adapt a Sample Tribal Resolution on Sun Safety for your community

**RUN OF SHOW
TEMPLATE**

Outline training details, like: timing, role assignments for team members and materials needed



Section 3

Evaluation Overview

What's Ahead

Step 5: Evaluation Overview

3.1 Types of Evaluation

3.2 Examples

3.3 How to Measure Change

3.4 Resource Documents

Measuring Your Efforts for Improvement



It is always helpful to measure your efforts to gauge whether what you are doing is working, or not. Likewise, it is also helpful to monitor and reflect on your policies to ensure you are identifying any opportunities for improvement.

This does not have to be an arduous process; you can ask yourself and your team some simple reflection questions.

Helpful Tips



The World Health Organization recommends evaluating skin cancer prevention interventions in a way that makes sense to the community.

Evaluating an intervention, such as a sun safety policy, may be completed by the school administrator or staff who is championing the policy if the school does not have the resources to employ or utilize an existing evaluator.

Check out the Resource Documents to get started with:

- *Fidelity Monitoring Log & Quality Improvement Tracker* templates

The World Health Organization has an awesome guide to Evaluation:

- [WHO Evaluating School Programmes to Promote Sun Protection](#)

Process vs Outcome



The relevant types of evaluation for school health programs are process and outcomes evaluation.

Process Eval

Used to assess the components of the program or policy *while it is being carried out* such as the What, the Who, and the When.

Benefits: allows you to make any changes or adjustments to your intervention. Keeping records of these evaluations can also increase sustainability in your school interventions if your tribe or school experiences high turnover.

Examples Questions:

1. To what extent is the program/policy being implemented the way that it was intended?
2. To what extent are the programs/policy reaching the individuals who may need them?
3. How do participants feel about the program/policy?

Outcome Eval

Used to measure the change that occurred (or didn't occur) *after your program* or intervention was implemented.

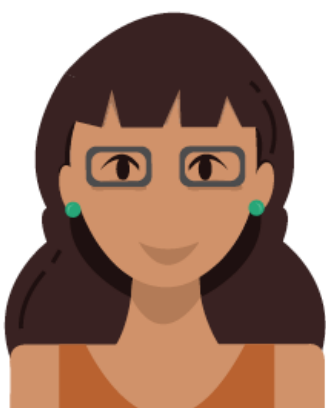
Benefits: by using data gathered before you implemented and comparing data gathered after program exposure you can measure behavior change (baseline & post data).

Examples Questions:

1. Is the intervention (or policy in this case) achieving what was expected?
2. To what extent did students adopt healthy behaviors or create healthy conditions?
3. To what extent did the program increase students knowledge, attitudes, and skills in relation to the harmful effects of UV radiation and how to prevent them?

Process Eval**Policy/ Program
being
Implemented at
School****Outcome Eval****Policy/ Program
Completed**

- Monitoring changes in the frequency of children getting sunburnt both during school-based activities and out of school hours
- Monitoring whether there have been changes in knowledge of sun-protective methods, frequency of use of various sun protection strategies, or attitudes of parents and children towards sun protection

We Can Help!

Contact our team if your school or Tribe would like help creating an evaluation plan. We're here to help!

Visit: <http://www.npaih.org/cancerproject>

How to Measure Change



KEEP RECORDS & DOCUMENTS

of the amount of sun exposure and/or frequency of sunburn the students experience from day to day during school time and after school activities



TALK WITH YOUR PEOPLE

- Do families and the community see the school as a source of reliable and useful information in relation to sun protection?
- What do parents and/or community members think about the sun-protective interventions?



ASSESS SUN SAFETY KNOWLEDGE & SKILLS

- Youth can be assessed on their sun safety knowledge through formal tests or other types of assessments the school or facilitators prefer to use.



OBSERVE

School Environment - Has the amount of shade in the school increased?

School Routine - Are students/staff or parents actively encouraged to wear sun-protective clothes?

Actions - Are students/staff or parents wearing sun protective clothing?



MEASURE CHANGE IN ATTITUDE

- What do students, teachers, parents think of the sun protection curriculum/policy?
- What do students think about being asked to wear hats and/or sunscreen when they are playing outside?



MEASURE POLICY AND PRACTICE

- Does the school have a sun protection policy that covers the wearing of hats and/or protective clothing, shade in the school grounds, or the scheduling of outdoor events away from peak UV radiation times?
- Is sun protection policy enforced as written?

Resource Documents

For Section 3

3.4

Find the Sun Safety Resource Documents for Section 3:

Section

Resource Document

3

FIDELITY MONITORING LOG

If implementing a Sun Safety program or curricula, using a fidelity monitoring log can help identify if lessons/ activities are being delivered as intended and how engaged youth are

QUALITY IMPROVEMENT TRACKER

Use to identify themes to make adjustments before your next round of implementation to achieve an ever-improved program!

Closing

We recognize the importance of our children and youth, they are our future. We also honor and support the traditional activities and cultural forms of connection throughout our NW tribes. We want to encourage our youth and communities to be safe as they engage in these important traditions and activities.

Excessive exposure in childhood to Ultraviolet rays either through natural means like the sun or artificial means like tanning beds, can increase the likelihood of developing skin cancers later in life.

School administrations and/or tribal community programs can engage in simple sun safety policies and practices to help support skin cancer prevention behaviors in students, staff, teachers, youth. Youth and their families can engage in skin cancer prevention behaviors such as wearing protective items like adequate sunscreen, hats with a brim, sunglasses, long-sleeve shirts and seeking shade when the sun's UV rays are the strongest.

When institutions help support cancer prevention through policy, cancer prevention interventions have a much higher likelihood of being successful.



Thank you!

Thank you for all that you do for our people!

We hope this guide can serve as a helpful resource for tribal schools and programs that would like to implement simple, sun safety policies to prevent skin cancer.

The mission of the Northwest Tribal Comprehensive Cancer Program is to envision and work toward cancer-free tribal communities by taking an integrated and coordinated approach to cancer control.

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