

# CHOOSE SAFE PLACES FOR EARLY CARE AND EDUCATION

## Implementation Plan: Louisiana

December 3, 2019

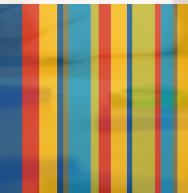
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Subaward conducted under the National Environmental Health Association's  
U.S. CDC Cooperative Agreement # CDC-RFA-OT18-1804



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# PROJECT

- **Partners and Funders:**

Subaward conducted under the National Environmental Health Association's U.S. CDC Cooperative Agreement # CDC-RFA-OT18-1804



# GOALS AND OBJECTIVES

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## **GOAL**

To protect communities from harmful environmental exposures by creating safe and healthy environment.

## **OBJECTIVE 1**

Educate planners to site Early Care and Education (ECE) programs in locations that reduce children's exposure to harmful chemicals.

## **OBJECTIVE 2**

Equip planners working in disaster-affected areas with tools to facilitate public engagement process for siting new development in areas that have minimal exposure to harmful chemicals.



# PRODUCTS

## 1. Educational module

Obj 1: Help planners' site ECE facilities

## 2. Public participation guide (emphasis on Design Charrette)

Obj 2: public participation in hurricane-affected areas

Two  
Products



# TIMELINE

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- **Year 1: November 2018 to October 2019**

Complete the Educational Module and Public Participation Guide with translation

- **Year 2: November 2019 to June 2020**

Help to pilot the tools in Puerto Rico; disseminate the tools; modify the tools based on the feedback

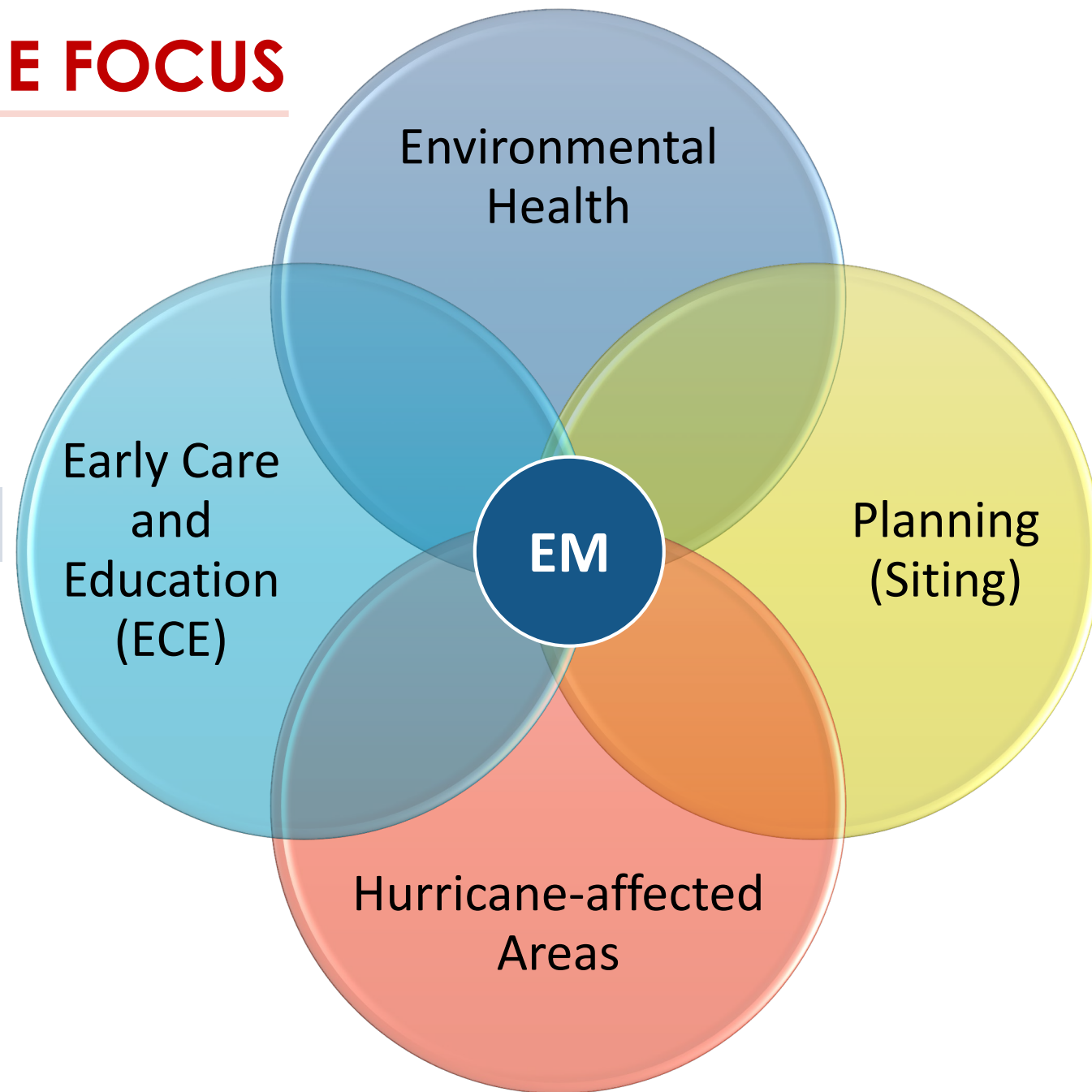
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# TOOL 1

# EDUCATIONAL MODULE: THE FOCUS

## OBJECTIVE

Educate planners to site Early Care and Education (ECE) programs in locations that reduce children's exposure to harmful chemicals.





# PRODUCT 1: EDUCATIONAL MODULE

- **Section 1:** Planning and Environmental Health with focus on Early Care and Education (ECE)
  - Overview of Planning and Environmental Health
  - Planning and Environmental Health for ECE Programs
- **Section 2:** Environmental Health Considerations for Siting ECE Programs
  - Undesirable Site Attributes
  - Desirable Site Attributes
  - Planning Strategies to Site ECE Programs
    - Cross-Sector Collaboration
    - Equity Considerations



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OCTOBER 2019

## *Planning for Early Care and Education:* **Siting Considerations to Promote Environmental Health**



In collaboration with:

**REGION II**



HEAD START ASSOCIATION



# PRODUCT 1: EDUCATIONAL MODULE

TABLE 3. ATTRIBUTES AND INDICATORS

Attribute Type	Indicator
Desirable	Proximity to transit and active transportation options
	Number of employment centers near ECE program
	Proximity to areas with higher residential density
	Access to safe drinking water and other utilities
	Proximity to library
	Proximity to schools
	Proximity to grocery stores
	Proximity to civic and public space
	Access to green space

Undesirable	Severity of former land uses to potentially generate environmental contaminants
	Proximity to previous and current site uses that potentially generate environmental contaminants
	Proximity to roadways with high traffic volume
	Proximity to railroad tracks
	Proximity to industrial sources of contamination
	Located within 100-year floodplain

# PRODUCT 1: EDUCATIONAL MODULE

- **Section 3:** Land Suitability Analysis
  - Site Selection Process
  - Indicators and Data
  - Analysis and Evaluation
- **Section 4:** Safe Siting in Hurricane-Affected Areas
  - Introduction to Resilience Planning
  - Siting Strategies for Hurricane-Affected Areas





# DELIVERABLE: STORY MAP AND PDF

## Project Landing Page:

<https://www.region2headstart.org/pilot>

### English Story Maps



#### Part 1

Planning and  
Environmental Health  
With A Focus on Early  
Care and Education

CLICK HERE



#### Part 2

Environmental Health  
Considerations for  
Siting ECE Programs

CLICK HERE



#### Part 3

Land Suitability  
Analysis

CLICK HERE



#### Part 4

Safe Siting in  
Hurricane-Affected  
Areas

CLICK HERE

### Spanish Story Maps



#### Parte 1

Planificación y salud  
ambiental con  
enfoque en el cuidado  
temprano y la  
educación

CLICK HERE



#### Parte 2

Consideraciones de  
salud ambiental para  
los programas de AEPI

CLICK HERE



#### Parte 3

Análisis de idoneidad  
en tierra

CLICK HERE



#### Parte 4

Sitio seguro en áreas  
afectadas por  
huracanes

CLICK HERE

# IMPLEMENTATION

- **Access Implementation Guide:** [Click Here](#)
- **Audience:** Primary – Planners; Secondary – EH and PH professionals

**STEP 1: Identify the state-level networks to contact** (e.g., APA State Chapters, Local Universities, State Associations of Counties, etc.)

**STEP 2: Contact these State Organizations**  
Networks can use communications tools (e.g., newsletter, webinars, etc.) for outreach

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# IMPLEMENTATION

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## **STEP 3 (OPTIONAL) 150-minute in-person education event**

- 40 minutes: Section 1 and Section 2
- 10-minute: Break
- 40 minutes: Section 3 and Section 4;
- 60 minutes: Box Lunch and Discussion

## **STEP 4: Collect Feedback** - Online evaluation survey to collect feedback and conduct knowledge test

- Two ways: [Links](#) on Pilot Website and Story Map
- **Revision:** Revise the module based on the feedback
- **Long-term implementation:** Continuing education credit for planners



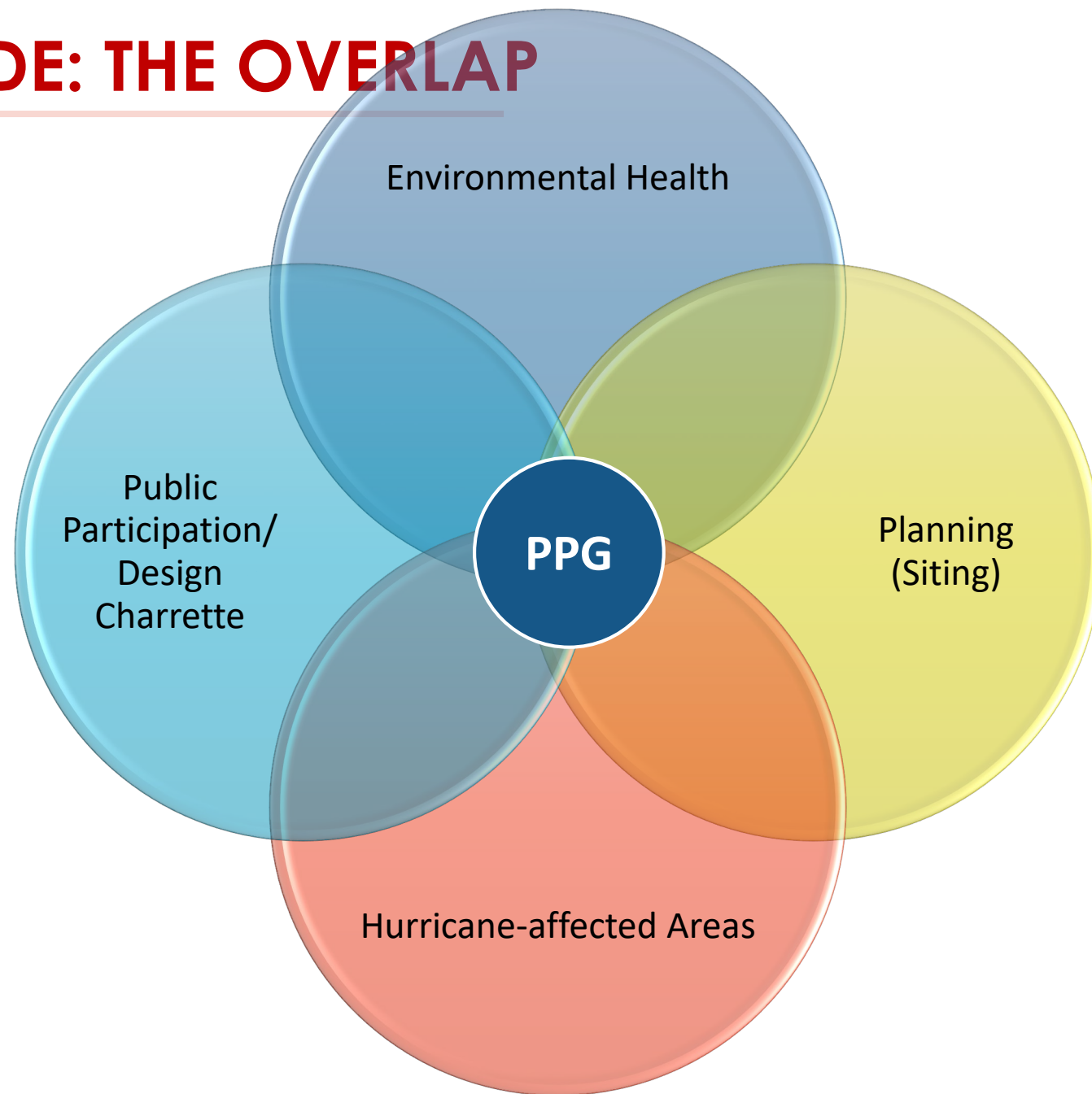
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# TOOL 2

# PUBLIC PARTICIPATION GUIDE: THE OVERLAP

## OBJECTIVE

Equip planners working in disaster-affected areas with tools to facilitate public engagement process for siting new development in areas that have minimal exposure to harmful chemicals.



# PRODUCT 2: PUBLIC PARTICIPATION GUIDE

## • The Public Participation Process

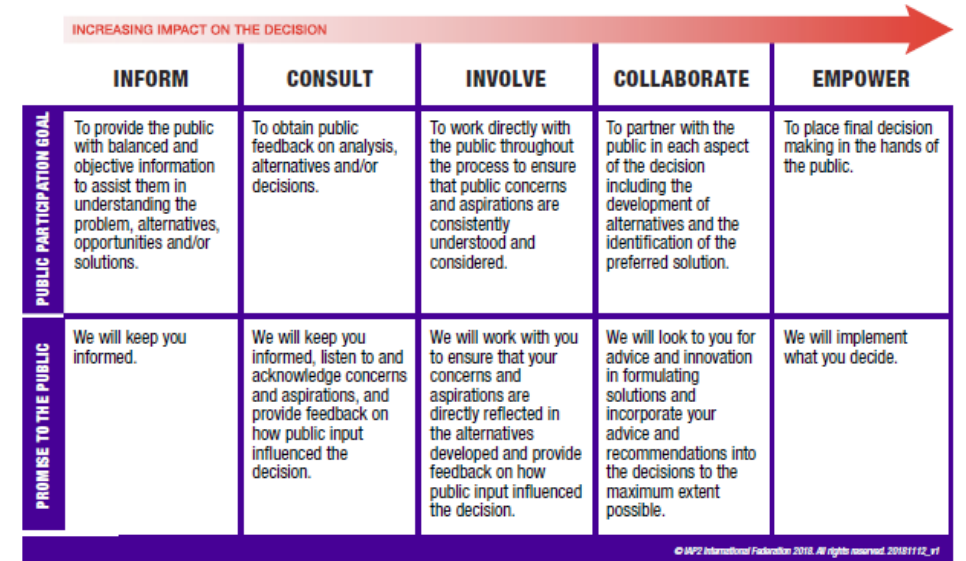
- The Process
  - Public participation in hurricane-affected areas
- Role of the Planner
  - Planner as an Expert
  - Planner as a Facilitator
  - Planning roles in hurricane-affected areas
- Strategies for Effective Engagement
  - General Strategies
  - Before an Event
  - During an Event
  - After an Event

## • Method of public participation

### IAP2 Spectrum of Public Participation



IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.



Activity	Web-Based Engagement
Purpose	To provide an option for remote engagement.
Level of Engagement (see Figure 2, Spectrum of Public Participation)	Inform, Consult, Involve, Collaborate
Description	Web-based engagement can supplement activities like community forums and strategic planning by collecting information through web-based applications. This technique is used to collect feedback from those stakeholders who are unable to participate in the in-person community engagement activities. However, it should be noted that web-based engagement may be a barrier to participation for stakeholders who may not have internet access, or who may not be as computer savvy as others.
Audience	Community members, stakeholders, experts.
Additional Information	For an example of web-based engagement, <a href="#">click here</a> .

# PRODUCT 2: DESIGN CHARRETTE SUPPLEMENTARY GUIDE

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- **Before a Design Charrette**

1. Project assessment and organization
2. Identify stakeholders and their roles
3. Invite charrette participants
4. Goal setting and outcomes
5. Gather and analyze data
6. Secure Materials and Location

# PRODUCT 2: DESIGN CHARRETTE SUPPLEMENTARY GUIDE

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- **During a Design Charrette**

Day 1	Public meeting and community vision
Day 2	Alternative concepts development and feedback loop #1
Day 3	Preferred plan synthesis and feedback loop #2
Day 3 and 4	Plan development and feedback loop #3
Day 4 and 5	Production, public presentation, and review

- **After a Design Charrette**

- **Charrette Considerations in Hurricane-Affected Areas**

# PRODUCT 2: DESIGN CHARRETTE SUPPLEMENTARY GUIDE

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- Design Charrette Process

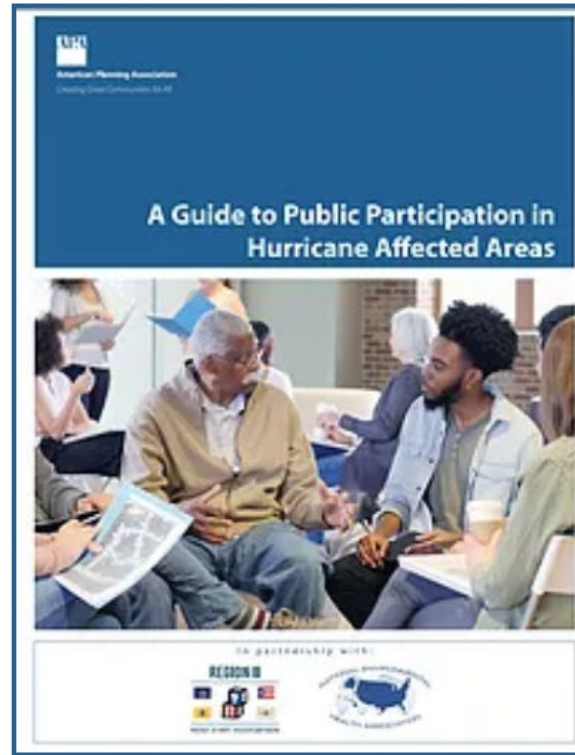




# DELIVERABLE: GUIDEBOOK

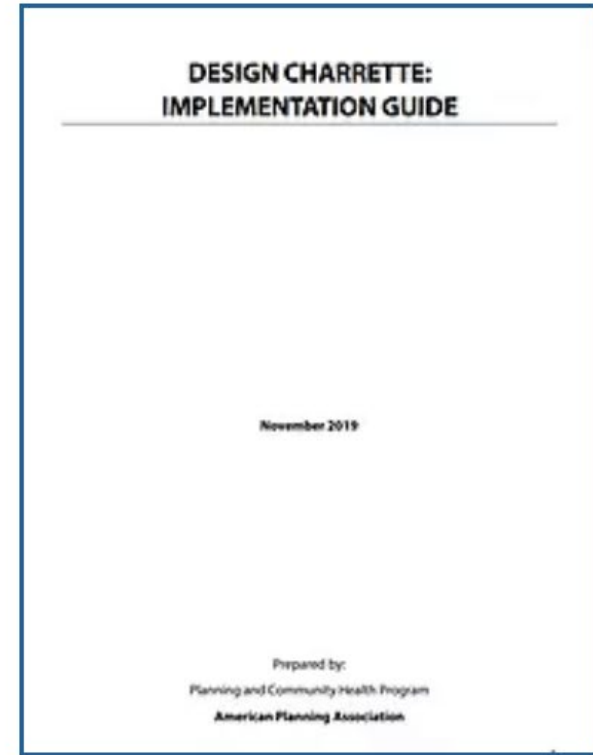
## Project Landing Page:

<https://www.region2headstart.org/pilot>



A Guide to Public  
Participation in  
Hurricane Affected  
Areas

CLICK HERE



DESIGN CHARRETTE:  
IMPLEMENTATION GUIDE

CLICK HERE



# IMPLEMENTATION

- **Access Implementation Guide:** [Click Here](#)
- **Audience:** Planners; Design Professionals; Community leaders; CBOs

**STEP 1: Identify the state-level networks to contact** (e.g., APA State Chapters, Local Universities, LISC Local Offices, etc.)

**STEP 2: Contact these State Organizations:** Networks can use communications tools (e.g., newsletter, webinars, etc.) for outreach

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# IMPLEMENTATION

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## **STEP 3: Contact the interested person or organization**

- Scenario 1: Someone interested in piloting the Design Charrette
- Scenario 2: Someone with a suggestion of a person or organization

## **STEP 4: Conduct Charrette**

- Use the Supplementary Guide

## **STEP 5: Collection Feedback:** [Online evaluation survey](#) to collect feedback

- **Revision:** Revise the module based on the feedback



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