

SCREENING
SCOPING
ASSESSMENT
RECOMMENDATIONS
REPORTING
MONITORING &
EVALUATION



Screening vs. Scoping



Screening

- Project viability
- Conversations with potential partners
- Estimated likelihood & nature of impacts
- Initial Yes/no

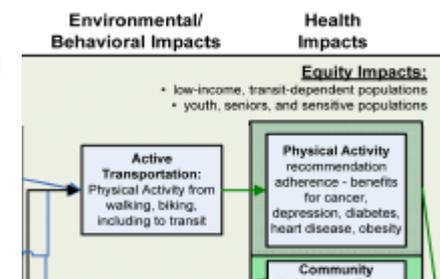
Scoping

- Work plan & partnership details
- Health effects & research questions
- Assessment methodology & data needs
- Final Yes/no

Scoping: WHY, WHO, and HOW

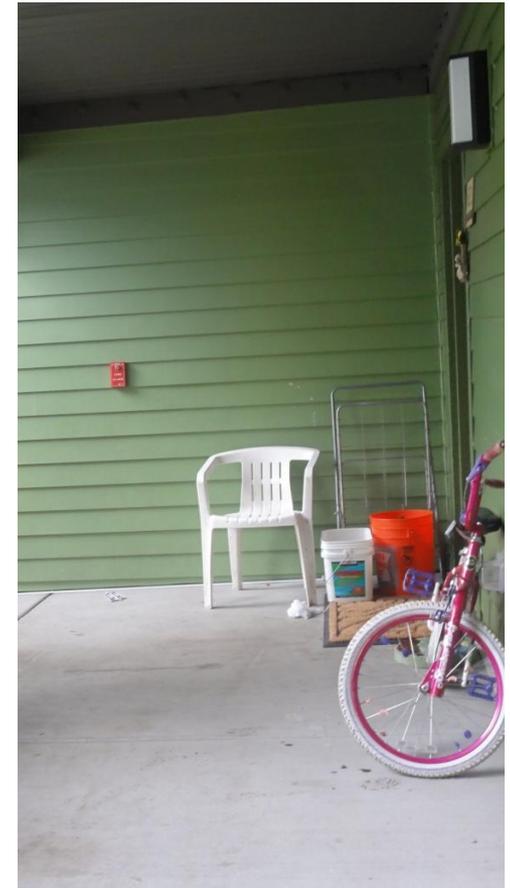


- The primary purpose of scoping is to **lay the foundation for assessment** by developing a work plan that details
- Why** are we doing the HIA? What are the goals?
- Who** will be involved in conducting the HIA
- Who** will be impacted by the decision
- How** the decision will impact population health
- How** the impacts will be assessed



Scoping Outcomes

1. A statement of the HIA **main goals** and **key health effects** considered.
2. A description of the **impacted population** and **key health outcomes**.
3. A brief summary and logic model of the **pathways** through which the population's health and health determinants could be affected.



Scoping Outcomes

4. A summary of **how stakeholders will be engaged** (becomes your **list of who was involved in the HIA** during the reporting phase).



Scoping Outcomes

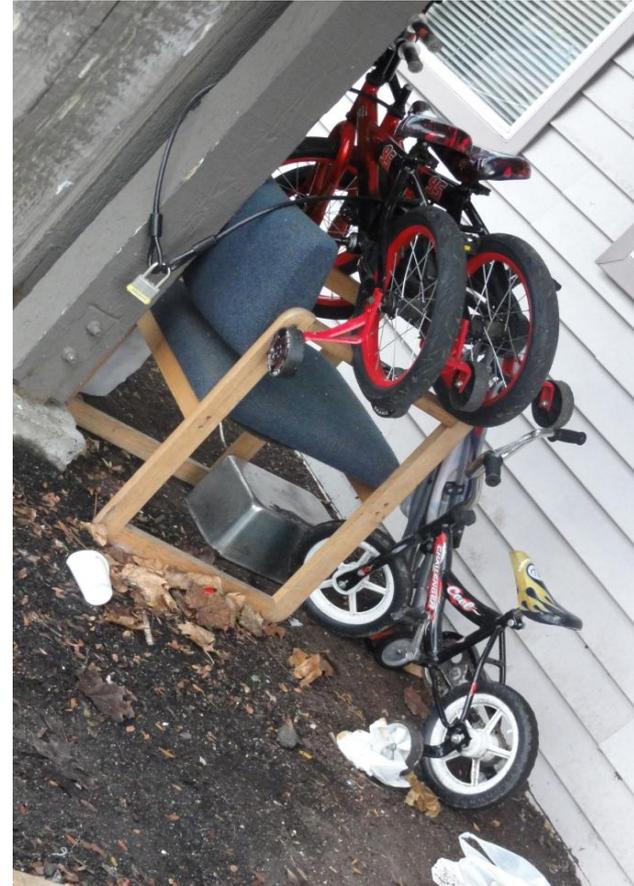


5. A description of the **health determinants and outcomes** that will be assessed in the HIA.
6. A description of the **research questions, data sources, and methods** to be used.



Scoping Outcomes

7. Identification of apparent **data gaps**.
8. A **timeline** of assessment activities.
9. A **work plan** of the methods you will use to collect information on health outcomes and involve stakeholders.



Farm-to-School Bill Components



Reimbursement @ \$19.58M

- Schools buy Oregon foods with 15 cents for lunch and 7 cents for breakfast
- Part of National Lunch and Breakfast Programs
- Federal matching funds
- 2% ODE administration funds

Food, Garden, Agriculture Education Grants @ \$3M

- Support food, garden and agriculture-based activities
- Support gardens in schools

WHY: Oregon F2S Bill HIA Goals



1. Inform Oregon legislative decision process
2. Outline linkages & magnitude of interactions between the policy and health outcomes
3. Inform agency work plans
4. Inform regional institutional procurement efforts
5. Create model farm-to-school state-wide policy HIA

WHO: Oregon F2S Bill Impacted Populations



- Students
- Teachers
- Parents
- Low-income youth; racial and ethnic specific youth
- Low-income families
- Farming communities



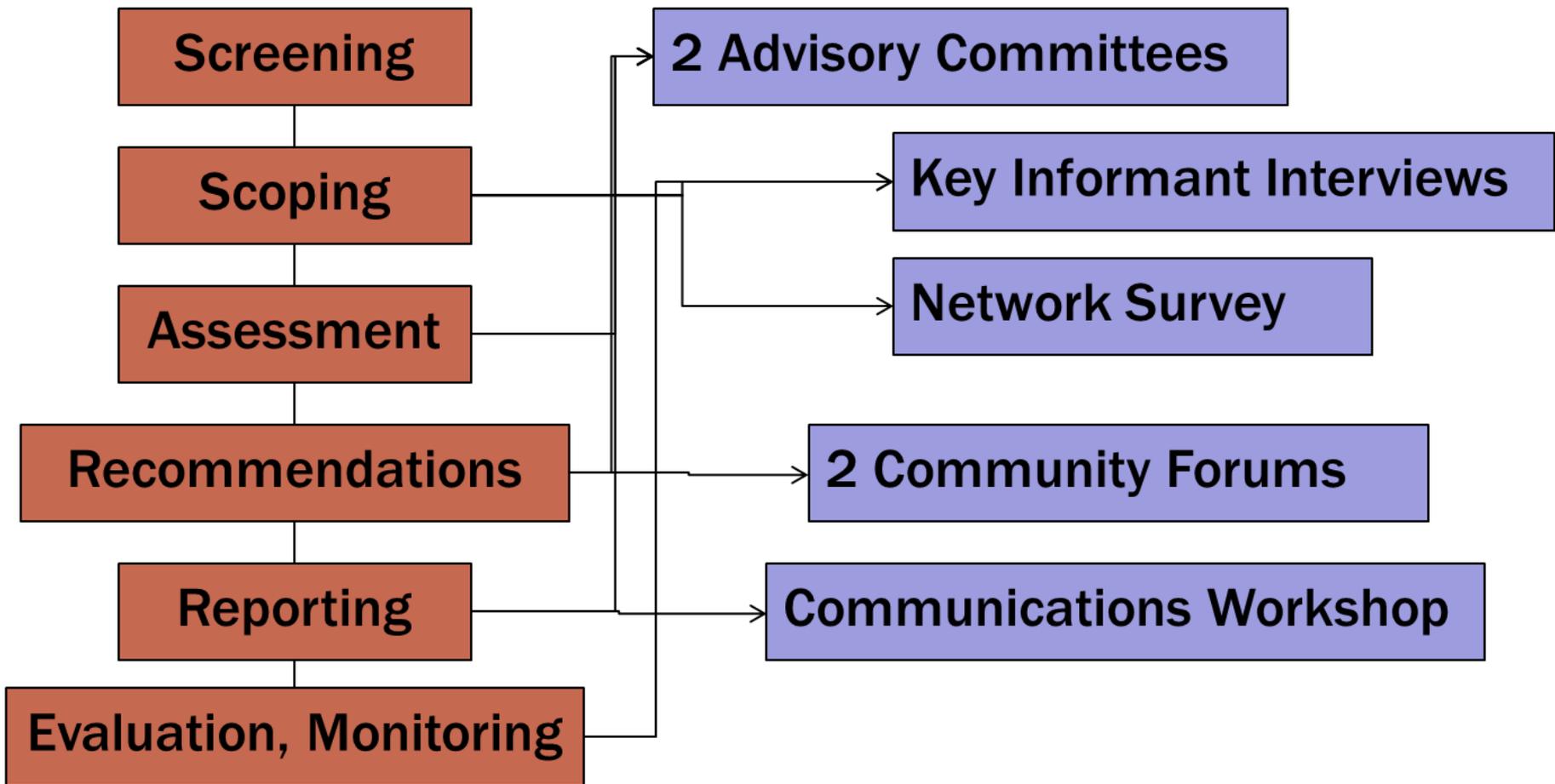
- Farmers
- Processors
- Distributors
- School nutrition service staff
- Food industry workers, agriculture production labor
- Farmer/worker families



WHO: Oregon F2S HIA Team

- Oregon Public Health Division
- Oregon Department of Education
- Partners for a Hunger Free Oregon
- Oregon Department of Agriculture
- Ecotrust
- National Farm to School Network
- Oregon State University Extension

HIA Example: Oregon Farm-to-School Bill Stakeholder Engagement

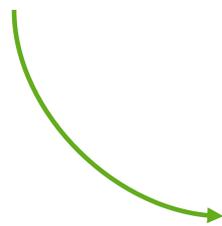


HIA Example: Oregon Farm-to-School Bill

Scope -- Health Determinants



How does the proposed policy



Affect Health Determinants

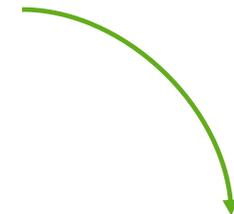
Employment

Diet and Nutrition

Comprehensive K-12 Education

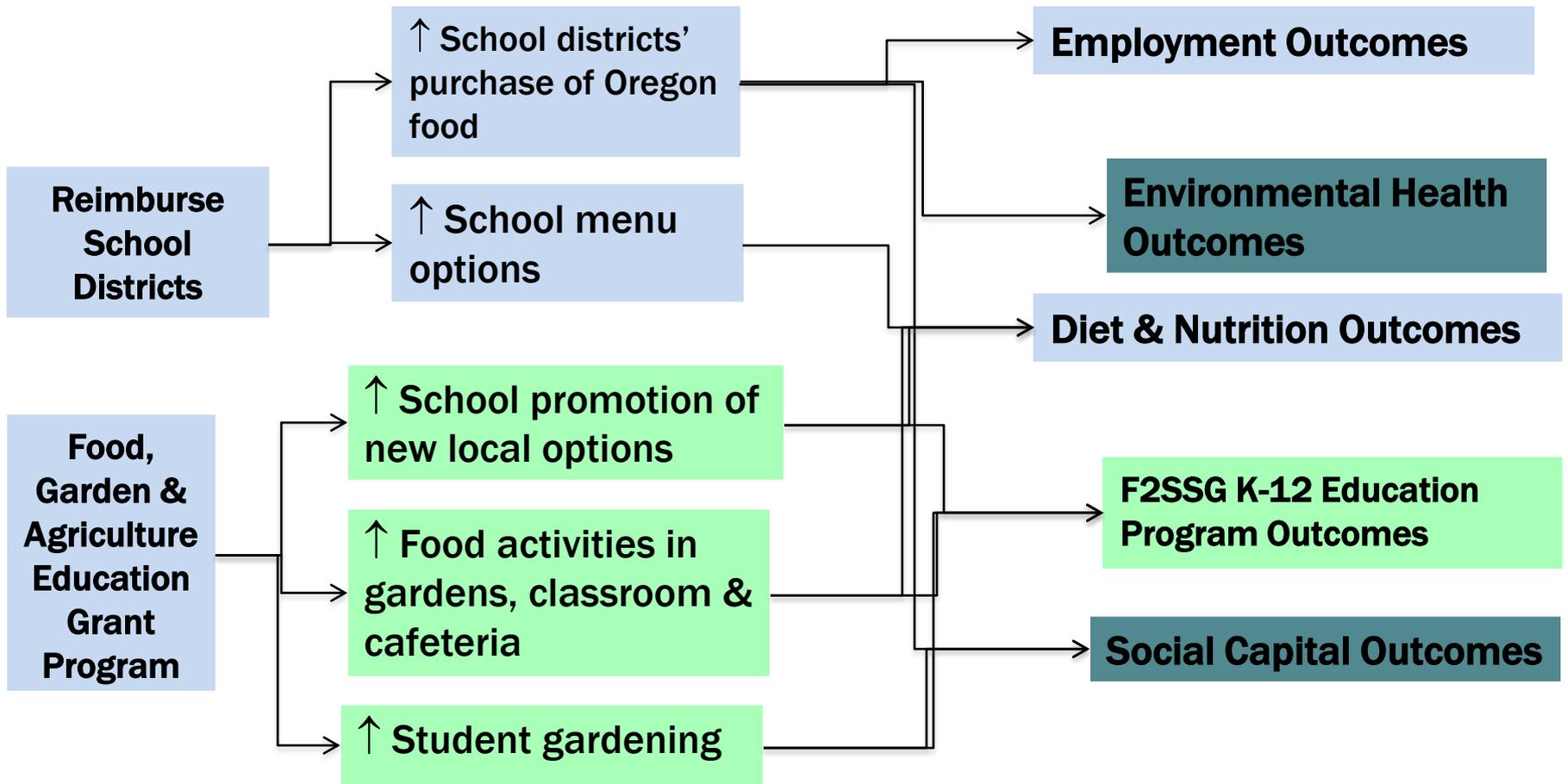
Environmental Health

Social Capital



and lead to predicted health outcomes?

HOW: Oregon F2S Bill Health Determinant Pathways



HOW: Oregon F2S Bill Health Determinant Pathways, refined

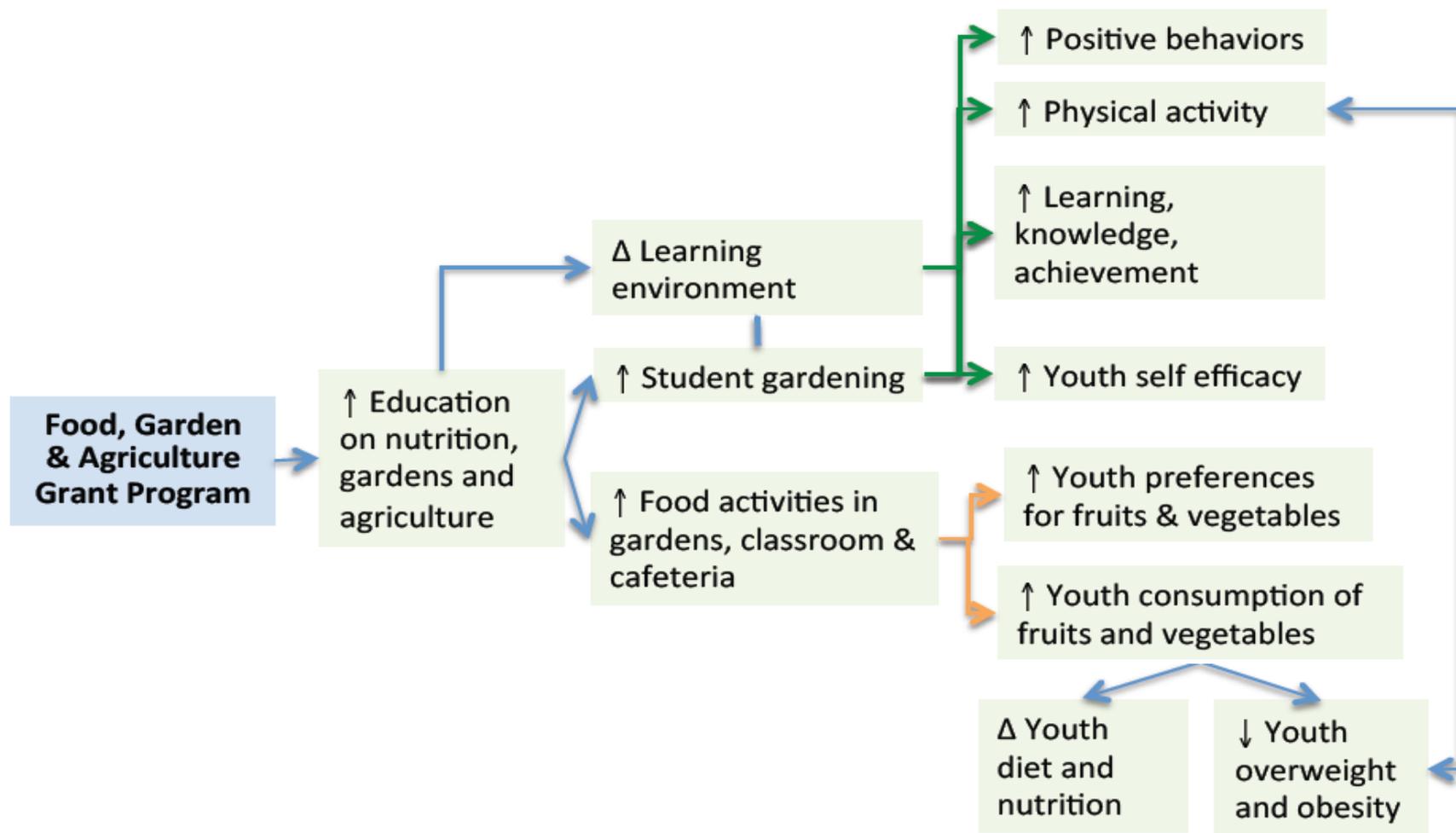


Figure 4.13 Farm to School and school garden education health determinant pathway

HOW: Oregon F2S Bill General Research Questions



Health Determinant Pathway	Central Research Question
Employment	How will the policy's reimbursement program affect employment and related health outcomes?
Diet & Nutrition	How will the policy's reimbursement program affect children's dietary and nutrition related health outcomes?
F2S/Garden Education	How will the policy's education grant programs affect student learning and health outcomes?
Environmental Health	How will the policy's reimbursement and grant program affect environmental health?
Social Capital	How will the policy's reimbursement and grant program affect relationships?

Scoping Exercise



Case Study: SE 122nd Avenue Planning Study (Portland, OR)

Read the case study description below. You will continue working on this case in additional exercises. The directions for each exercise follow the case study descriptions.

Background:

In 2009, the Portland Bureau of Planning & Sustainability (BPS) initiated a planning study for an area of SE Portland centered on a 2 mile stretch of SE 122nd Avenue, a 5-lane main arterial flanked by predominantly residential, auto-oriented development, with almost no neighborhood commercial activity or pedestrian infrastructure. There were two primary factors that motivated BPS to undertake this project. First, planners wanted an opportunity to apply a newly conceived neighborhood planning concept—the “20 minute neighborhood”—that had emerged from other recent planning efforts, particularly the development of the Portland/Multnomah County Climate Action Plan and the Portland Plan, a long-range strategic plan for the city that will soon be used to guide the

Scoping Exercise



Exercise 1: Developing a Preliminary Scope

Directions

Answer the following questions using the information from the case study description above. (Spend about 15 minutes on this section)

1. What are the current neighborhood conditions this plan will affect?

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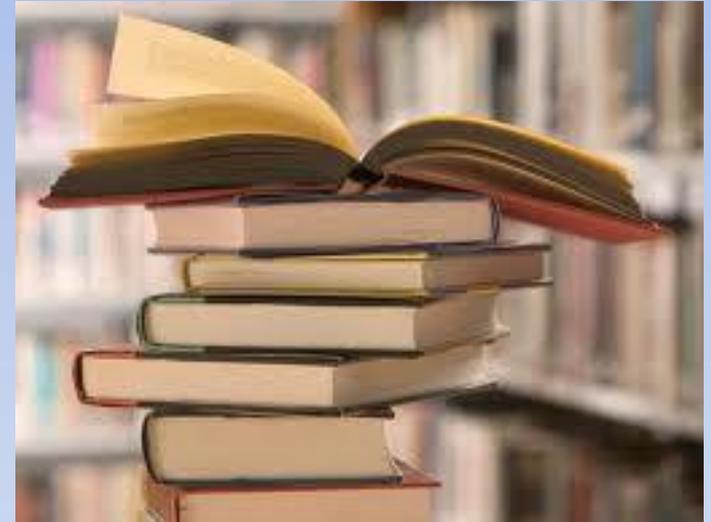


ANDREW YOUNG SCHOOL



Assessment: Purpose

The purpose of the assessment is to characterize the potential health effects of alternative decisions based on available evidence.



Outputs of Assessment

1. Baseline data of affected populations - information on the existing conditions of the population, including:
 - health status
 - health indicators
 - vulnerabilities to health effects

Common Types of Evidence

- Existing population demographic data and health statistics, such as census data, vital statistics, agency reports
- Environmental measures, to assess hazardous agents or conditions
- Maps, to reveal “hot spots” or spatial differences
- Empirical research
- Qualitative methods, such as focus groups, key informant interviews, photovoice etc.

Data Limitations

- Some HIAs rely on proxy measures when rates of specific diseases are not available or are too small to calculate.
 - For example, rather than providing an estimate of lung cancer rates in a small community, an HIA might identify smoking rates and important sources of airborne pollutants in the community's airshed.

Outputs of Assessment

2. Characterization of the anticipated health effects of alternative decisions

Characterizing the Anticipated Effects

Four important and commonly described characteristics of health effects are:

1. Direction
2. Magnitude
3. Impact / Severity
4. Distribution

Characterizing the Anticipated Effects

Table 1: HIA Analysis Summary of Findings

Health Determinant	Direction	Magnitude	Impact	Significance Likelihood	Distribution
Traffic Safety	↑	High	High	Very Likely	Affects whole community relatively equally
Physical Activity	↑	Medium	Medium/High	Very Likely	Impacts neighboring vulnerable community and whole community via expanded access
Access to Goods and Services	↑	Medium	Medium/High	Very Likely	Disproportional effect on low income, transit-dependent communities around DMA
Air Quality	↑	Low	Low	Possible	Affects whole community relatively equally

Outputs of Assessment

3. An evaluation of the level of confidence or certainty in the effects prediction

Characterizing Strength or Quality of Evidence

- HIA practitioners should select the strongest evidence and methods that are available for a particular decision context.
- The quality of the evidence used in an HIA can be assessed according to the core standards of the discipline in which the data originate.
 - For example, epidemiology studies should be evaluated according to the standards of that field, with attention to issues of confounding and bias.

Characterizing Strength or Quality of Evidence

LEGEND

- ▲▲▲▲ Strong impact on many
- ▲▲▲ Strong impact for few or small impact on many
- ▲▲ Moderate impact on medium number or strong impact on few
- ▲ Small impact on few
- None No effect
- **** 10+ strong studies
- *** 5 -10 strong studies or data analysis
- ** 5 or more studies of weak and moderate quality; or studies have mixed results
- * <5 studies and claim consistent with public health principles

Health Outcome or Health Determinant	Magnitude of Impact w/ HIA Recs. [†]	Distribution	Quality of Evidence
Employment Impacts			
Health & life expectancy	▲▲▲▲	Farm sector and related jobs	****
Job creation	▲▲▲	~270 new jobs	****
Oregon product demand	▲▲▲▲	100 —197 School Districts ⁴	****
Workers' ability to pay bills	▲▲▲	~270 new jobs	****
Economic activity	▲▲▲▲	3.16 economic multiplier	****
Impacts on Child Diet and Nutrition			
Meal program participation	▲▲▲	561,698 public school children ¹	**
Child learning & academic attainment	▲▲▲	561,698 public school children ¹	****
Household food security	▲▲	210,446 households ²	***
School meal nutrition	▲▲+	561,698 public school children ¹	*
Child overweight & obesity	▲▲+	1 in 4 children	**
Farm to School and School Garden Education Impacts			
Gardening education	▲▲▲▲	~15,000 new children ³	****
Child fruit & vegetable consumption	▲▲▲+	561,698 school children ¹	****

Transparency is Key

THE FACTS:

- You will not always have all the data you'd like to have
- There will not be always consensus on the predicted health effects of the project or policy under consideration
- There may not be consensus on how “strong” the evidence is.

Transparency is Key

- As HIA practitioners, it is our responsibility to be grounded in scientific neutrality and to admit uncertainty.
- Explanation of methods used in your HIA and the choices you made in methods of categorization should be stated explicitly.
 - Example: What gets 5 stars in strength of evidence, and what gets 4?

HIA Example: Oregon Farm-to-School Bill Assessment Methods

1. Literature Review
2. Secondary Data Analysis
3. Economic Analysis
4. Community Input



1	2009 Local Foods Jan- Dec						
2	Vendor Name	Item ID (PPS) Supc	Description	Vendor Code	Brand	Oregon Grown	Oregon Processed
3	FUJII PRODUCE *1	1769728	ANISE BUNCH FRESH FENNEL		PACKER	X	X
4	FUJII PRODUCE *1	2174464	PEA SUGAR		PACKER	X	X
5	FUJII PRODUCE *1	2469054	PEACH FRESH		PACKER	X	X
6	COASTAL BROKERS	3493327	APPLE FUJI FRSH		PACKER		X
7	HILLTOP PRODUCE	1275106	RUTABAGA FRESH		PACKER	X	X
8	ORGANICALLY GROWN COOP	1406313	BLUEBERRY FRESH ORGANIC		PACKER	X	X
9	ORGANICALLY GROWN COOP	3074861	GRAPE RED ORGANIC FRSH		PACKER		X
10	ORGANICALLY GROWN COOP	3083300	NECTARINE FRESH ORGANIC		PACKER		X
11	ORGANICALLY GROWN COOP	7120092	POTATO ORGANIC KLAMATH PEARL		PACKER	X	X
12	ORGANICALLY GROWN COOP	4915302	SQUASH BUTTERNUT FRSH ORGANIC		PACKER	X	X
13	TUALATIN VALLEY POTATO	1254069	POTATO RED #1 FRESH SZ A		PACKER	X	X
14	TUALATIN VALLEY POTATO	1254051	POTATO RED #1 FRESH SZ B		PACKER	X	X
15	TUALATIN VALLEY POTATO	1856590	POTATO RED #2 FRESH		PACKER	X	X
16	TUALATIN VALLEY POTATO	6482566	POTATO RED B SZ	6482566	PACKER	X	X
17	DEL MONTE FRESH	8334880	PEPPER YELLOW JULN 3/16		GARDEN		X

Assessment Exercise

Exercise 2: Drafting Research Questions

Instructions: Choose one health determinant or outcome from your pathway diagram and draft 2-3 research questions each for determining existing conditions and potential impacts. An example is below.

		Project: LOPT Transit Study			
		Health Determinant/Outcome: Concentration of outdoor air pollutants			
Research Questions: Existing Conditions (of health determinants and health outcomes)	Research Questions: Potential Impacts (on health determinants, outcomes)	Possible Indicators	Data Sources	Methodology	Priority (High, Medium, Low)
What are current levels of diesel engine -related air pollutants in the Hwy 43 corridor?	How will concentration levels of these pollutants change as a result of the different scenarios?	Modeled existing concentration levels of key air toxics; Gallons of diesel used in construction	DEQ's PATS database, DEIS projections for diesel use in construction, EPA/OSHA reports on construction AQ	Project emissions from construction activity based on different fleet scenarios	Med/ high

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Good Recommendations Are...

1. Responsive to predicted impacts
2. Specific and actionable
3. Experience-based and effective
4. Enforceable
5. Able to be monitored
6. Technically feasible
7. Politically feasible
8. Cost-effective
9. Unaccompanied by additional negative consequences
10. Implementable within the regulatory, administrative, or legislative framework of the proposal being considered

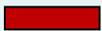


A Tale of Two Recommendations...

- Construction activities related to infrastructure development would result in temporarily elevated levels of certain hazardous air pollutants.
- Amounts of air toxics produced during construction can vary greatly depending on the age and condition of the construction equipment.



A Tale of Two Recommendations...

The Recommendations		
Metro (the planning agency) should encourage contractors to use better equipment.		TriMet (the contracting agency) should work with the State Clean Diesel program to develop more stringent emissions-based equipment fleet requirements or incentives for contractors and sub-contractors working on the project.
	Responsive to predicted impacts	
	Specific and actionable	
	Experience-based and effective	
	Enforceable	
	Able to be monitored	

A Tale of Two Recommendations...

The Recommendations		
Metro (the planning agency) should encourage contractors to use better equipment	TriMet (the contracting agency) should work with the State Clean Diesel program to develop more stringent emissions-based equipment fleet requirements or incentives for contractors and sub-contractors working on the project	
	Technically feasible	
	Politically feasible	
	Cost-effective	
	Do not introduce additional negative consequences	
	Implementable within the regulatory, administrative, or legislative framework of the proposal being considered	

HIA Example: Oregon Farm-to-School Bill Findings

Findings:

- School reimbursement funds would:
 - Create and maintain up to 800 jobs for Oregonians over 5-10 yrs
 - Increase student participation in school meals program
 - Improve household food security
- Food, garden and agricultural grants would:
 - Increase childhood food preferences for fruits and vegetables
 - Shape long-term healthy diet choices that affect children's learning and academic achievement while preventing obesity

HIA Example: Oregon Farm-to-School Bill Recommendations

To maximize positive job growth and food security impacts:

- Rec #1 -- Modify language of the bill so that only items “produced” or “processed” in state are eligible for reimbursement

To maximize child nutrition, food security, and student learning benefits, for education grant recipients:

- Rec #2 -- Prioritize schools serving:
 - Low income;
 - Ethnically/culturally diverse student populations;
 - Food insecure areas
- Rec #3 -- Prioritize schools developing multi-component programs (i.e.; procurement, promotion, & education w/community support)

Recommendations Exercise

Exercise 3: Drafting Recommendations

Instructions: Answer the questions below and discuss with your group.

- 1. Mitigation recommendations.** For the hypothetical negative impact below, develop a recommendation or two for mitigating the impact. Try to make the action as specific and actionable as possible. What needs to be done, and who needs to do it?

***Hypothetical negative impact:** The SE 122nd Ave Plan recommendations will increase the potential for bike and pedestrian crashes with cars as a result of increased bike and pedestrian traffic in and around the plan area.*

Possible recommendation(s) for mitigating impacts: