CHOOSE SAFE PLACES FOR EARLY CARE AND EDUCATION

Implementation Plan: U.S. Virgin Islands

December 4, 2019
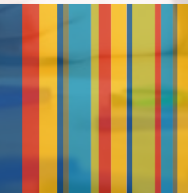
Sagar Shah, PhD, AICP
Planning and Community Health Manger
American Planning Association (APA)
sshah@planning.org

Jo Peña
Research Associate
American Planning Association (APA)
jpena@planning.org

REGION II
HEAD START ASSOCIATION

NATIONAL ENVIRONMENTAL HEALTH ASSOCIATION

APA
American Planning Association
Creating Great Communities for All

CONTENT

- **PROJECT GOALS AND OBJECTIVES**

- **PRODUCT 1: EDUCATION MODULE**
  - ABOUT THE TOOL
  - IMPLEMENTATION

- **PRODUCT 2: PUBLIC PARTICIPATION GUIDE**
  - ABOUT THE TOOL
  - IMPLEMENTATION

- **Q AND A**

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

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

Two
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

TIMELINE

- **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

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.

Environmental Health

Planning (Siting)

Early Care and Education (ECE)

EM

Hurricane-affected Areas
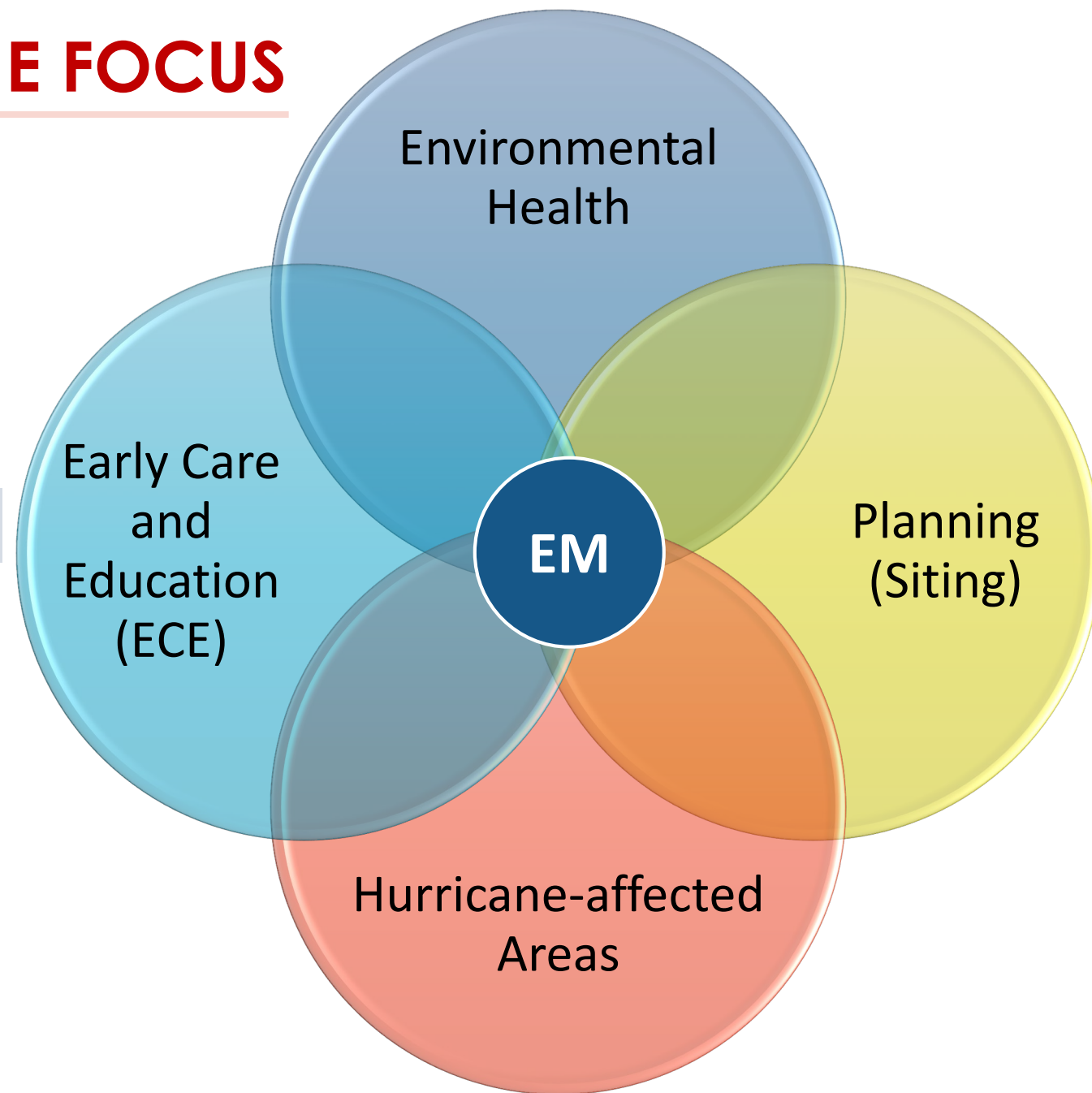
PRODUCT 1: EDUCATIONAL MODULE

- ## 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

APA
American Planning Association
Creating Great Communities for All

OCTOBER 2019

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

In collaboration with:

REGION II
HEAD START ASSOCIATION

NATIONAL ENVIRONMENTAL HEALTH ASSOCIATION

PRODUCT 1: EDUCATIONAL MODULE

TABLE 3. ATTRIBUTES AND INDICATORS

Attribute Type	Indicator	Attribute Type	Indicator
Desirable	Proximity to transit and active transportation options	Undesirable	Severity of former land uses to potentially generate environmental contaminants
	Number of employment centers near ECE program		Proximity to previous and current site uses that potentially generate environmental contaminants
	Proximity to areas with higher residential density		Proximity to roadways with high traffic volume
	Access to safe drinking water and other utilities		Proximity to railroad tracks
	Proximity to library		Proximity to industrial sources of contamination
	Proximity to schools		Located within 100-year floodplain
	Proximity to grocery stores		
	Proximity to civic and public space		
	Access to green space		

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

1. Clarification of project objectives and requirements

For ECEs, objectives can be to provide safe environment by supporting environmental health and avoiding incompatible land uses.

2. Identify site selection criteria

| Site Factors (desirable and undesirable site attributes; see Sections 2.1 and 2.2) | Contextual Factors (surrounding land uses/services), including access to clean drinking water. |

3. Gather data and select potential sites

| Collect the data. Calculate site attributes using the indicators and data. | Identify infill and redevelopment sites that may be suitable for ECE program. |

4. Evaluate each site's suitability

Apply environmental health criteria to compare sites.

5. Rank evaluated sites and select best site

Apply weighted/unweighted criteria to compare options.

6. Conduct feasibility study

Determine if market and site conditions will result in ECE that is financially viable.

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 areas afectadas por huracanes

CLICK HERE

IMPLEMENTATION

- **Access Implementation Guide: [Click Here](#)**

- **Audience:** Primary – Planners; Secondary – EH and PH professionals; engineer

STEP 1: Identify the state-level networks to contact (e.g., Local Universities, membership associations, etc.)

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

f

Bookn

St. Thomas, U.S. Virgin Islands

Project Background

Category 5 hurricanes Irma and Maria struck the U.S. Virgin Islands 14 days apart in 2017. Damage across the three islands was as severe as any place in the country, including Texas, Puerto Rico, Florida, and Caribbean nations.

The U.S. Territory is still in recovery mode and sought assistance from the CPAT program to help address the damages caused by the 2017 hurricanes along with enhancements that will mitigate future hazards and promote walkability around the Schneider Regional Medical Center.

Piotr Gajewski
Department of Public Works

Graciela Rivera
Deputy Hazard Mitigation Officer
VITEMA (VI Territorial Emergency Management Agency)

Greg Guannel, Ph.D.
Director, Caribbean Green Technology Center
University of the Virgin Islands

Robert Graham, CPM
Executive Director
VI Housing Authority

Colette Conroy Monroe
Policy Advisor to the Governor
Government of the USVI
Office of the governor

Dennis Chance
Deputy Commissioner of Transportation
USVI Department of Public Works

IMPLEMENTATION

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

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.

Environmental Health

Public Participation/ Design Charrette

PPG

Planning (Siting)

Hurricane-affected Areas
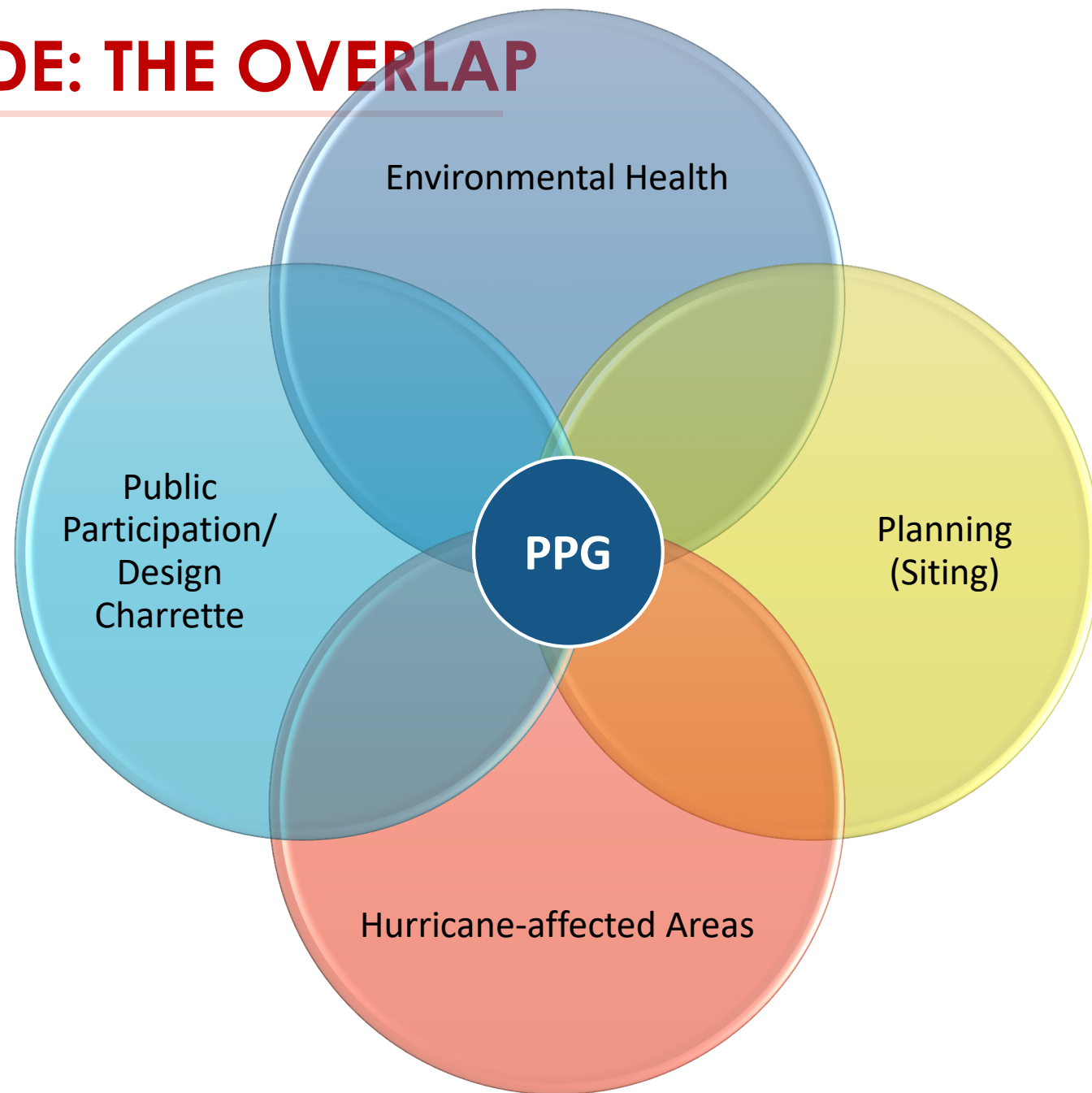
PRODUCT 2: PUBLIC PARTICIPATION GUIDE

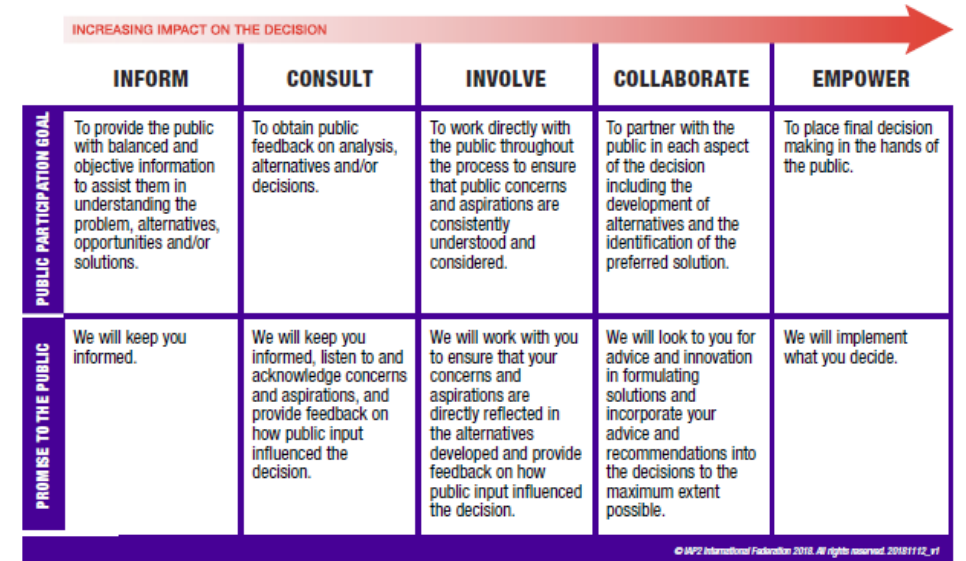- **The Public Participation Process**
  - The Process
    - Public participation in hurricane-affected areas
  - Role of the Planner
    - Planner as an Expert
    - Planner as a Facilitator
    - Planning roles in hurricane-affected areas
  - Strategies for Effective Engagement
    - General Strategies
    - 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.

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

INCREASING IMPACT ON THE DECISION

© IAP2 International Federation 2018. All rights reserved. 20181112_v1

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, click here.

PRODUCT 2: DESIGN CHARRETTE SUPPLEMENTARY GUIDE

- **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

- **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**

• **Design Charrette Process**

DELIVERABLE: GUIDEBOOK
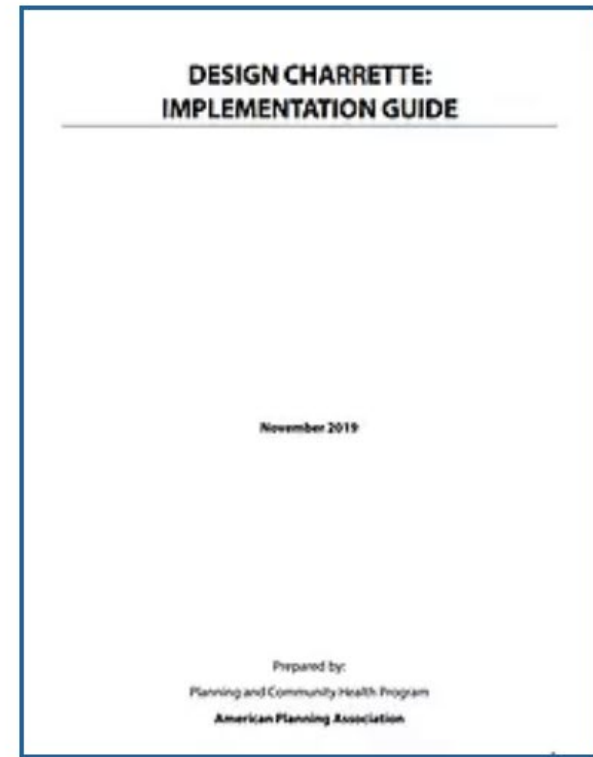
Project Landing Page:

https://www.region2headstart.org/pilot
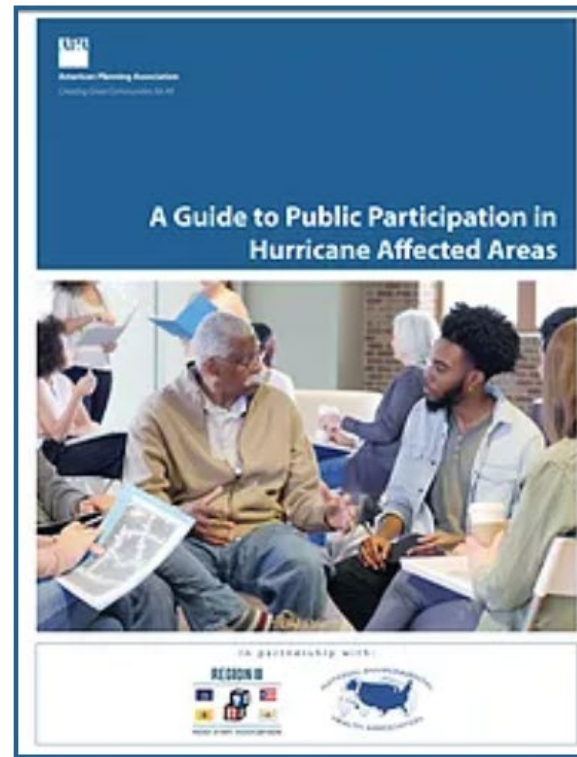
A Guide to Public Participation in Hurricane Affected Areas

CLICK HERE

DESIGN CHARRETTE: IMPLEMENTATION GUIDE

CLICK HERE

IMPLEMENTATION

- **Access Implementation Guide: <u>Click Here</u>**

- **Audience:** Planners; Design Professionals; Community leaders; CBOs

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

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

IMPLEMENTATION

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