

Evaluating the health and equity impacts of federal, state, and local policies for preventing or responding to lead exposure in children

## Preventing and Responding to Childhood Lead Exposure: General Listening Session

A collaboration between Robert Wood Johnson Foundation and The Pew Charitable Trusts.

# About this Project

- **Goal:**
  - To assist with federal, state and local decision-making by providing new information regarding approx. 20 policies for the prevention of and response to childhood lead exposure.
- **Study Scope:**
  - The impact of the policies on outcomes for children later in life
  - The impact of the policies on equity
  - The cost-effectiveness of the policies
- **Study Timeline:**
  - Spring 2017

# Role of Project Partners

- **Child Trends** – Strength of evidence assessment, manage quantitative modeling partners
- **Altarum Institute** – Conduct modeling using Value-of-Prevention tool, including return on investment
- **The Urban Institute** – Simulate outcomes for kids later in life using the Social Genome Model
- **Trust for America's Health (TFAH)** – Collect 20 case studies
- **National Center for Healthy Housing** – Support policy screening efforts and case study development
- **Advisory Committee** – Provide overall guidance to the project.
- **Subject Matter Experts** – Provide sector specific technical advice.

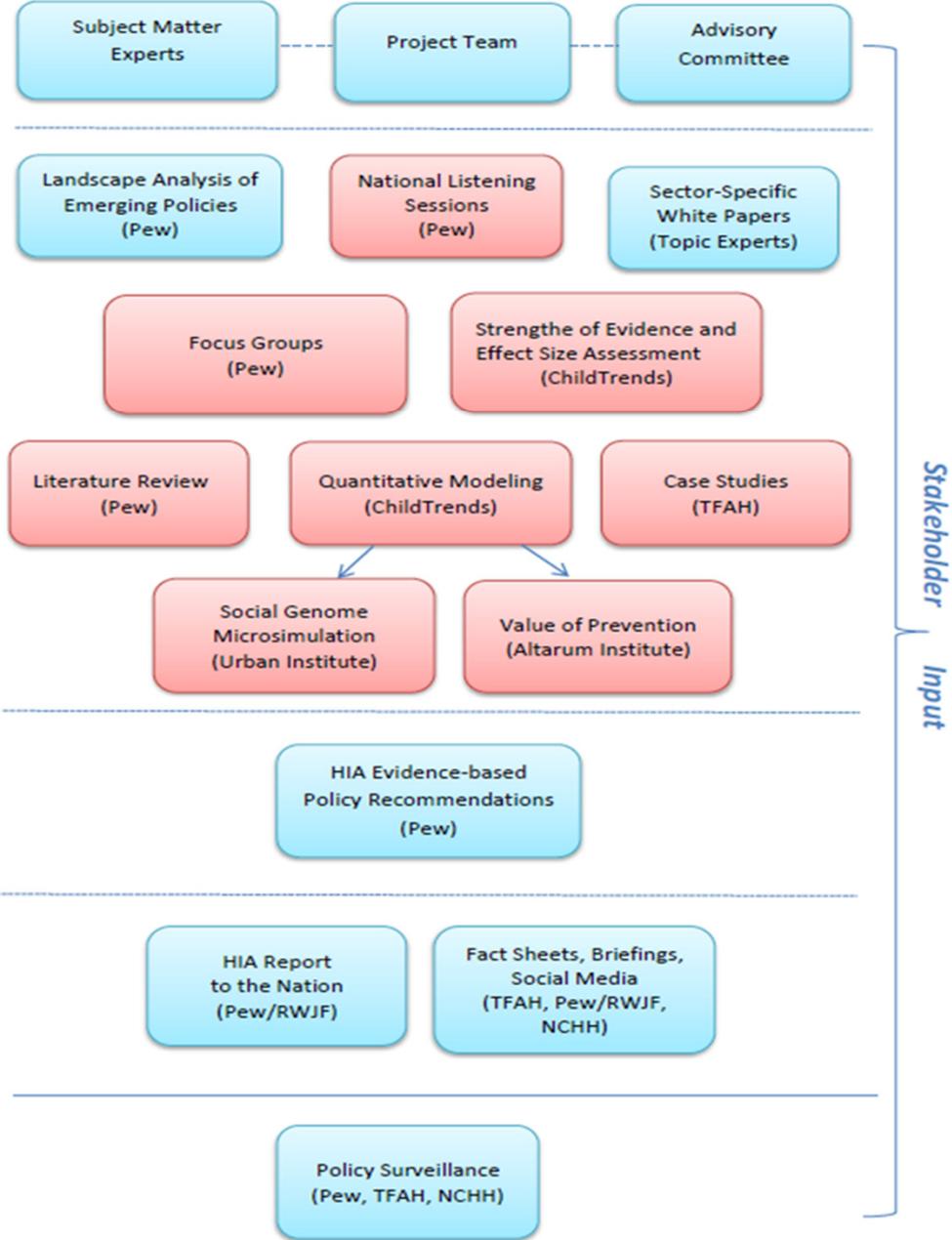
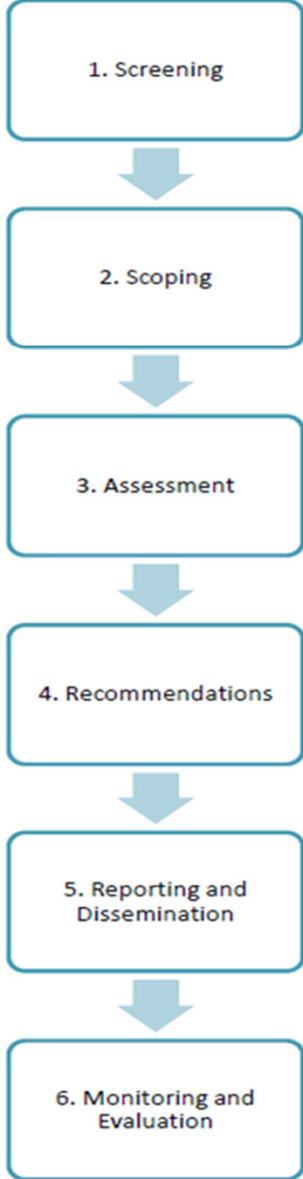
# Defining Health Impact Assessment (HIA)

A structured process that uses scientific data, professional expertise, and stakeholder input to identify and evaluate public health consequences of proposals and suggests actions that could be taken to minimize adverse health impacts and optimize beneficial ones.

*Source: "Improving Health in the United States: The Role of Health Impact Assessments" by the National Research Council, September 2011*

# Project Framework

**Six-Step HIA Process:**



# A Few Words About Equity

## **Equity and Inequities vs. Equality and Disparities**

- Equity = Providing all people with fair opportunities to attain their full potential to the extent possible
- Example:
  - Equal: Requiring homeowners to replace private lead service lines
  - Equitable: Requiring homeowners to replace private lead service lines and ensuring funding mechanisms are in place for low-income homeowners

## **Part of the *process***

- Key stakeholders and the affected community will be involved in each step of the project:
  - Setting policy priorities, informing research plan and methods, assisting with dissemination of findings

## **Part of the *assessment***

- Understanding the equity impacts of policies

Source: CommonHealth ACTION, adapted from Braveman and Gruskin, 2003

# Who Are “Stakeholders”?

- Decision-makers/policy-makers
- People or organizations involved in policy implementation
- Children who have been affected by lead and their families
- Communities disproportionately burdened by lead
- Communities experiencing social, economic, or political barriers to health (i.e. marginalized communities)

# Discussion (Keep in Mind)

1. Which policies should be prioritized?
  - Which policies will deliver the greatest *public health impact*?
  - Which policies will help to *reduce inequities*?
  - Which policies are likely to be most *cost effective*?
  - Which policies could be “moved” in 18-36 months?
2. Are there specific tactics that should be prioritized?
3. Are there additional benefits of the policies that should be considered?
4. Are there additional considerations of the policies that should be included?

# Policy Screening

Pew began with over 100 policies and narrowed them to those that would:

1. Result in a reduction in environmental sources of exposure (primary prevention)
2. Result in the provision of a service for a child who is either at risk of exposure or has already been exposed (tertiary prevention)

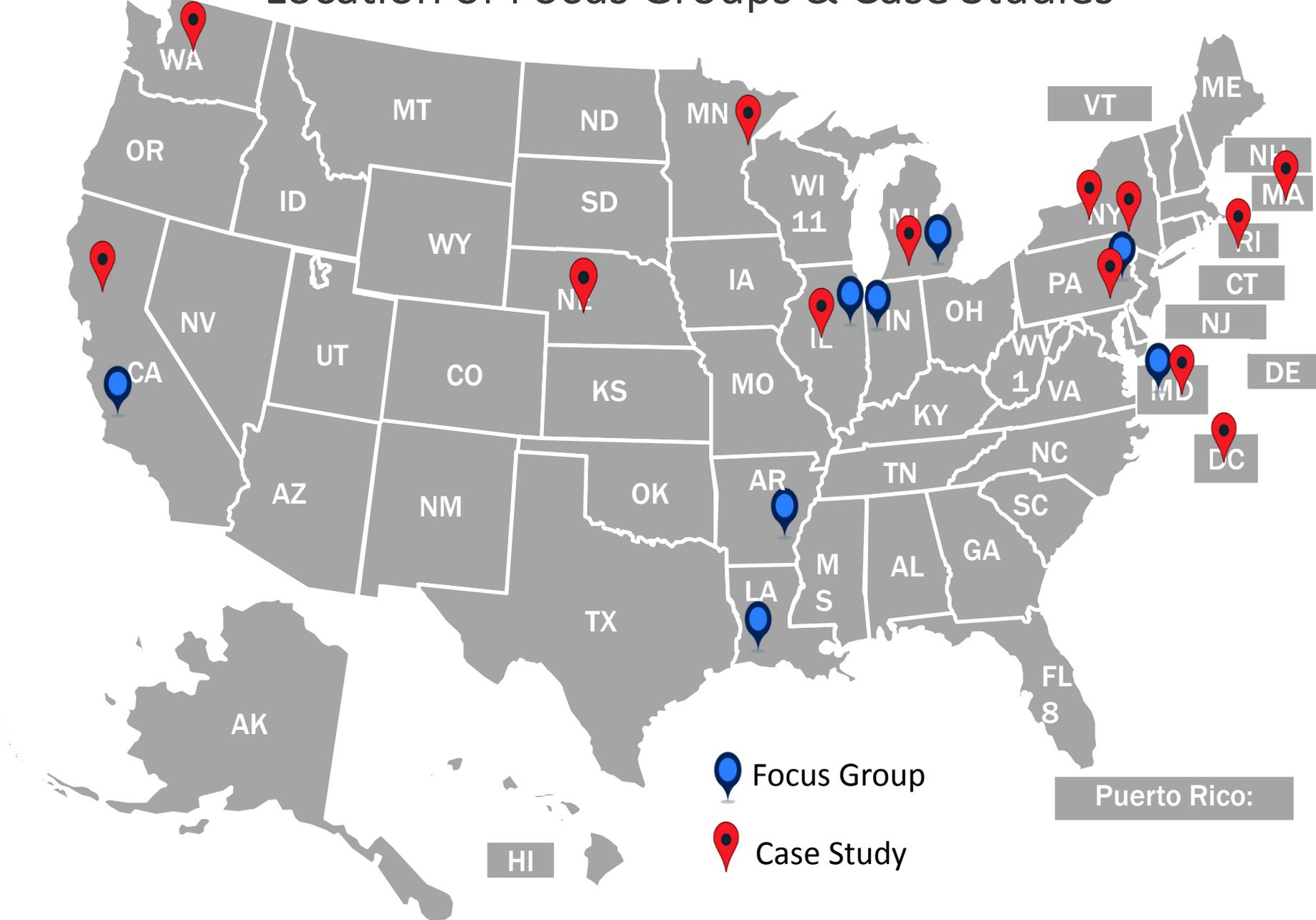
Pew initially *excluded*:

- Surveillance policies
- Financing policies that did not directly link to exposure reduction or service provision
- Operational policies (e.g. task forces, job training)

# The Screening Process

- Advisory committee, expert panel, and key stakeholders were asked to prioritize recommendations based on their:
  - 1) public health impact
  - 2) equity implications
  - 3) likely timeframe for action under 3 years
- Policies presented during several topic specific listening sessions in November.
- Gathered additional feedback from key stakeholders during 15 focus groups

# Location of Focus Groups & Case Studies



 Focus Group

 Case Study

Puerto Rico:

# Lead in and around Homes

- Lead hazard control, including replacing old lead-contaminated single pane windows
- Lead service line replacement
- Municipal code enforcement for lead
- State primary prevention laws
- Lead safe painting, repair, and renovation requirements
- Update standards for lead

## Potential tactics:

- Inspect all homes in multi-family developments when one is found with hazards
- Inspect homes at lease or sale

# Lead in and Around Homes

- Considerations:
  - Displacement risk for tenants
  - Potential financial burden on tenants and property owners
  - Workforce training costs
  - Infrastructure improvements should address housing and drinking water systems

# Lead in Schools and Childcare Facilities

- Provide safe drinking water in schools
- Provide federal funding for state and local agencies to find and reduce paint, soil, and dust hazards in schools and child care facilities
- Make test results publicly available

# Lead in Consumer and Industrial Sources

- Prevent exposure to lead from health remedies
- Reduce lead in food
- Remove approval of lead acetate hair dyes
- Ban lead-based paint
- Prohibit use of lead in aviation fuel
- Ban lead for wheel weight replacements
- Strengthen air emission requirements for major industrial sources

# Responding to Children with Lead Poisoning

- Support early childhood educational interventions
  - High quality pre-K
  - Parent-focused interventions
- Support middle childhood educational interventions
  - Universally designed curricula
  - Increase access to special education
  - Increase access to neuropsychological assessments

# More info...

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