

Community Action Plan Template for Children's Environmental Health

Climate and Health

Introduction

This template is intended to help jurisdictions navigate the community action planning process by providing a set of sample strategic objectives, actions, and evaluation metrics to plan program activities to address key children's environmental health issues in communities. It has been designed for state and territorial health agencies (S/THAs) to support their strategic planning processes and for integrating children's environmental health into state health improvement plans. S/THAs can also share the template widely within their jurisdictions and with communities directly by providing consultation on activities and metrics related to children's health and broader public health. S/THAs may also use the template when engaging with local health departments or other local partners to use when helping a community develop a short and/or long term strategic plan for addressing children's environmental health threats.

Format

Outlined below are a series of suggested objectives, strategies, and activities that jurisdictions may consider as they develop their own action plans. Additionally, each activity has space to write in an evaluation metric and a time frame associated with that activity. Some suggested metrics and time frames are included in the templates, but some are also left intentionally blank so the end user can fully customize the metrics. These metrics can be used to measure progress and determine the level of success or efficacy of a given activity. Some of the activities target children's environmental health specifically, while others address broader environmental health hazards that impact children indirectly.

Jurisdictions are encouraged to develop their own metrics in accordance with their desired measures (process vs. outcomes) and their corresponding timelines. Metrics should also be SMARTIE (Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable). When developing metrics, consider short term (one to 12 months) and longer term (one to five years) as a general time frame, but prioritize those that can be achieved in the near term first to get the planning off the ground and running. Time frames should include days, months, and years (e.g., over the next year, from [start date] to [end date], such as July 31, 2028 – July 31, 2029). For example, final metrics should look like "By July 31, 2030, work with local jurisdictions to increase review of complete streets options and plans by two jurisdictions".

Topic: Climate and Children's Environmental Health

BACKGROUND: Climate change can have significant negative health effects on both individuals and populations, particularly on people with incomes below the federal poverty level and communities with [environmental justice](#) concerns. Children in these communities are disproportionately vulnerable to the impacts of climate change. Children and adolescents are still growing and developing, have less control over the environments around them, spend more time outdoors than adults, and rely on adults for their safety and wellbeing ([EPA](#)). Children and adolescents under the age of 21 are often more [vulnerable](#) than the general population to the health impacts of climate change because their bodies are still developing physically, which can make them more susceptible to climate-related hazards like heat and poor air quality ([EPA](#)). They also breathe at a faster rate, increasing their exposure to harmful air pollutants ([EPA](#)). Children can be directly impacted by climate change by experiencing casualties and physical and emotional trauma during extreme weather events (e.g., extreme heat, floods, typhoons, storms, hurricanes, wildfires, and other natural disasters) ([CEHN](#)). During extreme heat events, children can become dehydrated more quickly than adults. Children can also experience indirect health effects such as increased incidence of infectious diseases due to increased rainfalls; higher risk of intestinal infections due to the breakdown of water supply and sanitation networks; increased morbidity and mortality from suspended particulates in the air and other air pollutants during forest fires; and a disruption of services and learning interferences from disease outbreaks and extreme climate events ([CEHN](#)). Children may also experience mental health impacts from storms, fires, and other extreme weather events associated with a changing climate.

S/THAs can work with federal, state, local, and community partners to undertake specific activities that can reduce health and environmental impacts of climate change, such as heat islands and extreme heat, wildfire smoke, flooding, and drought ([ASTHO](#)). [Research](#) has demonstrated how creating a [built environment](#) with programming and policies that support infrastructure changes (e.g., safe routes to school) have increased physical activity among children, helping to prevent adverse childhood experiences, reduce risk for chronic disease, and promote resilience in children, families, and communities. By structuring our communities in ways that encourage increased physical activity, reduce greenhouse gas emissions, and mitigate flooding, we can help to build more climate resilient areas where children can live, learn, and play.

The focus areas of this plan include improving air quality, reducing emissions, increasing green infrastructure, preserving green space, addressing extreme heat challenges, and increasing community resilience. Specific objectives for each of these focus areas are listed below, with clear steps to take and partners to work with. Targeted communities for implementation include lower income neighborhoods and urban settings that already have multiple stressors (e.g., economically disadvantaged, less access to goods and services) often bear more pronounced impacts of climate change.

GOALS:

- Increase tree canopy and natural buffers near schools and recreational centers to improve air quality.
- Improve access to transit and multimodal transportation options to help reduce mobile emissions and greenhouse gases.
- Increase development of green infrastructure and weatherization in schools and public buildings, especially in at-risk urban neighborhoods.
- Increased inclusion of child-specific vulnerabilities in all-hazards planning efforts and policies.
- Increase climate action education in schools, including promoting child-led actions.

PARTNERS:

- State Department of Environmental Quality/Protection, Department of Education
- Local health departments, local government
- EPA, Department of Transportation (DOT), Department of Education
- Academic partners (including daycares and K-12 schools)
- Community groups
- Industrial facilities
- Planning agencies, commissions
- Planners
- Public works staff
- Fleet managers
- Finance and budget staff
- Emergency management and public safety staff
- Human resources
- Water and wastewater staff
- Other municipal facilities

Air Quality and Children

With the need for daily outdoor recreation and participation in youth sports, children are exposed to heat and cold extremes, as well as outdoor allergens. Changes to seasons due to climate change may increase exposure to pollen and contribute to higher rates of seasonal allergies and asthma ([EPA](#)). Children are also uniquely sensitive to wildfire smoke due to their body size, physiology, and amount of time they play outdoors ([EPA](#)). Structuring our communities to reduce air pollution will have major benefits to children's health. Poor air quality can also contribute to adverse birth outcomes, such as low birth weight and small for gestational age ([Vieira](#)).

Due to the amount of time children spend in their homes, schools, and other early childhood education centers, it is very important to address indoor air quality (IAQ) concerns as well. Poor IAQ can lead to a large variety of health problems and potentially affect comfort, concentration and student performance ([EPA](#)). Inadequately weatherized schools and buildings provide an opportunity for bad outdoor air to enter classrooms and homes. Improper ventilation, exposure to toxic chemical cleaning agents, buildup of moisture, and presence of pests can all contribute to poor IAQ (EPA). There is also evidence that exposure to diesel exhaust from school buses and other vehicles exacerbates asthma and allergies ([EPA](#)). Asthma attacks not only lead to health impacts in children, but also contribute to missed school days.

By reducing greenhouse gas emissions and improving outdoor and indoor air quality through some of the activities listed in this template, jurisdictions can help to contribute to cleaner air, which can improve birth outcomes and children's cardiovascular, respiratory, and mental health.

Objective 1: Air Quality

Activities with Direct Benefits to Children

Strategy A	Plant vegetative barriers and/or install solid sound walls/fences to reduce air pollution exposures.
Activity 1	<p><u>Activity</u>: Engage with the state DOT on increasing planting of vegetative buffers and installation of sound walls/fences along major roads, especially those near schools.</p> <p><u>Evaluation Metric</u>: Host [n] meetings with DOT focused on the need to implement vegetative buffers and sound barriers along roadways adjacent to schools in the state.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
Activity 2	<p><u>Activity</u>: Use tools such as EnviroAtlas to see which areas in the jurisdiction could benefit from increased tree planting/canopy, especially near schools and early childhood education centers.</p> <p><u>Evaluation Metric</u>: Utilize EnviroAtlas [n] times to aid with tree canopy review near schools.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
Strategy B	Reduce vehicle emissions by encouraging smart growth development
Activity 1	<p><u>Activity</u>: Encourage complete streets and/or installation of bike lanes along roadways, especially within one mile of schools.</p> <p><u>Evaluation Metric</u>: Work with [n] local jurisdictions to increase review of complete streets options and plans.</p> <p><u>Evaluation Time Frame</u>: Over the next five years, from [start date] to [end date].</p>
Activity 2	<p><u>Activity</u>: Work with planners on development that reduces vehicle miles traveled, including implementing multimodal transportation options near schools.</p> <p><u>Evaluation Metric</u>: Encourage [n] health departments to host meetings with their local planning counterparts on strategies to reduce vehicle miles traveled.</p> <p><u>Evaluation Time Frame</u>: Over the next five years, from [start date] to [end date].</p>

<p>Activity 3</p>	<p><i>Activity:</i> Encourage preservation of and access to urban greenways and park space that provide a safe space for children to play and recreate, especially in communities that are likely to experience environmental justice concerns.</p> <p><i>Evaluation Metric:</i></p> <p><i>Evaluation Time Frame:</i></p>
<p>Strategy C Improve air quality in and near schools and early childhood education centers</p>	
<p>Activity 1</p>	<p><i>Activity:</i> Work with local health departments and school districts to require the use of fragrance-free, greener certified cleaning products, such as EPA Safer Choice, UL ECOLOGO, GreenSeal, etc., in schools.</p> <p><i>Evaluation Metric:</i> Increase consultation with local health departments and school districts on the adoption of a policy requiring the use of greener certified cleaners by [n] more jurisdictions.</p> <p><i>Evaluation Time Frame:</i> Over the next year, from [start date] to [end date].</p>
<p>Activity 2</p>	<p><i>Activity:</i> Work with local health departments and school districts to post no-idling signs outside school entrances and where drop-off/pick-up occurs for students.</p> <p><i>Evaluation Metric:</i> Engage with [n]% of school districts on the need to post no-idling signs around schools.</p> <p><i>Evaluation Time Frame:</i> Over the next year, from [start date] to [end date].</p>
<p>Activity 3</p>	<p><i>Activity:</i> Work with local government to utilize grant programs to invest in weatherization measures for schools and childcare facilities.</p> <p><i>Evaluation Metric:</i> Increase the number of schools/childcare facilities applying to weatherization grant programs by two new schools.</p> <p><i>Evaluation Time Frame:</i> Over the next two years, from [start date] to [end date].</p>

<p>Activity 4</p>	<p><u>Activity:</u> Encourage local school districts to update school bus fleets with cleaner vehicles by utilizing available grant programs (e.g., Clean School Bus Rebate program).</p> <p><u>Evaluation Metric:</u> Increase the number of applications to school bus replacement programs in the state by [n]%.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>
<p><i>Activities with Indirect Benefits to Children</i></p>	
<p>Activity 1</p>	<p><u>Activity:</u> Encourage local governments to engage employers in adopting best practices for commuting employees to work (e.g., incentives for rideshare, cost-sharing for transit, etc.).</p> <p><u>Evaluation Metric:</u> Host one new webinar for local health departments on engaging employers to offer incentives for alternative transit.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p>Activity 2</p>	<p><u>Activity:</u> Work with local transportation and planners to increase transit-oriented development.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p>Activity 3</p>	<p><u>Activity:</u> Provide localities with talking points on the benefits of community gardens, including those at schools.</p> <p><u>Evaluation Metric:</u> Post [on a media platform] one new resource with talking point documents on the benefits of community gardens.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>

<p>Activity 4</p>	<p><i>Activity:</i> Encourage state and community policies that promote a “Green Building Ordinance” for all schools and public recreational facilities.</p> <p><i>Evaluation Metric:</i> Participate in [n] conversations with other state and local decision-makers on the health benefits of establishing a green building ordinance for schools and public recreational facilities.</p> <p><i>Evaluation Time Frame:</i> Over the next three years, from [start date] to [end date].</p>
<p>Green Infrastructure and Children</p> <p>Runoff from stormwater can be a major cause of water pollution in urban areas. Stormwater runoff carries trash, bacteria, heavy metals, and other pollutants through storm sewers into local waterways (EPA). Green infrastructure filters and absorbs stormwater at its entry point and helps to reduce potential contamination and environmental exposures. When green infrastructure systems are installed throughout a community or across a watershed, they can provide cleaner air and water as well as significant value for the community with flood protection, diverse habitat, and valuable green spaces (EPA).</p>	
<p>Objective 2: Green Infrastructure and Green Buildings</p>	
<p><i>Activities with Direct Benefits to Children</i></p>	
<p>Strategy A</p>	<p>Use green infrastructure practices for new and renovated school buildings and community recreation centers.</p>
<p>Activity 1</p>	<p><i>Activity:</i> Partner with local government, planning agencies, and school districts to encourage the use of green infrastructure practices (e.g., green roofs) when updating or building new schools and community recreation centers.</p> <p><i>Evaluation Metric:</i> Increase the number of new schools in the state utilizing green infrastructure in their plans by [n]%. <i>Evaluation Time Frame:</i> Over the next five years, from [start date] to [end date].</p>
<p>Activity 2</p>	<p><i>Activity:</i> Work with school districts and planner to expand the uptake of natural stormwater absorbing technologies around schools (e.g., green stormwater infrastructure).</p> <p><i>Evaluation Metric:</i></p> <p><i>Evaluation Time Frame:</i></p>

<p>Activity 3</p>	<p><u>Activity:</u> Provide localities with talking points on the benefits of community gardens, including those at schools.</p> <p><u>Evaluation Metric:</u> Increase the number of new talking points distributed to localities on the benefits of school community gardens by one new resource.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p>Activity 4</p>	<p><u>Activity:</u> Partner with local government, planning agencies, and school districts to encourage the use of green infrastructure practices (e.g., green roofs) when updating or building new schools and community recreation centers.</p> <p><u>Evaluation Metric:</u> Increase the number of new schools in the state utilizing green infrastructure in their plans by [n]%. </p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>
<p><i>Activities with Indirect Benefits to Children</i></p>	
<p>Activity 1</p>	<p><u>Activity:</u> Work with relevant state and/or local government agencies to establish a green infrastructure policy for city projects and facilities, including community and recreation centers.</p> <p><u>Evaluation Metric:</u> Increase engagement with [n] new state and local partners on green infrastructure policy development.</p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>
<p>Activity 2</p>	<p><u>Activity:</u> Encourage localities to adopt green infrastructure practices in areas most at risk for climate impacts (e.g., bioswales, green roofs, cisterns, and appropriate/native plantings). Provide starter kits to areas most in need.</p> <p><u>Evaluation Metric:</u> Engage in conversations with [n] localities to increase planting of native species in at-risk areas within the jurisdiction.</p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>

<p>Activity 3</p>	<p><u>Activity:</u> Encourage school districts to adopt best practices for sustainability in their buildings (e.g., energy and water conservation, waste reduction, stormwater funding, renewable energy programs, transportation reduction strategies).</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p>Activity 4</p>	<p><u>Activity:</u> Work with local government to develop a schedule for energy audits of schools and community recreation centers where children learn and play.</p> <p><u>Evaluation Metric:</u> Provide technical assistance to [n] local jurisdictions who are looking to schedule energy audits of schools and community recreation centers.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p>Activity 5</p>	<p><u>Activity:</u> Encourage community groups to work with building managers and the city to plant urban gardens.</p> <p><u>Evaluation Metric:</u> Promote engagement between [n] localities and community groups on urban garden planning.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>

Preservation of Green Space and Children

Utilizing [smart growth](#) principles and efficient [school siting](#) helps reduce flooding risk and protects air and water quality by reducing the distance people have to drive and making it easier to walk, bike, or take public transit ([EPA](#)). Environmental impacts on air quality, ambient temperature, community design, and extreme weather events can create barriers to safe recreational opportunities for youth and compound inequities already presented in our communities (EPA). Enabling children to safely play, run, bike, and walk [outside](#) in nature and green spaces is good for a child's physical and mental health. Working with communities to preserve green space around schools, as well as increase the amount of green space and tree plantings in heat islands, helps to increase shade and improve air quality.

Objective 3: Preservation of Green Space in Urban and Suburban Setting

Activities with Direct Benefits to Children

Strategy A	Preserve natural landscape features which absorb flood waters, improve air quality, and provide protection from extreme heat.
Activity 1	<p><u>Activity:</u> Work with city planners to limit development that takes away natural landscape in urban heat islands, especially around schools and community recreation centers.</p> <p><u>Evaluation Metric:</u> Provide consultation to [n] local health departments and local planners on the health benefits of natural landscape preservation, especially around school and recreation centers.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
Activity 2	<p><u>Activity:</u> Work with planners to increase the development of greenways in urban environments (without displacing individuals) to allow for more active transportation and recreation. Encourage these environments to have spaces specific to children (e.g., play structures, walk/bike trails, etc.).</p> <p><u>Evaluation Metric:</u> Increase engagement between local health departments and local planners on greenway planning by [n]%. </p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
Activity 3	<p><u>Activity:</u> Encourage local government to engage communities in identifying their needs and priorities for neighborhood development, including park investment and expansion for increased youth recreational opportunities.</p> <p><u>Evaluation Metric:</u> Provide technical assistance to [n] local government partners on developing a community needs assessment around park space.</p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>

<p>Activity 4</p>	<p><u>Activity:</u> Encourage preservation of and access to urban greenways and park space that provide a safe space for children to play and recreate.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p>Activity 5</p>	<p><u>Activity:</u> Work with local planners on smart growth and efficient school siting to limit development of schools and recreation centers in flood-prone areas.</p> <p><u>Evaluation Metric:</u> Provide talking points to [n] jurisdictions on the benefits of smart growth and efficient school siting in flood-prone areas.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>
<p>Community Resilience and Children</p> <p>Increasing community resilience to environmental impacts is an important piece of the puzzle to address children’s environmental health concerns. All-hazards planning is a crucial part of building resiliency in communities. Children may be at increased risk for physical, emotional, and social challenges during emergencies, and putting children’s unique needs front and center in these plans is needed to help protect their health. Involving children and teens into the education and climate action planning process also aids with building resilience.</p>	
<p>Objective 4: Increasing Community Resilience, Inclusive of Children’s Unique Needs</p>	
<p><i>Activities with Direct Benefits to Children</i></p>	
<p>Strategy A</p>	<p>Encourage resiliency assessments as part of state and/or local planning.</p>
<p>Activity 1</p>	<p><u>Activity:</u> Work with local and state partners to include child-specific vulnerabilities and needs into all-hazards planning and response.</p> <p><u>Evaluation Metric:</u> Increase the inclusion of child-specific vulnerabilities and associated action plans to [n] of all-hazards planning efforts for communities/localities/state.</p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>

<p>Activity 2</p>	<p><u>Activity:</u> Encourage the adoption of hazard mitigation plans for all school districts in the jurisdiction and ensure those plans are linked to other state and local plans.</p> <p><u>Evaluation Metric:</u> Increase the number of school districts doing hazard mitigation planning efforts to [n]% of jurisdictions.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p>Activity 3</p>	<p><u>Activity:</u> Encourage school systems to utilize available federal funding programs to retrofit school HVAC systems, including prioritizing schools that have no central HVAC. (While this list may change, example programs include DOE Renew America’s Schools, Elementary and Secondary School Relief Funds, Inflation Reduction Act). Prioritize engagement with schools in communities with EJ concerns.</p> <p><u>Evaluation Metric:</u> Increase the number of applications for federal funds to support HVAC updates in schools by one school district.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p>Strategy B Increase climate action education and promote child-led climate activities in communities</p>	
<p>Activity 1</p>	<p><u>Activity:</u> Engage with youth to work on climate justice, equity and environmental justice, and resilience education and programs. This could include a climate action youth intern program in the state or local health agencies.</p> <p><u>Evaluation Metric:</u> Develop the description for one climate action youth intern program for the state.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p>Activity 2</p>	<p><u>Activity:</u> Work with local government to provide in-school education on climate action to youth in K-12 schools. Encourage localities/school systems to offer incentives for application of one or more actions in school districts (e.g., installation of new school garden, youth climate risk mapping, green infrastructure item every one to two years).</p> <p><u>Evaluation Metric:</u> Increase the number of formal climate action educational programs available for school districts in the state by one program.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>

<p>Activity 3</p>	<p><u>Activity:</u> Encourage schools to incorporate environmental educational and training materials and climate action into K-12 curriculum. Provide example materials for uptake.</p> <p><u>Evaluation Metric:</u> Increase the number of school districts incorporating climate curriculum as part of K-12 education plans by [n]%.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>
<p>Activity 4</p>	<p><u>Activity:</u> Integrate disaster risk reduction/adaptation activities education into school curriculum. Provide guidance to school districts for consideration into their curriculum.</p> <p><u>Evaluation Metric:</u> Provide guidance to [n] school districts on incorporating disaster reduction/adaptation activities as part of their K-12 education plans.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p>Activity 5</p>	<p><u>Activity:</u> Partner with local government to host Earth Day challenges and pledges for local businesses, residents, and schools. Identify specific activities for youth engagement as well.</p> <p><u>Evaluation Metric:</u> Increase the number of localities in the jurisdiction hosting Earth Day challenges to [n]%.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p><i>Activities with Indirect Benefits to Children</i></p>	
<p>Activity 1</p>	<p><u>Activity:</u> Conduct a resiliency assessment of historical climate trends and potential future climate change in the state.</p> <p><u>Evaluation Metric:</u> Conduct one new resiliency assessment as part of long-term planning efforts in the state.</p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>

Activity 2	<p><u>Activity:</u> Work with local health departments and planners to map environmental justice concerns to identify areas where climate planning work, planned capital improvements, and negative environmental impacts intersect.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
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Extreme Heat and Children

Addressing urban heat island concerns and extreme heat hazard mitigation planning is important for public health. Extreme heat can limit outdoor recreational opportunities and youth sports. If there are continuous days of extreme heat, these restrictions can lead to additional mental and physical health effects due to lack of needed physical activity. Indoor heat effects can occur in the home or at school, especially in spaces that lack air conditioning. Extreme heat, including sustained high temperatures and heat waves, can have a variety of effects on children’s physical and psychosocial health and cognitive capabilities ([EPA](#)). Exposure to extreme heat can [cause](#) overheating, dehydration, psychological impacts, and poor concentration. Involving communities, school systems, and students in climate action education and community efforts help put children’s needs front and center and allows them to be part of the solution.

Objective 4: Increasing Community Resilience, Inclusive of Children’s Unique Needs

Activities with Direct Benefits to Children

Strategy A	<i>Encourage heat island mapping as part of state and/or local planning.</i>
Activity 1	<p><u>Activity:</u> Encourage local government to map heat island data with social vulnerability data and develop potential mitigation opportunities, especially around schools.</p> <p><u>Evaluation Metric:</u> Increase the number of local jurisdictions engaged in heat island mapping by [n]%. <u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
Activity 2	<p><u>Activity:</u> Collaborate with local health departments and school districts to develop heat action/contingency plans for schools during extreme weather situations, including alternatives for youth sports and recreation. (For example, utilize National Weather Service Heat Risk tools).</p> <p><u>Evaluation Metric:</u> Provide consultation to [n] local health departments or school districts on developing heat contingency plans. <u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>

Activities with Indirect Benefits to Children

<p>Activity 1</p>	<p><u>Activity:</u> Encourage impacted local governments to work with NOAA on urban health island mapping and educational efforts (UHI Mapping Campaigns).</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
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Resources

The following resources have been used to help develop these templates but can also be good references for jurisdictions looking to create or update their own plans.

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