

# Community Action Plan Template for Children's Environmental Health

## Air Quality and Asthma Mitigation

### 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: Air Quality and Asthma Mitigation

**BACKGROUND:** Air quality impacts health status in many ways. Poor air quality can lead to many health issues such as asthma, lung disease, and cardiac complications. Air quality is such an important health indicator that reducing the number of days that people are exposed to unhealthy air is an objective of [Healthy People 2030](#). Children are especially susceptible to bad air quality due to their developing lungs and their high level of physical activity. In outdoor air, ground-level ozone (O<sub>3</sub>), particulate matter (PM), sulfur dioxide (SO<sub>2</sub>), and nitrogen oxides (NO<sub>x</sub>) are major sources of concern, as well as other hazardous pollutants ([EPA](#)).

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. Youth sports and recreational opportunities help to [build](#) not only optimal physical health, but also promote positive mental health and social cohesion. However, not all children have the same access to these safe spaces, so improving equitable access to youth sports is necessary to prevent poor health outcomes, especially among those most at risk of experiencing adverse childhood experiences.

The state of indoor air is also a consideration since kids spend a lot of their time in their homes and schools. Bad [indoor air quality](#) (IAQ) can have short and long term health consequences, including development and exacerbation of asthma. 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). With a changing climate, we can also see an increase in extreme weather conditions that add new threats to children's environmental health. Extreme storms may lead to deterioration in the physical barriers between outdoor and indoor spaces of buildings and impact indoor air quality through the growth of indoor fungi and mold (EPA).

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.

**GOALS:**

- Improve public health by reducing community exposure to indoor and outdoor air pollutants.
- Reduce point source and mobile emissions to improve air quality and reduce asthma triggers.
- Apply mitigation measures to increase tree canopy and natural buffers to improve air quality.
- Increase access to educational materials on air quality monitoring and air quality compliance data.
- Collaborate with state, local, business, industry, and community partners on air quality management.

**PARTNERS:**

- State regulatory partners
- Local health departments, local government, and planners
- State school associations and/or local school districts
- EPA, OSHA, Department of Transportation, Department of Education
- Safe Routes to School, Smart Growth partnerships
- Academic partners
- Community groups
- Truck operators, transit operators
- Industrial facilities
- Council of Governments
- Planning agencies, Commissions

### Indoor Air and Children

Poor IAQ in classrooms contributes to asthma, increased incidence of illness, reduced concentration, and lower academic performance (EPA). Extreme classroom temperatures due to unconditioned buildings can cause school closures and lost learning time (EPA). These problems further exacerbate opportunity gaps for historically marginalized communities. By addressing heating, ventilation, and air conditioning (HVAC) maintenance issues and integrating enhanced filtration systems and individual filters in classrooms, we can help to improve the air in learning environments for our children and reduce asthma triggers (EPA).

### Objective 1: Enhance Indoor Air Filtration

#### Activities with Direct Benefits to Children

Strategy A	Install, use, and maintain enhanced air filters in schools.
<p><b>Activity 1</b></p>	<p><u>Activity:</u> In consultation with EPA and CDC, encourage local health departments to continue conversations with school districts on optimal filtration, air cleaning, and ventilation practices for school systems (including available grants for upgrades).</p> <p><u>Evaluation Metric:</u> Increase engagement with local health departments on sharing optimal filtration, air cleaning, and ventilation practices with school systems by [n] meetings annually.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity:</u> Participate in conversations with school-community partnerships (or via local health department) to coordinate air-quality improvement efforts and air quality best practices. Examples include <a href="https://www.epa.gov/indoor-air-quality-iaq/clean-air-buildings-challenge">https://www.epa.gov/indoor-air-quality-iaq/clean-air-buildings-challenge</a>.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>

<p><b>Activity 3</b></p>	<p><u>Activity:</u> Work with state Department of Education to develop incentive programs to encourage appropriate filter use and maintenance (e.g., quarterly change-out) in schools (to maintain ANSI/ASHRAE Standards 62.1 and 62.2).</p> <p><u>Evaluation Metric:</u> Increase engagement with Department of Education on school ventilation and filtration practices by [n] meetings annually.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p><b>Activity 4</b></p>	<p><u>Activity:</u> Work with local health departments and school districts to prioritize school buildings most in need of upgrades to receive any available funds (e.g., federal infrastructure funds) to support these efforts.</p> <p><u>Evaluation Metric:</u> Host [n] meetings with school districts on priority setting for upgrades.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p>Strategy B</p>	<p>Encourage and facilitate use of air filters in homes (including public housing) and businesses.</p>
<p><b>Activity 1</b></p>	<p><u>Activity:</u> Partner with local health departments to promote the use of filters in homes and businesses through programs conducted by community organizations. Resource: <a href="https://www.ashrae.org/technical-resources/bookstore/standards-62-1-62-2">https://www.ashrae.org/technical-resources/bookstore/standards-62-1-62-2</a></p> <p><u>Evaluation Metric:</u> Increase dissemination of educational materials on home and business filtration best practices to community groups by one new distribution annually.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity:</u> Collaborate with current programming like the <a href="#">Weatherization Assistance Program</a>, the <a href="#">Green and Healthy Homes Initiative</a>, and Children’s Healthcare Access Program to improve access to weatherization programs to residents in need.</p> <p><u>Evaluation Metric:</u> Increase engagement with existing assistance programs that improve home and business IAQ by one new meeting.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>

<b>Activity 3</b>	<p><u>Activity:</u> Work with HUD and state/local housing authorities to require enhanced filters in public housing.</p> <p><u>Evaluation Metric:</u> Participate in two collaborative conversations with HUD and other state/local housing authorities on policy development for minimum filtration standards in public housing.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>
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*Activities with Indirect Benefits to Children*

<b>Activity 1</b>	<p><u>Activity:</u> Support the use of tax deductions for filters as a medical expense (e.g., to aid with reduction in asthma symptoms and hospitalization).</p> <p><u>Evaluation Metric:</u> Meet with legislators [n] times to talk about the use of tax deductions for filters.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>
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<b>Activity 2</b>	<p><u>Activity:</u> Support tax credit exemptions for energy efficient and green buildings with enhanced filters.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
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**Wildfire Smoke and Children**

Wildfire smoke can contribute to poor air quality indoors and outdoors. During wildfire events, local officials may advise people to limit outdoor activities or stay indoors, as well as suggest modifications to school and sporting events. However, smoke from outdoors can enter homes and schools and lead to bad indoor air quality. Not all buildings provide the same level of protection against wildfire smoke. Factors such as the type of HVAC system, HVAC filter ratings and fit, and building tightness and maintenance can all impact how much wildfire smoke enters a building ([EPA](#)). Children who breathe in wildfire smoke may experience chest pain and tightness; trouble breathing; wheezing; coughing; nose, throat, and eye burning; dizziness; or other symptoms (EPA). Children with asthma, allergies, or chronic health issues may have more trouble breathing when smoke or ash is present ([CDC](#)).

## Objective 2: Wildfire Smoke

### Activities with Direct Benefits to Children

Strategy A	<i>Utilize guidance documents to prepare and advise communities during a wildfire smoke event</i>
<b>Activity 1</b>	<p><b>Activity:</b> Work with local jurisdictions and school systems to develop an action plan for use during a wildfire smoke event. Utilize resources such as those on Air Now to help make decisions for outdoor activities (e.g., <a href="#">Air Quality and Outdoor Activity Guidance for Schools, EPA-456/F-14-003, August 2014 (airnow.gov)</a>). Prepare building-specific Smoke Readiness Plans (<a href="https://www.epa.gov/indoor-air-quality-iaq/wildfires-and-indoor-air-quality-schools-and-commercial-buildings#ashrae">https://www.epa.gov/indoor-air-quality-iaq/wildfires-and-indoor-air-quality-schools-and-commercial-buildings#ashrae</a>).</p> <p><b>Evaluation Metric:</b> Increase the number of schools that create a wildfire smoke action plan to [n]% of school districts.</p> <p><b>Evaluation Time Frame:</b> Over the next five years, from [start date] to [end date].</p>
<b>Activity 2</b>	<p><b>Activity:</b> Encourage local health departments to work with school nursing staff to include wildfire smoke considerations in written plans for children with asthma and similar chronic health concerns.</p> <p><b>Evaluation Metric:</b> Provide [n] technical assistance opportunities to local health departments and school districts on including smoke in school-wide policies/plans for all students with asthma or similar conditions.</p> <p><b>Evaluation Time Frame:</b> Over the next three years, from [start date] to [end date].</p>
<b>Activity 3</b>	<p><b>Activity:</b> Work with local health departments to develop a plan that will enable communities to provide free masks (e.g., N95) to residents during major wildfire smoke events.</p> <p><b>Evaluation Metric:</b> Identify [n] new partners or funding sources that can be used to support a mask distribution plan.</p> <p><b>Evaluation Time Frame:</b> Over the next three years, from [start date] to [end date].</p>

<p><b>Activity 4</b></p>	<p><u>Activity:</u> Encourage school districts to designate (and outfit) schools as cleaner air centers for use during wildfire events and bad air quality days (e.g., similar to <a href="#">Schools as Community Cleaner Air and Cooling Centers</a>).</p> <p><u>Evaluation Metric:</u> Increase the number of schools that can be used as cleaner air centers by [n]%.  </p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>
<p><b>Activity 5</b></p>	<p><u>Activity:</u> Encourage local jurisdictions to work with youth recreational programs and sports leagues to have contingency plans in place for bad air quality days (including wildfire smoke). Follow similar guidance to <a href="#">Air Quality and Outdoor Activity Guidance for Schools, EPA-456/F-14-003, August 2014 (airnow.gov)</a></p> <p><u>Evaluation Metric:</u> Establish [n] new partnerships with recreational programs and sports leagues and provide presentations to them on importance of contingency plans.</p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>
<p><b>Activity 6</b></p>	<p><u>Activity:</u> Utilize an existing messaging program (<a href="#">Ready.gov</a>) or alert system to notify residents of anticipated bad air quality days, as well as other wildfire smoke updates. Link to real-time data such as that on the <a href="#">Air Now Fire and Smoke Map</a>.</p> <p><u>Evaluation Metric:</u> Increase the number of local jurisdictions incorporating wildfire events into their system alerts to [n]%.  </p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>
<p><b>Activity 7</b></p>	<p><u>Activity:</u> Provide resources to pediatricians on wildfire smoke and children. Link to resources that can be given to parents such as PEHSU <a href="#">fact sheets</a>.</p> <p><u>Evaluation Metric:</u> Increase distribution of resources to pediatricians on wildfire smoke and children by [n] worksheets.</p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>



<i>Activities with Indirect Benefits to Children</i>	
<b>Activity 1</b>	<p><u>Activity</u>: Work with other state and local partners to prepare for and respond to during wildfire events in the state. Consider implementing recommendations from <a href="#">Wildfire Smoke: A Guide for Public Health Officials</a>.</p> <p><u>Evaluation Metric</u>: Host [n] meetings with other state and local partners on wildfire event planning.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<b>Activity 2</b>	<p><u>Activity</u>: Encourage communities who are looking to develop Community Wildfire Protection Plans (e.g., <a href="https://www.usfa.fema.gov/downloads/pdf/publications/creating_a_cwpp.pdf">https://www.usfa.fema.gov/downloads/pdf/publications/creating_a_cwpp.pdf</a>) to include measures to address wildfire smoke.</p> <p><u>Evaluation Metric</u>: Host a webinar on the value of adding wildfire smoke measures to Community Wildfire Protection Plans.</p> <p><u>Evaluation Time Frame</u>: Over the next two years, from [start date] to [end date].</p>
<b>Activity 3</b>	<p><u>Activity</u>: Encourage local governments to create <a href="#">cleaner air shelters</a> and spaces for residents to utilize during a wildfire smoke event (especially people experiencing homelessness).</p> <p><u>Evaluation Metric</u>: Increase the number of engagements with local government on clean air shelters by one new meeting.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Renewable Energy and Children</b></p> <p>Renewable energy sources are those that are naturally replenished and include biomass, solar, wind, geothermal, and hydropower energy sources (<a href="#">DOE</a>). They have low emissions of toxic pollutants and greenhouse gases, and much lower environmental impacts than fossil fuels (DOE). Renewable energy can help to reduce the need for “dirtier” sources of energy, such as coal, oil, diesel, and gasoline. By helping to highlight the public health benefits of renewable energy, state and local partners can support educational opportunities and incentives for renewable energy. Using renewable energy sources in schools and recreational facilities, as well as incorporating <a href="#">green building</a> practices (such as <a href="#">LEED</a>) into building renovations or new builds can help to protect children by directly improving IAQ in the classrooms. Improved IAQ can lead to lower asthma attack rates and better student performance.</p>	

### Objective 3: Renewable Energy

#### Activities with Direct Benefits to Children

Strategy A	<i>Use renewable energy and green building practices in new schools and school renovations</i>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Partner with local government, planning agencies, and school districts to encourage the use of green building practices (e.g., <a href="#">LEED program</a>) and air pollution mitigation best practices when updating or building new schools.</p> <p><u>Evaluation Metric</u>: Increase the number of new schools in the state obtaining a LEED certification by [n]%.</p> <p><u>Evaluation Time Frame</u>: Over the next five years, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Provide consultation to planners and school districts on ways to improve IAQ through incorporating renewable energy features in schools.</p> <p><u>Evaluation Metric</u>: Increase the number of consultations with planners and school districts by [n]%.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Provide consultation to school districts on available grant opportunities for “cleaner” school improvements (e.g., <a href="#">Renew America’s Schools</a>). Prioritize improvements in schools that currently utilize less clean fuels.</p> <p><u>Evaluation Metric</u>: Increase the number of new school districts applying for available federal and state grant programs by [n]% more applications.</p> <p><u>Evaluation Time Frame</u>: Over the next five years, from [start date] to [end date].</p>

<p><b>Activity 4</b></p>	<p><u>Activity:</u> Partner with local government, planning agencies, and school districts to encourage the use of green building practices (e.g., <a href="#">LEED program</a>) and air pollution mitigation best practices when updating or building new schools.</p> <p><u>Evaluation Metric:</u> Increase the number of new schools in the state obtaining a LEED certification by [n]%.  <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>Strategy B</p>	<p><i>Promote and use renewable energy and green building practices in businesses and new development</i></p>
<p><b>Activity 1</b></p>	<p><u>Activity:</u> Conduct outreach and education to communities on the economic and health benefits of renewable and green building practices.</p> <p><u>Evaluation Metric:</u> Increase the outreach on renewable and green infrastructure to two new communities.  <u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity:</u> Encourage the use of federal, state, and local incentive and funding programs to promote the use of renewable energy in public buildings and businesses.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p><b>Activity 3</b></p>	<p><u>Activity:</u> Encourage relevant state and/or local government agencies to incentivize city-owned facilities and construction to implement green building practice (e.g., offer site plan developers bonus density in exchange for LEED Gold certification, additional energy requirements, and other environmental components).</p> <p><u>Evaluation Metric:</u> Increase the engagement with state and local partners on green practices and incentives by two new meetings.  <u>Evaluation Time Frame:</u> Over the next five to ten years, from [start date] to [end date].</p>

<p><b>Activity 4</b></p>	<p><u>Activity</u>: Encourage communities to adopt a “Green Building Ordinance.”</p> <p><u>Evaluation Metric</u>: Increase outreach on green building ordinance development to [n] new jurisdictions.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<p><b>Activity 5</b></p>	<p><u>Activity</u>: Encourage—where appropriate—the use of onsite energy storage and vehicle-to-building or vehicle-to-grid technologies.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p>Activities with Indirect Benefits to Children</p>	
<p>Strategy C</p>	<p><i>Increase the use of renewable energy sources and transition away from polluting sources.</i></p>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Work with the department of environmental quality (DEQ) or similar agency to launch a public awareness campaign and/or join national campaigns that promote renewable energy.</p> <p><u>Evaluation Metric</u>: Increase involvement in public awareness campaigns on renewable energy by one new engagement.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Collaborate with other state agencies on consumer education program and formation of energy co-ops. Work with local environmental groups to conduct education and outreach that promotes use of consumer owned electricity generation (e.g., energy co-ops) that are investor/member owned utility companies that select their energy sources.</p> <p><u>Evaluation Metric</u>: Increase engagement with other state agencies on renewable energy educational programs by one new meeting.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>

<b>Activity 3</b>	<p><u>Activity</u>: Work with local government to encourage greater energy efficiency and the use of lower carbon fuels in buildings.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<b>Activity 4</b>	<p><u>Activity</u>: Showcase existing renewable energy incentive and funding programs available in your jurisdiction.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>

### Diesel Exhaust and Children

Diesel exhaust contains fine particles that pass through the nose and throat, which can cause lung damage and other significant health problems, as well as aggravate respiratory conditions like asthma and bronchitis ([EPA](#)). Diesel exhaust can also contribute to haze and ozone formation. Catalytic oxidizers are used to chemically convert harmful hydrocarbons and carbon monoxide into water vapor and carbon dioxide, which helps to reduce emissions of particulate matter, hydrocarbons, and carbon monoxide ([EPA](#)). By upgrading vehicles to those that use cleaner fuels, or retrofitting existing vehicles to reduce emissions, we can improve air quality and public health. Targeting upgrades and retrofits to school buses can help protect children’s health and reduce asthma triggers.

## OBJECTIVE 4: Diesel Fleet Retrofits and Replacements

### Activities with Direct Benefits to Children

Strategy A	Expand diesel retrofit and replacement activities.
<b>Activity 1</b>	<p><u>Activity</u>: Work with school districts to integrate fuel efficiency and electric vehicle considerations into the process of replacing county school buses.</p> <p><u>Evaluation Metric</u>: Increase the number of school districts engaged in conversations of clean(er) replacement vehicles by [n]%.  <u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>

<p><b>Activity 2</b></p>	<p><u>Activity:</u> Work with school districts to identify state and federal funding streams that can be used for school bus fleet upgrades and retrofits (e.g., <a href="#">EPA Clean School Bus Program</a>).</p> <p><u>Evaluation Metric:</u> Increase the number of school districts applying for funds to support bus upgrades by one new application.</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><b>Activity 1</b></p>	<p><u>Activity:</u> Create education and outreach materials for truck owner/operators, trucking businesses, industrial facilities, school districts, and construction companies that explain why and how to reduce diesel emissions.</p> <p><u>Evaluation Metric:</u> Increase the number of website visits (to the new resources) by [n]%. </p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity:</u> Participate in regional and/or state level partnerships with the state DEQ, Department of Transportation, EPA SmartWay Transport, regional Councils of Governments, city governments, and others to promote current programs and develop new initiatives on diesel emissions reduction. Example engagement topics include ways to increase participation in SmartWay and issues related to trucking and underserved communities.</p> <p><u>Evaluation Metric:</u> Increase engagement with relevant partners on diesel emissions reduction in the state by participation in one new group.</p> <p><u>Evaluation Time Frame:</u> Over the next three to five years, from [start date] to [end date].</p>
<p><b>Activity 3</b></p>	<p><u>Activity:</u> Support the use of federal and state funds for retrofit and replacement programs in local fleets (e.g., county-owned work vehicles and transit buses).</p> <p><u>Evaluation Metric:</u> Increase the number of applications submitted to federally-funded retrofit or replacement programs by one new application.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>

<p><b>Activity 4</b></p>	<p><u>Activity</u>: Encourage states to have procurement policies for construction equipment (e.g., heavy duty vehicles and nonroad equipment) that incentive the use of fleets equipped with modern pollution control devices.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 5</b></p>	<p><u>Activity</u>: Work with local governments to integrate fuel efficiency and electric vehicle considerations into the process of replacing county government fleets (e.g., county vehicles).</p> <p><u>Evaluation Metric</u>: Increase the number of stakeholder engagement meetings on integrating fuel efficiency considerations by one meeting.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Idling Controls and Children</b></p> <p>Idling increases the amount of vehicle exhaust in our air. Unnecessary idling near schools and school activities exposes children, parents, teachers, and community residents to diesel particulate matter and other toxic air contaminants, as well as the associated potential cancer risk and other adverse health effects (<a href="#">CARB</a>). Potential adverse effects of idling include eye and respiratory irritation, enhanced respiratory allergic reactions, asthma exacerbation, and cancer (<a href="#">EPA</a>). By raising awareness of these risks and putting restrictions on time spent idling, as well as targeting anti-idling polices at locations such as schools and places where kids recreate, we can help to protect children’s environmental health.</p>	
<p><b>Objective 5: Idling Controls</b></p>	
<p>Activities with Direct Benefits to Children</p>	
<p>Strategy A</p>	<p>Increase awareness of existing anti-idling efforts through an education and outreach campaign.</p>

<p><b>Activity 1</b></p>	<p><u>Activity</u>: Work with local health departments and school districts to encourage idle-free school zones. These could include areas designated areas within 100 feet of schools, near bus stops, or other school activity destinations.</p> <p><u>Evaluation Metric</u>: Participate in [n] meetings with local health departments and schools districts on the use of <a href="#">EPA’s Idle-Free Schools Toolkit</a>.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Work with school districts to extend (or apply) idling controls to charter buses used for school activities, such as sporting events or field trips.</p> <p><u>Evaluation Metric</u>: Increase the proposed use of idling control policies for school-related activities to [n]% of school districts.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<p><i>Activities with Indirect Benefits to Children</i></p>	
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Work with local health departments to organize and conduct community surveys that identify idling hotspots.</p> <p><u>Evaluation Metric</u>: Develop one new survey template that local health departments can use to identify idling hotspots in their jurisdiction.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Work with local health departments to post anti-idling signs in idling “hot spots” throughout the jurisdiction and increase anti-idling signage in these areas.</p> <p><u>Evaluation Metric</u>: Initiate [n] meetings with local health departments to promote educational campaigns focused on the health impacts of idling.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>



<p><b>Activity 3</b></p>	<p><u>Activity:</u> Support and coordinate activities among organizations working on anti-idling campaigns in the state.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p><b>Activity 4</b></p>	<p><u>Activity:</u> Encourage local jurisdictions to use of the U.S. Department of Energy’s <a href="#">Idle Box Toolkit</a>.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p><b>Activity 5</b></p>	<p><u>Activity:</u> Support creation of an integrated state or city-wide education and outreach campaign to build awareness and commitment to anti-idling efforts.</p> <p><u>Evaluation Metric:</u> Increase engagement with state DEQ/DOT on anti-idling efforts by one new meeting.</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p>Strategy B</p>	<p>Increase adoption and enforcement of anti-idling ordinances.</p>
<p><b>Activity 1</b></p>	<p><u>Activity:</u> Work with local jurisdictions to pass anti-idling ordinances.</p> <p><u>Evaluation Metric:</u> Provide [n] technical assistance opportunities to local jurisdictions on the health benefits of anti-idling ordinances.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>

<p><b>Activity 2</b></p>	<p><u>Activity</u>: Partner with other agencies to encourage state-level anti-idling restrictions.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Clean Fuels and Children</b></p> <p>Clean fuels can help to eliminate or reduce harmful exhaust produced by vehicles. Clean fuels can be used in all types of vehicles (cars, buses, trucks, and ships). More than a dozen alternative fuels are in production or under development for use in alternative fuel vehicles and advanced technology vehicles (<a href="#">DOE</a>). Using cleaner fuels in school buses in particular can help to improve air quality, reduce health risks associated with tailpipe air pollution, and reduce greenhouse gas emissions, in addition to saving on fuel costs (<a href="#">EPA</a>). By offering incentives for using lower emission vehicles or adopting policies aimed at increasing the number of low-emission vehicles in use, we can help to improve air quality and reduce asthma triggers.</p>	
<p><b>Objective 6: Clean Fuels</b></p>	
<p><i>Activities with Direct Benefits to Children</i></p>	
<p>Strategy A</p>	<p>Increase use of the clean fuels in vehicles (such as school buses, charter buses, state, and local government-owned fleets)</p>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Work with school districts and school bus contractors to upgrade school buses to those that run on cleaner fuels.</p> <p><u>Evaluation Metric</u>: Increase the number of school buses in the state that use clean(er) fuels to [n]%. [n]%</p> <p><u>Evaluation Time Frame</u>: Over the next two years, from [start date] to [end date].</p>

<p><b>Activity 2</b></p>	<p><u>Activity:</u> Work with school districts to adopt clean or electric bus standards in their long-term planning (e.g., all school bus fleets must be low-emission or electric by 2035).</p> <p><u>Evaluation Metric:</u> Increase the number of school districts enacting clean vehicle standards to [n]%.  </p> <p><u>Evaluation Time Frame:</u> Over the next five to ten years, from [start date] to [end date].</p>
<p><i>Activities with Indirect Benefits to Children</i></p>	
<p><b>Activity 1</b></p>	<p><u>Activity:</u> Create or help disseminate existing education and outreach programs to inform industry, small businesses, municipalities and citizens about clean fuel benefits.</p> <p><u>Evaluation Metric:</u> Increase the dissemination of educational resources on clean fuel benefits by one resource.  </p> <p><u>Evaluation Time Frame:</u> Over the next three years, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity:</u> Encourage localities to develop and implement incentive programs to encourage use of zero-emission vehicles.</p> <p><u>Evaluation Metric:</u>  </p> <p><u>Evaluation Time Frame:</u></p>
<p><b>Activity 3</b></p>	<p><u>Activity:</u> Work with state partners to incentivize companies to operate clean fuel vehicles and equipment in state’s contracting and Request for Proposal system.</p> <p><u>Evaluation Metric:</u>  </p> <p><u>Evaluation Time Frame:</u></p>

<p><b>Activity 4</b></p>	<p><u>Activity:</u> Engage in conversations with other state agencies to create tax incentives for individuals, businesses, and truck fleet owners to use clean fuels.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p><b>Activity 5</b></p>	<p><u>Activity:</u> Utilize state and federal funding programs to support clean fuels and fleet upgrades for government vehicles.</p> <p><u>Evaluation Metric:</u> Increase the number of applications submitted to state and/or federal funding programs for clean fuels and fleet upgrades by [n]%</p> <p><u>Evaluation Time Frame:</u> Over the next year, from [start date] to [end date].</p>
<p><b>Activity 6</b></p>	<p><u>Activity:</u> Require the use of fuel-efficient vehicles in all state contracts.</p> <p><u>Evaluation Metric:</u> Reduce the percentage of active state vehicles that are not fuel efficient by [n]%. </p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>
<p><b>Activity 7</b></p>	<p><u>Activity:</u> Work with localities and businesses to create special parking spaces (either desirable location or reduced fees) for electric and alternative fuel/low-emission vehicles.</p> <p><u>Evaluation Metric:</u> Participate in [n] meetings with localities and businesses on the health benefits of incorporating special parking spaces for alternative fuel or electric vehicles into their public parking lots.</p> <p><u>Evaluation Time Frame:</u> Over the next five years, from [start date] to [end date].</p>

<b>Activity 8</b>	<p><u>Activity</u>: Work with localities to create “green vehicle parking permits” for electric and low-emission vehicles (or those that meet the <a href="#">EPA’s SmartWay</a> Elite Program standards).</p> <p><u>Evaluation Metric</u>: Participate in [n] meetings with localities on the health benefits of incorporating green vehicle parking permits into their city/county planning.</p> <p><u>Evaluation Time Frame</u>: Over the next five years, from [start date] to [end date].</p>
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### Transportation Control Measures and Children

Transportation control measures help to reduce transportation-related air pollution, greenhouse gas emissions, and fuel use by reducing vehicle miles traveled and improving roadway operations ([EPA](#)). By encouraging the use of public transit and utilizing work alternatives such as telecommuting, we can move [away](#) from individual vehicle use and towards less-polluting transportation alternatives. Broad transportation control measures include public transportation improvements, congestion relief projects, incentives to encourage bicycling and walking, expanded commuter choices, workplace flexibility to reduce commuting, and value pricing (e.g., roadway and congestion pricing such as high-occupancy vehicle programs and parking taxes) ([EPA](#)). By applying smart growth principles to community planning, especially around schools, jurisdictions can facilitate more multimodal transportation options that lowers dependence on cars and helps to reduce air pollution and exposure to harmful tailpipe emissions, including exposure from idling ([EPA](#)). Promoting safer biking and walking areas around schools also helps increase physical activity in children, which bring numerous health benefits.

### Objective 7: Transportation Control Measures

#### *Activities with Direct Benefits to Children*

Strategy A	Reduce vehicle miles traveled by encouraging active transit through built environment improvements that support walking and biking around schools
<b>Activity 1</b>	<p><u>Activity</u>: Encourage school districts to host “bike or walk to school days” throughout the year to encourage physical activity for students and reduce reliance on cars (e.g., monthly or throughout a certain time period). If geography doesn’t allow this, promote a modified version that still promotes physical activity (e.g., buses drop off students 0.5 mile away from school and kids walk the final leg).</p> <p><u>Evaluation Metric</u>: Increase the number of school districts participating in bike or walk to school day to [n]%.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>

<p><b>Activity 2</b></p>	<p><u>Activity</u>: Encourage schools to install bike racks for children to use during the school day. Field community surveys to better understand the number of biking commuters at the school(s).</p> <p><u>Evaluation Metric</u>: Increase the number of school districts reviewing bike rack inventory vs. use to [n]%.  </p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Encourage local jurisdictions to utilize smart growth principles (including complete streets and safe routes to school) around schools to facilitate multimodal transportation options and reduce nearby traffic congestion (e.g., nearby public bus stops for staff, shuttles to public transit options, etc.).</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 4</b></p>	<p><u>Activity</u>: Encourage local jurisdictions to incorporate smart growth principles in new school siting to reduce traffic congestion around the school. Resource: <a href="#">Smart Growth and School Siting   US EPA</a></p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><i>Activities with Indirect Benefits to Children</i></p>	
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Work with local health departments to conduct education and outreach to community residents and local decision makers to understand the need for, and the benefits of, infrastructure that facilitates biking and walking.</p> <p><u>Evaluation Metric</u>: Increase the number of outreach events held on multimodal transportation conversations by one event.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>

<p><b>Activity 2</b></p>	<p><u>Activity</u>: Encourage localities to use Smart Growth principles in their planning (e.g., complete streets, transit-oriented development, increased density, and/or mixed-use design). This could also include design elements like road diets, refuge islands and curb extensions. Helpful resource: <a href="https://www.epa.gov/smartgrowth">https://www.epa.gov/smartgrowth</a></p> <p><u>Evaluation Metric</u>: Increase the number of local jurisdictions engaged on Smart Growth principles by [n]%.  <u>Evaluation Time Frame</u>: Over the next five years, from [start date] to [end date].</p>
<p><b>Strategy B</b></p>	<p>Increase public transit ridership by improving regional transit systems and incentivizing their use across the state.</p>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Encourage state and local communities to create a more integrated, efficient, and safer regional public transit system by expanding routes and/or increasing frequency of vehicle routes (geographic and temporal expansion).</p> <p><u>Evaluation Metric</u>: Initiate [n] new engagements with state DOT, metropolitan planning organizations, transit operators, or other relevant groups on public transportation planning.</p> <p><u>Evaluation Time Frame</u>: Over the next two years, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Support the development of multimodal transportation systems that increase transportation options and create incentives for using alternative transit forms, including public transit, bike and scooter share programs, cycling, and walking.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Support state and local campaigns that encourage residents to use the public transportation system.</p> <p><u>Evaluation Metric</u>: Conduct [n] new media mentions to support public transportation campaigns.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>

<p><b>Activity 4</b></p>	<p><i>Activity:</i> Work with local health departments to encourage localities to improve safety, comfort, and convenience of transit options (e.g., provide free internet wireless on buses, sheltered transit stops, improved lighting, security personnel, etc.).</p> <p><i>Evaluation Metric:</i></p> <p><i>Evaluation Time Frame:</i></p>
<p><b>Activity 5</b></p>	<p><i>Activity:</i> Encourage local jurisdictions to use incentives to increase ridership on public transit like “fare free” days each month.</p> <p><i>Evaluation Metric:</i></p> <p><i>Evaluation Time Frame:</i></p>
<p><b>Activity 6</b></p>	<p><i>Activity:</i> Support a coordinated transportation improvement program partnership between state Departments of Transportation, Planning Commissions, Council of Governments, cities, and other stakeholders.</p> <p><i>Evaluation Metric:</i></p> <p><i>Evaluation Time Frame:</i></p>
<p>Strategy C</p>	<p>Encourage higher vehicle occupancy use and practices that promote carpooling</p>
<p><b>Activity 1</b></p>	<p><i>Activity:</i> Encourage local employers to adopt best practices for community employees on transit (e.g., <a href="https://www.bestworkplaces.org/">https://www.bestworkplaces.org/</a>). This could include offering incentives for alternative transit.</p> <p><i>Evaluation Metric:</i> Support local employers who offer incentives for alternative transit by [n] media posts showcasing their policies.</p> <p><i>Evaluation Time Frame:</i> Over the next three years, from [start date] to [end date].</p>



<p><b>Activity 2</b></p>	<p><u>Activity</u>: Create and or disseminate educational materials for communities to share with residents interested in carpooling. Helpful resources include:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.epa.gov/transportation-air-pollution-and-climate-change/what-you-can-do-reduce-pollution-vehicles-and">https://www.epa.gov/transportation-air-pollution-and-climate-change/what-you-can-do-reduce-pollution-vehicles-and</a></li> <li>• <a href="https://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P1013GDE.pdf">https://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P1013GDE.pdf</a></li> <li>• <a href="https://www.epa.gov/sites/default/files/2015-11/documents/420f14044_0.pdf">https://www.epa.gov/sites/default/files/2015-11/documents/420f14044_0.pdf</a></li> </ul> <p><u>Evaluation Metric</u>: Share [n] resources with local jurisdictions on the health and environmental benefits of carpooling.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Work with local health departments to create a citywide/countywide alternative commuter incentive program.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Buffers, Barriers, and Children</b></p> <p>Buffers are strips of land, clusters of vegetation, or physical barriers positioned between roadways and homes, schools, and/or other recreation areas (CAPHE). Buffers are used to reduce exposure to air pollutants downwind by absorbing or trapping some of the pollutants, displacing them upward, and physically separating people from roadways (CAPHE). Vegetative buffers can reduce pollutant concentrations by forming a semi-porous barrier and physically blocking polluted air from reaching an endpoint or by filtering particles as they pass through and accumulate on leaf surfaces (EPA). Vegetative buffers may also provide some sound reduction benefits, aid with temperature reduction by shading structures, and help reduce energy use in nearby buildings, like homes and schools (EPA). Health benefits from using vegetative barriers include reducing asthma and lung irritation, lowering cardiovascular impacts, including heart attacks and irregular heartbeat, and providing some potential reduction in low birthweight and cancer risks (CAPHE). Vegetative buffers also have great environmental benefits. Using any of these buffers on school grounds or near recreational and youth sport facilities can help to improve air quality in these areas.</p>	
<p><b>Objective 8: Buffers and Barriers</b></p>	
<p>Activities with Direct Benefits to Children</p>	

<p>Strategy A</p>	<p>Increase education and awareness on, as well as the use of, vegetative barriers and buffers to reduce air pollution and noise exposures.</p>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Share educational materials on the benefits of vegetative buffers and sound walls, especially near schools (e.g., EPA’s <a href="#">Best Practices for Reducing Near-Road Pollution Exposure at Schools</a>).</p> <p><u>Evaluation Metric</u>: Disseminate [n] educational resources around the health and environmental benefits of buffers for air and sound pollution around schools.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Encourage school districts to prioritize schools in higher pollution areas that are in need of additional vegetative buffers to reduce air pollution on or near school grounds and athletic fields.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Provide consultation to school districts and city planners on the public health benefits of incorporating buffers into school yards and youth recreational spaces.</p> <p><u>Evaluation Metric</u>: Provide consultation to [n] school districts who are reviewing vegetative buffer needs.</p> <p><u>Evaluation Time Frame</u>: Over the next three to five years, from [start date] to [end date].</p>
<p><b>Activity 4</b></p>	<p><u>Activity</u>: Engage localities in developing tree planting campaigns near schools and youth recreational facilities.</p> <p><u>Evaluation Metric</u>: Increase engagement with localities on tree planning efforts near schools by one new campaign.</p> <p><u>Evaluation Time Frame</u>: Over the next three to five years, from [start date] to [end date].</p>
<p><i>Activities with Indirect Benefits to Children</i></p>	

<p><b>Activity 1</b></p>	<p><u>Activity</u>: Join partnerships between state-based groups working to reduce air pollution by promoting buffers.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Engage with the Department of Transportation on increasing planning of vegetative buffers along major roads.</p> <p><u>Evaluation Metric</u>: Increase engagement with DOT on vegetative buffer planting along roadways by [n] meetings.</p> <p><u>Evaluation Time Frame</u>: Over the next three years, from [start date] to [end date].</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Encourage the use of tax deferrals, tax credits, and development incentive programs to create revenue for buffers.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 4</b></p>	<p><u>Activity</u>: Encourage the incorporation of buffers in <a href="#">Community Benefits Agreements</a> related to point or mobile pollution sources.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p>Strategy B</p>	<p>Increase tree canopy throughout the state.</p>

<p><b>Activity 1</b></p>	<p><u>Activity</u>: Disseminate educational resources on the role of trees in absorbing pollutants.</p> <p><u>Evaluation Metric</u>: Disseminate [n] resources on the health benefits of the tree canopy in absorbing air pollutants.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Use GIS tools to identify high priority areas where trees would be most beneficial and equitable (e.g., <a href="#">EPA's EnviroAtlas</a>).</p> <p><u>Evaluation Metric</u>: Increase mapping of priority areas for tree planting efforts by one new map.</p> <p><u>Evaluation Time Frame</u>: Over the next three to five years, from [start date] to [end date].</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Engage state/local residents, businesses, and policy makers in tree planting efforts.</p> <p><u>Evaluation Metric</u>: Support one tree planting campaign in the state.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 4</b></p>	<p><u>Activity</u>: Encourage localities to investigate using local, state, and federal, and NGO funding sources to support planting trees.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 5</b></p>	<p><u>Activity</u>: Encourage state and local planning to integrate tree planting programs into a comprehensive open space plan.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>

*Objectives With All Indirect Benefits to Children’s Health (9-11)*

**Point Source Controls and Children**

Point source controls reduce the amount of pollutants released or generated by industrial processes. These controls can be applied to gas and particulate phase pollutants, as well as hazardous pollutants ([EPA](#)). The most common targets are the criteria pollutants (PM, NO<sub>x</sub>, SO<sub>2</sub>, CO, and lead), volatile organic compounds, as well as metals and other hazardous air pollutants ([CAPHE](#)). Point source controls help to reduce air pollution before it reaches nearby communities. Lowering point source and mobile emissions helps to improve air quality and reduce asthma triggers. This is especially important around recreation areas, schools, and homes. While these activities have indirect benefits to children, they are all still helpful in reducing air pollution and creating safer environments for kids to learn, work, and play.

**Objective 9: Point Source Controls**

*Activities with Indirect Direct Benefits to Children*

Strategy A	Improve emissions controls and monitoring at point sources.
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Help to disseminate information about point source controls that show facility impacts in affected communities. For example, for power plants, EPA’s <a href="#">Power Plants and Neighboring Communities</a> resources may be helpful to share.</p> <p><u>Evaluation Metric</u>: Increase dissemination of resources on point source controls by one new resource.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Promote cooperation between partner state agencies and local counterparts on emissions control.</p> <p><u>Evaluation Metric</u>: Increase outreach on emission control and monitoring by two department meetings.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>

<p><b>Activity 3</b></p>	<p><u>Activity:</u> Provide health consultation to the state regulatory agency on efforts to address current and upcoming PM<sub>2.5</sub> and O<sub>3</sub> nonattainment plans.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p><b>Activity 4</b></p>	<p><u>Activity:</u> Encourage the state to use permit violation fines to support emissions reduction efforts (e.g., facility tax exemption).</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p><b>Activity 5</b></p>	<p><u>Activity:</u> Encourage the adoption of more stringent state and local air quality regulations.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p>Strategy B</p>	<p>Provide education on the use of health impact assessments (HIAs) to aid with air quality management for point sources.</p>
<p><b>Activity 1</b></p>	<p><u>Activity:</u> Disseminate training materials to state and local regulatory staff on the use of HIAs for air quality management.</p> <p><u>Evaluation Metric:</u> Share [n] resource that showcase the benefits of using HIA for air quality management with other state and local regulatory partners.</p> <p><u>Evaluation Time Frame:</u> Over the next two years, from [start date] to [end date].</p>

<p><b>Activity 2</b></p>	<p><u>Activity</u>: Encourage funding mechanisms to enable the state regulatory agency to include HIAs in decision-making and permit reviews.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Air Quality Rule Enforcement and Children</b></p> <p>Through increasing compliance of cities, business, and industry with air quality rules, we can help to improve public health. This can be accomplished through increased education about the benefits of improve air quality and compliance, better transparency of actual air quality data in an area, and increased fines or consequences for noncompliance.</p>	
<p><b>Objective 10: Enhanced Compliance and Enforcement of Air Quality Rules</b></p>	
<p><i>Activities with Indirect Benefits to Children</i></p>	
<p><b>Strategy A</b></p>	<p>Increase education and awareness of environmental compliance data</p>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Raise awareness of existing public data on environmental compliance (e.g., EPA’s <a href="#">ECHO database</a>).</p> <p><u>Evaluation Metric</u>: Share links to publicly available environmental compliance data with [n] partners.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Encourage the state regulatory agency to increase fines for noncompliance.</p> <p><u>Evaluation Metric</u>: Increase engagement with state regulatory agency on noncompliance plans by one meeting.</p> <p><u>Evaluation Time Frame</u>: Over the next three to five years, from [start date] to [end date].</p>

<p><b>Activity 3</b></p>	<p><u>Activity</u>: Encourage localities to provide area-specific information to the state air agency and/or EPA regarding local interests/issues that may warrant enforcement priority.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 4</b></p>	<p><u>Activity</u>: Help state primacy agency set goals for timely enforcement of noncompliance.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p>Strategy B</p>	<p>Encourage the use of cumulative impact assessments and a health in all policies framework as part of the air quality management process.</p>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Share tools for considering cumulative impacts (e.g., <a href="#">EPA’s cumulative impact materials</a>) with environmental regulatory partners and other stakeholders to aid with air quality management decisions.</p> <p><u>Evaluation Metric</u>: Share [n] cumulative impact educational materials with decision-making partners.</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Encourage the use of a cross-sector/health in all policies approach to aid with air quality management in the state (e.g., development of air quality task force).</p> <p><u>Evaluation Metric</u>: Host one cross-sector meeting to discuss the roles of state and local partners in addressing air quality impacts in the state</p> <p><u>Evaluation Time Frame</u>: Over the next five years, from [start date] to [end date].</p>



<p>Strategy C</p>	<p>Increase public input in air quality management, including the development of regulations, permitting, and enforcement activities.</p>
<p><b>Activity 1</b></p>	<p><u>Activity</u>: Help to publicize state air quality agency’s toll-free telephone number, website, and contact information to report air pollution problems.</p> <p><u>Evaluation Metric</u>: Publicize the state air quality contact information in [n] mentions (e.g., health agency website, media platforms, etc).</p> <p><u>Evaluation Time Frame</u>: Over the next year, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity</u>: Create opportunities for ongoing and bi-directional communication with representatives from affected communities.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 3</b></p>	<p><u>Activity</u>: Help foster partnerships between Department of Health, DEQ, community, and non-governmental organizations on air quality management in the state.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
<p><b>Activity 4</b></p>	<p><u>Activity</u>: Encourage the state to adopt policies that more heavily weight community feedback, health impacts, and cumulative impacts in air quality management decisions.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>

<b>Activity 5</b>	<p><u>Activity</u>: Encourage the use of evaluation tools and ongoing improvement processes to improve public participation in air quality management.</p> <p><u>Evaluation Metric</u>:</p> <p><u>Evaluation Time Frame</u>:</p>
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### Enhanced Air Quality Monitoring and Children

Air quality monitoring is an important tool for improving air quality, protecting public health, and ensuring compliance with regulations. It can also be used to identify pollution sources, monitor climate change, or support research and development. Air quality monitoring improves our awareness of the types and quantities of pollutants in our air, areas of concern or hotspots, and helps to inform future decision-making regarding policies and activities.

### Objective 11: Enhanced Air Quality Monitoring

#### *Activities with Indirect Benefits to Children*

Strategy A	Encourage regulatory agencies to expand air quality monitoring in the state.
<b>Activity 1</b>	<p><u>Activity</u>: Encourage the state regulatory agency and industry to collaborate and expand monitoring networks.</p> <p><u>Evaluation Metric</u>: Participate in one new meeting with the state regulatory agency on air quality monitoring network expansion.</p> <p><u>Evaluation Time Frame</u>: Over the next one to two years, from [start date] to [end date].</p>

<p><b>Activity 2</b></p>	<p><u>Activity:</u> Encourage expanding monitoring requirements as part of permit conditions.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>
<p>Strategy B</p>	<p>Increase public engagement with air quality monitoring activities.</p>
<p><b>Activity 1</b></p>	<p><u>Activity:</u> Create educational opportunities for communities to learn about air monitoring technologies, why we use them, and locations of monitoring sites in their jurisdictions (including how to read results).</p> <p><u>Evaluation Metric:</u> Develop and post one new blog on air quality monitoring.</p> <p><u>Evaluation Time Frame:</u> Over the next one to two years, from [start date] to [end date].</p>
<p><b>Activity 2</b></p>	<p><u>Activity:</u> Encourage DEQ to provide more opportunities for public engagement on air quality monitor siting decisions.</p> <p><u>Evaluation Metric:</u> Host one new meeting with the DEQ that focuses on the benefits of public engagement in air quality monitor siting.</p> <p><u>Evaluation Time Frame:</u> Over the next one to two years, from [start date] to [end date].</p>
<p><b>Activity 3</b></p>	<p><u>Activity:</u> Encourage open communication between schools, residents, community-based organizations, industry, and regulators on air quality monitoring.</p> <p><u>Evaluation Metric:</u></p> <p><u>Evaluation Time Frame:</u></p>

## 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.

- Air Now. Fire and Smoke Map. Available at [Fire and Smoke Map](#). Accessed 4/15/24.
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- Children’s Environmental Health Network. Climate Change. Available at [Climate Change - Children's Environmental Health Network \(cehn.org\)](#). Accessed 4/15/24.
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- DOE. Renewable Energy. Available at <https://www.energy.gov/eere/renewable-energy>. Accessed 4/17/24.
- EPA. Air Quality Flag Program. Available at [Education Resources | AirNow.gov](#). Accessed 4/15/2024.
- EPA. Air Quality Implementation Plans. Available at <https://www.epa.gov/air-quality-implementation-plans>. Accessed 4/15/2024.
- EPA. Recommendations for Constructing Roadside Vegetation Barriers to Improve Near-Road Air Quality. 2016. Available at <file:///C:/Users/kwyss/Downloads/VEGETATION%20PLANNINGGUIDE2072016.PDF>. Accessed 4/15/24.
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- EPA. Asthma - Improving Health in Communities and Schools. Available at [Asthma - Improving Health in Communities and Schools | US EPA](#). Accessed 4/15/24.
- EPA. Clean Air Markets Program Data. Available at [Clean Air Markets Program Data \(CAMPD\) | US EPA](#). Accessed 4/15/24.
- EPA. Community-Port Collaboration. Available at [Community Action Roadmap Step 4: Develop an Action Plan | US EPA](#). Accessed 4/17/24.
- EPA. Federal Agencies and Organizations Addressing Environmental Asthma. Available at [Federal Agencies and Organizations Addressing Environmental Asthma | US EPA](#). Accessed 4/15/24.

- EPA. Healthy School Environments. Available at <https://www.epa.gov/schools>. Accessed 4/17/24.
- EPA. Mobile Source Pollution. Available at [Learn About How Mobile Source Pollution Affects Your Health | US EPA](#). Accessed 4/15/2024.
- EPA. Power Sector. Available at [Power Plants and Neighboring Communities](#). Accessed 4/15/2024.
- EPA. Reducing Emissions of Hazardous Air Pollutants. Available at <https://www.epa.gov/haps/reducing-emissions-hazardous-air-pollutants>. Accessed 4/17/24.
- EPA. School Bus Idle Reduction. Available at [School Bus Idle Reduction | US EPA](#). Accessed 4/17/24.
- EPA. Transportation Control Measures. Available at [https://www.epa.gov/sites/default/files/2017-06/documents/430r09040\\_0.pdf](https://www.epa.gov/sites/default/files/2017-06/documents/430r09040_0.pdf). Accessed 4/17/24.
- EPA. Wildfire Smoke: A Guide for Public Health Officials. 2021. Available at [https://www.airnow.gov/sites/default/files/2021-09/wildfire-smoke-guide\\_0.pdf](https://www.airnow.gov/sites/default/files/2021-09/wildfire-smoke-guide_0.pdf). Accessed 4/15/2024.
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- USDA. National Agroforestry Center. Conservation Buffers. Available at [https://www.fs.usda.gov/nac/buffers/guidelines/6\\_aesthetics/3.html](https://www.fs.usda.gov/nac/buffers/guidelines/6_aesthetics/3.html). Accessed 4/17/24.