

# Annual Performance Report

## ATSDR's Partnership to Promote Local Efforts To Reduce Environmental Exposure (APPLETREE)

CDC-RFA-TS17-1701

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### PURPOSE

ATSDR's Partnership to Promote Local Efforts To Reduce Environmental Exposure (APPLETREE)'s annual performance report is designed to qualitatively assess each Cooperative Agreement Partner program by highlighting strengths and identifying areas needing improvement. At a minimum, evaluations will be conducted annually. More frequent evaluations may be conducted based on program performance. The evaluation will be used to:

- Evaluate the impact that the partner is having on public health in its State.
- Assess Cooperative Agreement Partner Performance.
- Monitor Cooperative Agreement Program progress in meeting ATSDR objectives as listed in the funding announcement.
- Monitor Cooperative Agreement Program progress in achieving milestones related to Choosing Safe Places for Early Childcare and Education (CSPECE).

### PROCESS

Each Cooperative Agreement Partner should use this opportunity to provide input to ATSDR by conducting a written self-evaluation of their program's accomplishments over the budget period – April 1<sup>st</sup> – March 31<sup>st</sup>. This self-evaluation should be sent to the Cooperative Agreement Partner's Technical Project Officer (TPO) by March 1<sup>st</sup> of the current budget year

The TPO will actively consider the Cooperative Agreement Partner's self-evaluation and provide comments. Hard copies of self-evaluations and related comments will be included in each partner's official file.

There is not an official form or specific format; however, each partner should include a list of all the names, and locations of the public health assessments, health consultations, exposure investigations, and technical assists completed during the budget year. Each self-evaluation should also include site impacts, the number of people exposed at sites, the different actions taken to mitigate the risks, the number of people protected as a result of our work, and the recommendations that were accepted by regulatory agencies. In addition, each state partner should include a description of any proactive activities that helped to prevent harmful exposures.

A minimum of three success stories that detail the activities undertaken and the short/longer term outcomes achieved during the evaluation period must be included. The success stories should be entered into the Success Story form on Sharepoint and the content should be suitable for sharing with congressional staff to showcase the work conducted by ATSDR's Cooperative Agreement Partners. The majority of these success stories should focus on sites where a certified public health assessment or health consultation have been completed.

State partners must also describe any challenges that might affect their ability to achieve budget period outcomes, conduct performance measures, or complete the activities in the work plan in this self-evaluation. In addition, state partners must describe how ATSDR could help them overcome challenges to achieving budget period outcomes and performance measures, and completing activities outlined in the work plan. State partners must also deliver an updated workplan for the next budget year.

In addition to the requirements above, state partners must also complete the following data collection requirements related to Choosing Safe Places for Early Childcare and Education.

# State Partner Data Collection

## Choose Safe Places for Early Care and Education (CSPECE)

APPLETREE state partners should identify the correct phase of their CSPECE work during the first year of the APPLETREE cooperative agreement by following guidance outlined in the APPLETREE Funding Opportunity Announcement and working with the assigned ATSDR Technical Project Team. The following matrix can be used to determine required reporting for each state partner for each year of the 3-year APPLETREE cooperative agreement. ATSDR expects most state partners to identify with Phase 1 their first year.

<b>State's Identified Phase at start of 3-yr period</b>	<b>Required Reporting for Year 1</b>	<b>Required Reporting for Year 2</b>	<b>Required Reporting for Year 3</b>
<b>Phase 1</b>	Phase 1	Phase 2	Phase 3
<b>Phase 2</b>	Phase 1, 2	Phase 3	Phase 4
<b>Phase 3</b>	Phase 1,2,3	Phase 4	Phase 4
<b>Phase 4</b>	Phase 1,2,3,4	Phase 4	Phase 4

### Phase One: Identifying State Processes and Building Partnerships

*In order to answer the 4 questions for Phase One, please consider the items below each question to help form the responses.*

#### 1. How do early care and education (ECE) licensing programs work within your state?

##### Quantifying ECE programs and populations

- Provide the total number of licensed ECE programs in the state, including:
  - Number of family/home based facilities and total number of children in those facilities.
  - Number of out of home facilities and the total number of children in those facilities.
- Provide the number of new ECE licenses that are applied for and granted annually. Averages or estimates can be provided.
  - Number of new licenses for family/home based facilities.
  - Number of new licenses for out of home facilities.

##### ECE licensing process and policies

- Describe how ECE programs are licensed in your state, including:
  - Identify the entities within your state that are involved in leading and supporting the licensing of ECE programs.
  - Outline the costs associated with licensing an ECE facility.
- Describe how licensing policies are developed and applied in the state, including information about periodic reviews of the overarching policies.
- Describe how zoning in municipalities in the state could affect site-related contamination at ECE facilities including if any major municipalities in the state have zoning requirements for ECE facilities.
- Describe guidance documents (if any) that are used to develop health or environmental licensing policies.

### **ECE licensing as it relates to environmental health**

- Describe how ECE facilities are currently evaluated for site-related contamination and safe drinking water.
  - Describe any training for environmental health that inspectors of ECE facilities receive.
  - Describe the environmental health issues that inspectors of ECE facilities currently look for. Include information for any environmental health items on inspection checklists and how identified problems handled.
- 2. Who are the stakeholders of early care and education (ECE) licensing programs within your state, and how are they/how could they be involved in ECE licensing?**
- Describe the agencies/stakeholders involved with ECE licensing.
  - Describe which non-governmental organizations (NGOs) have engaged with health issues in ECE licensing, and identify any NGOs with an environmental health mission that might be interested in future engagement.
  - Describe public health programs that engage with ECE licensing in the state.
  - Describe major training areas might help each stakeholder engage (if any).
  - Describe how the development of a CSPECE program will use input and guidance from stakeholders.
- 3. How have you built/will you build nongovernmental partnerships with ECE decision makers within your state?**
- Describe how you conduct partnership engagement.
  - Provide a list of your partners and their roles.
  - Describe the challenges encountered building partnerships.
  - Describe the primary motivation for each partner to engage.
  - Identify the members of your advisory committee, if established.
- 4. What data sources could be used to foster a CSPECE program?**
- List the data sources, locations, update frequency, and points of contact (if applicable) for data that could be used to screen locations for potential site-related contamination.

## **Phase Two: CSPECE Program Planning**

*In order to answer the 6 questions for Phase Two, please consider the items below each question to help form the responses. The Choose Safe Places for Early Care and Education (CSPECE) program will be referred to as "Choose Safe Places" program in this section.*

- 1. How will your Choose Safe Places program operate?**
- Develop a flowchart that describes how the program will operate.
  - Describe the expected roles and responsibilities of each partner.
  - Describe the proposed process of referrals to your program and your response activities for potentially problematic sites.
  - Describe the likely strengths and weaknesses of the proposed program.
- 2. What training will your Choose Safe Places program receive and conduct?**
- Describe the proposed training topics needed and those you propose to conduct.
  - Describe who will develop and deliver needed trainings for your program staff, partners, and other stakeholders (provide the source, availability, and timeline for delivery).
- 3. What data and processes will your Choose Safe Places program use to identify proposed ECE sites that have potential harmful environmental exposures?**

- Describe the data sources that will be used to screen proposed ECE sites for harmful environmental exposures, including drinking water.
  - Describe any additional data sources and processes that will be used if screening suggests an increased likelihood of harmful environmental exposures.
- 4. What partnerships or coalitions will your Choose Safe Places program support?**
    - Describe how the program receives input and guidance from stakeholders.
    - Describe how the program will communicate to stakeholders.
  - 5. What data will your Choose Safe Places program collect?**
    - Describe your proposed data collection process and data elements.
    - Describe how you intend to track the number of ECE sites screened and referrals to your CSPECE program.
    - Describe the potential challenges, limitations, and gaps you foresee with data collection.
  - 6. How will you evaluate your Choose Safe Places program?**
    - Describe your proposed impact metrics.
    - Describe what a successful program will look like for your state.

## Phase Three: CSPECE Pilot Program

*In order to answer the 6 questions for Phase Three, please consider the items below each question to help form the responses. The Choose Safe Places for Early Care and Education (CSPECE) pilot program will be referred to as "Choose Safe Places" pilot program in this section.*

- 1. How did your Choose Safe Places pilot program operate?**
  - Provide an updated flowchart for the operation of the pilot program.
  - Describe the roles and responsibilities of each partner.
  - Describe the process for screening proposed ECE sites and the response activities for potentially problematic sites.
  - Describe the process of referrals to your program and your response activities for potentially problematic sites.
  - Describe the status of your program operations, including if your program is ready to be fully implemented and changes will you make as the program continues.
- 2. What trainings did your Choose Safe Places pilot program receive and conduct?**
  - Describe the type of training topics received and conducted (provide the date, location, duration, and number in attendance).
  - Describe who developed and delivered needed trainings for your program staff, partners, and other stakeholders (provide the source, availability, and timeline for delivery).
- 3. What partnerships did your Choose Safe Places pilot program support?**
  - Describe how the program received input and guidance from the stakeholders.
  - Describe how the program communicated to stakeholders.
  - Describe if/how the program supported or engaged a coalition of stakeholders.
- 4. What data did your Choose Safe Places pilot program collect and use?**
  - Describe the data you collected (provide descriptive summary of data).
  - Describe what data was used to screen sites and what data, if any, was used if screening suggested an increased likelihood of harmful environmental exposures.

- Describe how you tracked the number of sites screened and the number of referrals to your CSPECE pilot program.
- Describe how you used TAs and SIAs to report information back to ATSDR.
- Describe the challenges, limitations, and gaps you experienced with data collection.

**5. How did you evaluate your Choose Safe Places pilot program?**

- Describe the pilot program's accomplishments, and provide the status/results of impact metrics.
- Describe the pilot program's challenges and limitations (including lessons learned, effectiveness of the referral process and if it worked as planned, effectiveness of the pilot program overall, effectiveness of partnerships and need to build additional partnerships, and resource challenges).

## Phase Four: CSPECE Program Operation and Evaluation

*For states that have an operating program. In order to answer the 5 questions for Phase Four, please consider the items below each question to help form the responses. The Choose Safe Places for Early Care and Education (CSPECE) program will be referred to as "Choose Safe Places" program in this section.*

- 1. Describe how you evaluated your Choose Safe Places program to show it is effective within your state. Include the following quantitative information in your narrative, as applicable.**
  - Provide number of new licensed ECE programs opened in your state this year.
  - Provide number of referrals to your program and number of children at those referred sites.
  - Provide number of referrals to your program for ECE seeking a license (not operating yet) on a potentially problematic site.
  - Provide number of potentially problematic sites referred to your program where potentially harmful exposures were occurring and the categories of exposure pathways.
  - Provide number of ECE programs you prevented from beginning to operate on a problematic site and the number of children protected.
  - Provide the number of TAs/SIAs for all ECE programs referred to your program (delineated by sites already in operation on a potentially problematic site or new licenses).
- 2. Describe how you integrated Choose Safe Places and environmental exposure concerns into licensing Quality Improvement programs within your state.**
- 3. Describe GIS or other tools you have developed to support your Choose Safe Places program.**
- 4. Describe how you will expand your Choose Safe Places program to include home based ECE programs.**
- 5. Describe how you will expand your Choose Safe Places program to include non-licensed (license exempt) ECE programs within your state.**