



# HEALTH IN ALL POLICY EDUCATION

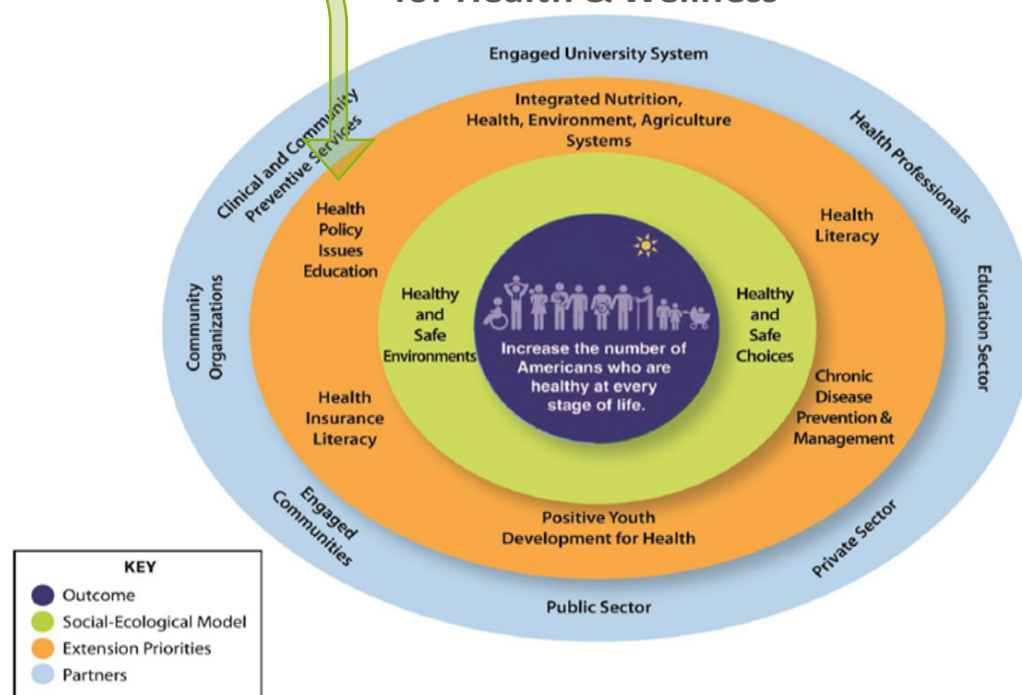
## ACTION TEAM

Roberta Riportella, Chair  
Program Leader, Family &  
Community Health  
Oregon State University

# HEALTH IN ALL POLICIES EDUCATION-A PRIORITY OF ECOP HEALTH TASK FORCE

- Originally called Health Policy Issues Education
- Mission: Focus on the convergence of health in *all* policies and systems decisions and practices
- Target: Healthy and Safe Environments that will equitably support Healthy and Safe Choices
- Goal: Decrease exposure to contextual inequities in order to increase the numbers of people in the U.S. who are healthy at every stage of life

## Cooperative Extension's National Framework for Health & Wellness

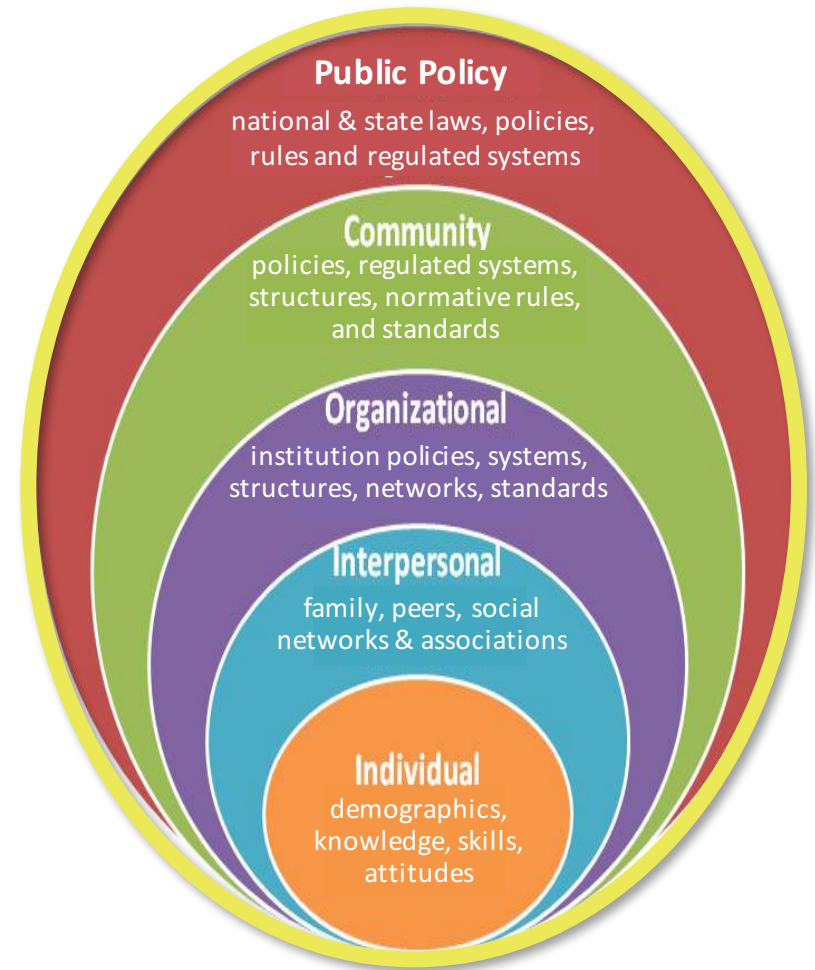


Based on the National Prevention Strategy Action Plan, U.S. Department of Health & Human Services

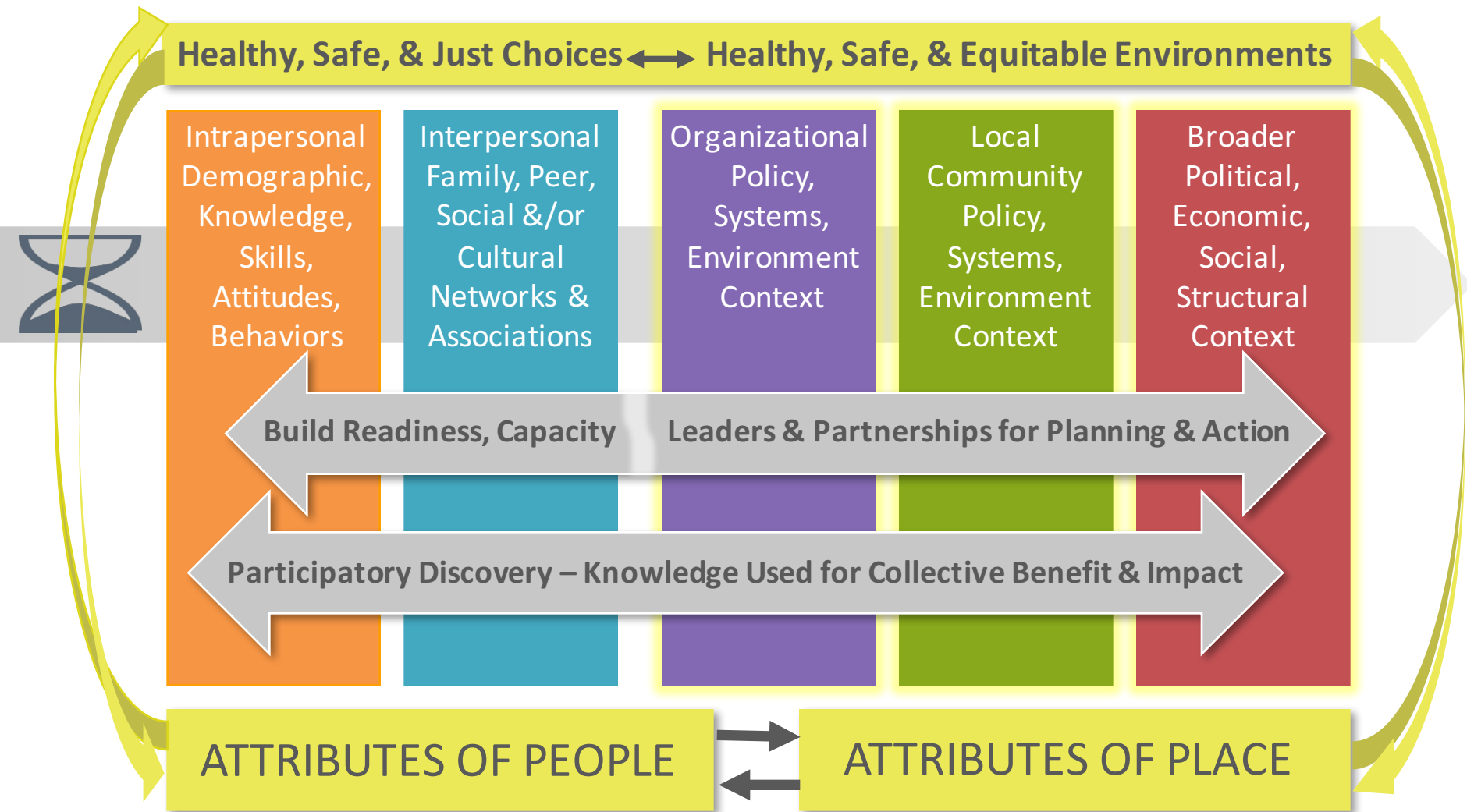
# HEALTH IN ALL POLICIES EDUCATION – ECOP ACTION TEAM

## Objectives:

- Clarify Extension's role, resources and readiness to work at outer rings of social ecological model ● ● ●
- Advance population approaches, i.e. policy, systems, environmental (PSE) strategies
- Engage diverse populations, organizations and sectors in consideration of potential health outcomes of policy actions and systems change
- Work to help organizations and sector partners embrace a culture of health and health equitable collective impacts



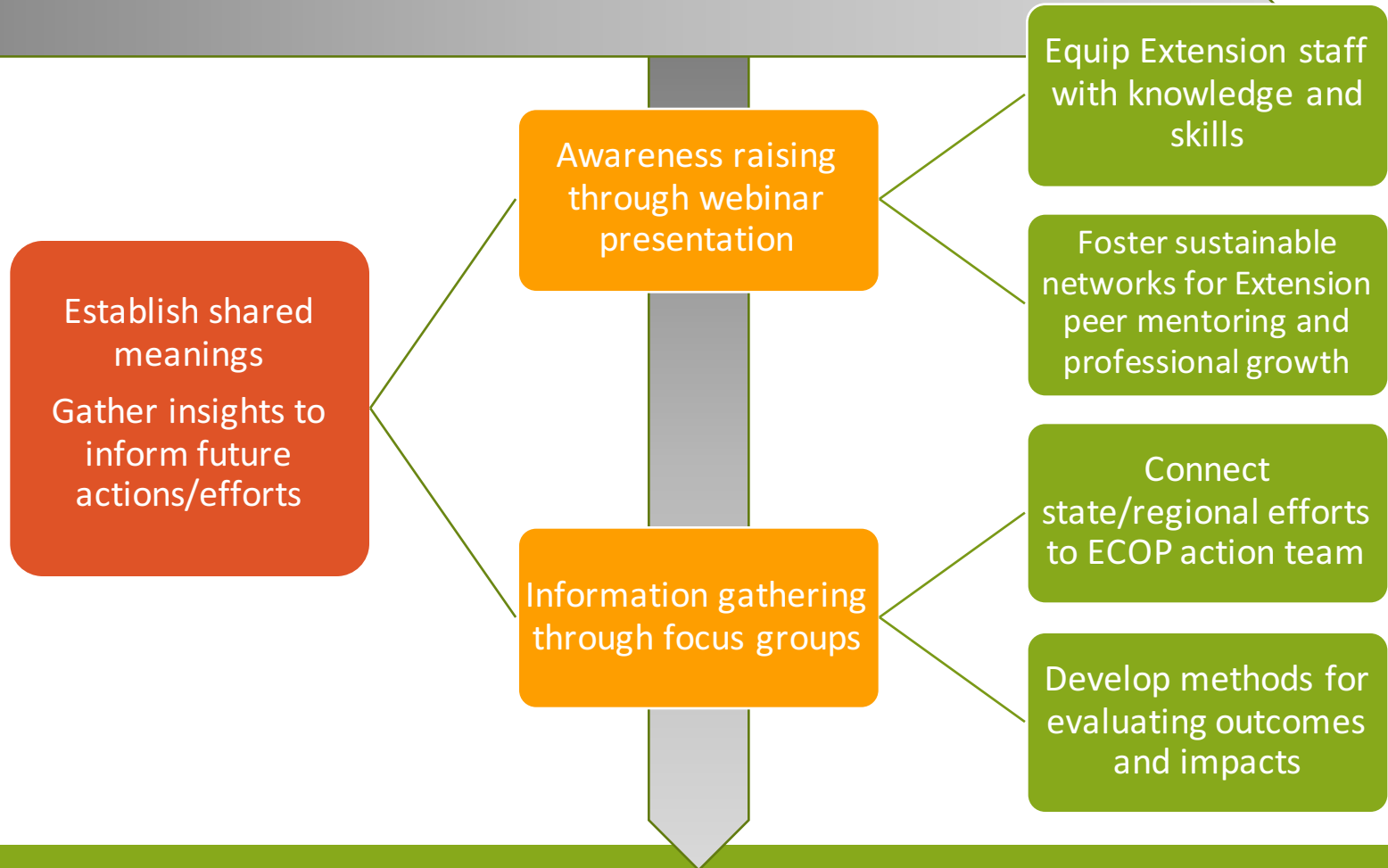
# PEOPLE AND PLACES ECOLOGICAL SYSTEMS FRAME FOR HEALTH IMPACT





# SYSTEMATIC ANALYSIS OF POTENTIAL HEALTH CONSEQUENCES IN ADVANCE OF THE IMPLEMENTATION OF PROGRAMS, PLANS, AND POLICIES

# ASSESSING EXTENSION FCS NEEDS AND ORGANIZATIONAL READINESS TO TAKE ACTION (2015-2016)



# WHAT EMERGED...

- Overall, FCS is between “denial/resistance” and “vague awareness” in readiness to take action on the HiaP Extension priority
  - Data were further coded into the six dimensions of readiness that are essential for addressing an issue

DIMENSION	Coder 1	Coder 2	SCORE
A – Current Efforts	2.5	3	2.75
B – Knowledge of Efforts	2	2	2
C - Leadership	3	3	3
D – Climate/Attitude	2	3	2.5
E – Knowledge of Issue	1.5	2	1.75
F – Available Resources	3.5	4	3.75
Overall Community Readiness (average of all dimensions)	2.4	2.8	2.6
Key for 9-Point Scale: 1 No Awareness; 2 Denial/Resistance; 3 Vague Awareness; 4 Preplanning; 5 Preparation; 6 Initiation; 7 Stabilization; 8 Confirmation/Expansion; 9 Professionalization			

# LOGIC OF HiAP EDUCATION FOR COOPERATIVE EXTENSION

## Challenges to Sustainable Actions

- Need wide-spread institutional structure and systems change
- Need paradigm shift, shared vision and shared values -- language, reporting structure, reward system, e.g. promotion, tenure, professional advancement, research grants (USDA/NIFA) and partnerships

## Assumptions

- Cooperative Extension is embedded in communities, and has been for a very long time; already visible within states and territories, and are known – has people on the ground

ACTIVITIES **PLANNED**



# INCREASE KNOWLEDGE, SKILLS, AND RAISE AWARENESS OF HiAP THROUGH EXTENSION TAILORED EDUCATION

## 1. Develop Health in all Policies Education online training and toolkit for Extension professionals

- Specific outcomes: An online course that includes a series of online training modules to be used by Extension (and partners) focused on:
  - Framework for Health in All Policies engagement
  - Health equity and policy, systems, and environmental justice
  - Extension tailored examples of HiAP in action

# FOSTER SUSTAINABLE NETWORKS FOR EXTENSION PEER MENTORING AND PROFESSIONAL GROWTH

2. Inform Health in all Policies Education online toolkit with input from Extension, including community development colleagues.

- Specific outcomes:
  - Identified menu of cross-programming opportunities and programs operated across the nation that would be easy targeted for HiaP Education engagement
  - Extension tailored toolkit to provide guidance for implementing HiaP Education and metrics for evaluating program outcomes and impacts

# CONNECT WITH ECOP ACTION TEAMS AND TO STATE, REGIONAL, FEDERAL EFFORTS

## 3. Identify and develop process to engage regional and state champions

- Provide information that is relevant to those engaged in a collaborative dialogue on next steps
- Identify intersections with strategic plans (USDA, NIFA, LGU, state health improvement plans)
- Present at decision-maker meetings (Extension Directors, Program Leader, NIFA, academic and health/public health sector, etc)

# DEVELOP METHODS FOR EVALUATING FCS OUTCOMES AND IMPACTS TO ALIGN WITH NIFA 2020 GOAL

4. Develop appropriate HiaPE indicators and metrics for national and state systems to be integrated into a new set of FCS reported indicators

## Align with NIFA 2020 Goal:

- **New systems:** Robust performance *measurement and management system* that demonstrates optimal return on investments in programs, including FCS and 4-H programs
- **Performance metrics:** Targeted set of *meaningful and useful indicators that measure program success*, useful to federal policymakers, benefits extension partners and assists with capturing the excellent work and impacts of 4-H and FCS
- **Engage partners:** How do we *move forward together to collect meaningful, accurate data* that demonstrate the value of NIFA's investments in science research, education and extension

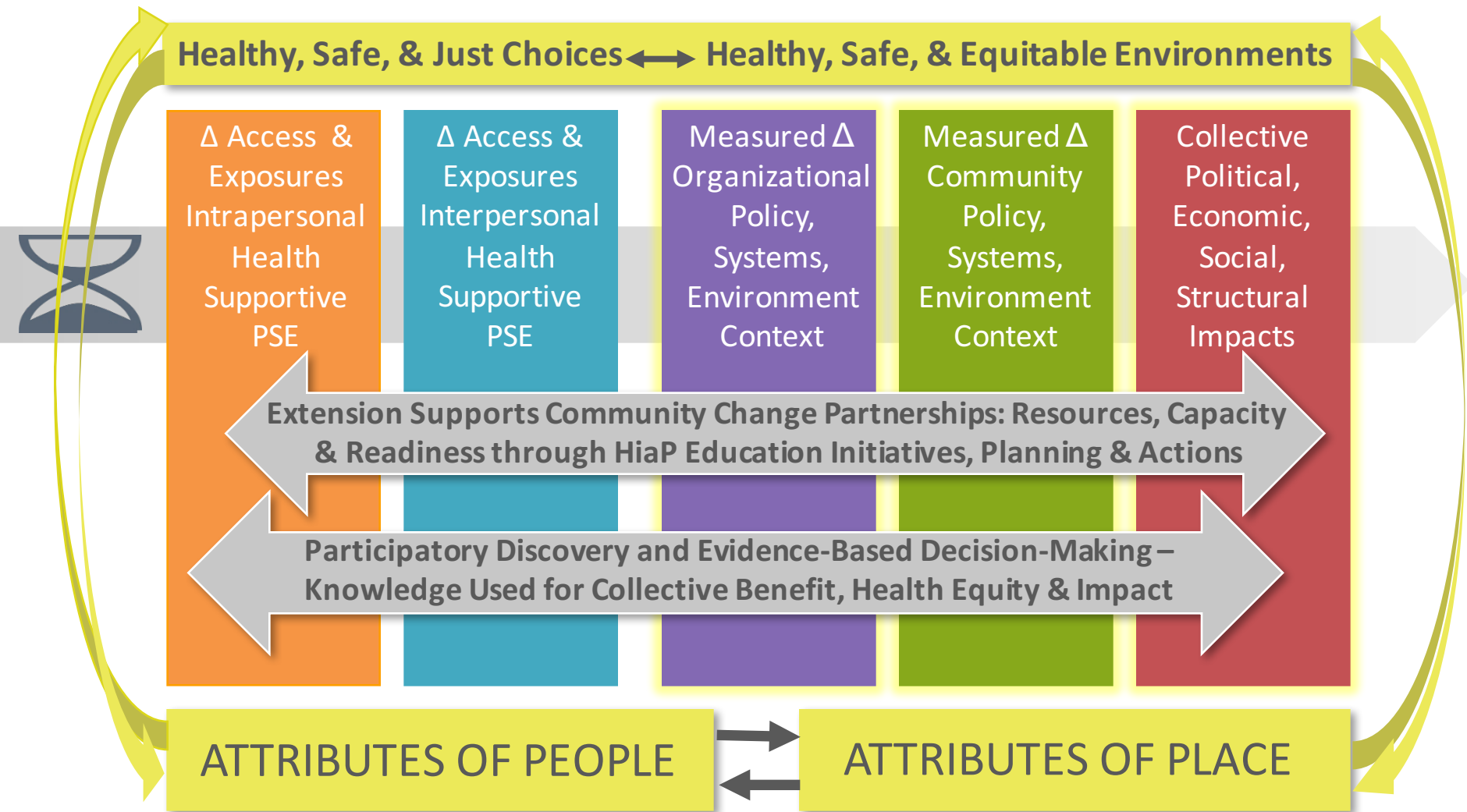
## SHORT TERM OUTCOMES

- Clear recognition that something must be done and what that looks like
- Increased knowledge, skills and attitudes around health and policy work in Extension
- Shared understanding that all policies have health implications

## MIDTERM OUTCOMES

- Convened cross-sector and cross-extension colloquia, workshops, partnerships for collective impacts
- Progress to preparation and initiation—engaged leaders begin planning and acting in earnest
- Leadership – positioned “Health” Program Leader to support NIFA/USDA RFAs

# PEOPLE AND PLACES ECOLOGICAL SYSTEMS FRAME FOR HEALTH EQUITY IMPACT



# NEXT STEPS FOR FCS

Are you willing to/what would you need to:

- Engage FCS personnel in HiaP
- Encourage education to build capacity for influencing change
- Track HiaP efforts and outcomes: policies, systems, environmental impact

# HEALTH IN ALL POLICIES EDUCATION TEAM MEMBERS

- Carolyn Byrd, North Carolina State University
- Sarah Eichberger, Michigan State University
- Deborah John, Oregon State University
- Andrea Morris, Alabama A & M University
- Rachel Novotny, University of Hawaii
- Nicole Peritori, University of Kentucky
- Roberta Riportella, Oregon State University
- Laura Stephenson, University of Tennessee
- Suzanne Stluka, South Dakota State University
- Michele Walsh, University of Arizona