

PARTNERSHIP FOR CHILDREN'S HEALTH AND THE ENVIRONMENT

MEETING NOTES Commonweal. May 9-11, 2001

Forty five members of Partnership for Children's Health and the Environment gathered at Commonweal, a health and environmental research institute and retreat facility in Bolinas, California May 9-11, 2001. This was the first time the Partnership had met face-to-face since its inception following the Children's Environmental Health Summit held in New York in September 1999. Elise Miller, executive director of the Institute for Children's Environmental Health and primary coordinator for the Partnership, convened the meeting.

This gathering was not intended to be a typical conference, focused on one initiative, theme or campaign. Instead, the purpose was two-fold: first, to provide a rare opportunity to build stronger relationships between varied sectors within the emerging children's environmental health field; and second, to discern specific short-term and long-term opportunities that participants--each with their respective organizational missions, skill-sets and experience--could engage in to augment the field as a whole.

The overall objectives were:

- 1) to articulate the deeper values and motivations that underlie Partners' efforts individually and organizationally in order to establish common ground for our collective work;
- 2) to underscore collaborative initiatives and opportunities; and
- 3) to strategize about how Partners can complement and enhance the work of other colleagues and organizations to strengthen the growing children's environmental health movement for the long-term.

ARTICULATING OUR DEEPER VALUES AND MOTIVATIONS

The first part of the meeting, with four distinct features, was designed to bring to the forefront some of the deeper values and questions that motivate Partners as well as to underscore what we hold in common, despite differences in organizational missions and programs, as we work to protect children's environmental health.

1) Raffi, the children's troubadour, opened the meeting the first evening by sharing his "Covenant for Honoring Children" and his Troubadour Institute's vision for a healthy and sustainable future for all children and by singing three of his new songs expressing these themes.

2) The next morning, Commonweal president Michael Lerner articulated some of the themes he has framed in his essay, "The Age of Extinctions and the Emerging Children's Environmental Health Movement." Michael, whose main work at Commonweal is the cancer care program, reflected on the archetype of the wounded healer. "A huge planetary wound is opening which will make environmental health a major human rights issue of the new millennium. How we live with it is critical. A wound carried the wrong way leads to depression and despair, and, in the right way, to healing." He noted various ways to respond to this wound, using the leverage point of children's environmental health, that could potentially lead towards healing. He emphasized that though he is not optimistic about succeeding given the enormity of the challenges we face—from

global warming to corporate globalization effort—he is hopeful that small groups such as this one, can potentially turn the tide, and he, for one, “will not go down without a fight.”

3) Writer and interviewer Derrick Jensen then noted that Terry Tempest Williams has said that people usually have two or three fundamental questions, often formed early in life, that drive their lives. He invited participants to introduce themselves by describing one of these important questions and how it influences their chosen work. As people went around the room, some common quests surfaced: how to live so actions match beliefs; how to fight for a cause but from a peaceful place; how to act appropriately on a desire, born of almost 5000 year old religious tradition, to repair the world; how to work with hope even when not optimistic about outcomes; how to bring in voices of those not yet heard and acknowledged.

4) Finally, Ted Schettler briefly summarized the themes that emerged from essays participants had written prior to the conference. Some of the points he highlighted included: “Children’s health resonates [in the public] in a strong way. Damage to [children’s health] has a detrimental effect on the economic health of individuals, families, and communities, and on the collective ethical fabric. Rachel Carson taught us to extend our ethical considerations to the entire world, and that people can be motivated to act out of sympathy: she outlined the lives of human beings with such respect that her readers are drawn into sympathy. Bringing attention to children’s health can be a powerful unifying force for change.” (*see Appendix A for full text of summary*)

UNDERSCORING COLLABORATIVE INITIATIVES AND OPPORTUNITIES

Lynn Goldman gave an overview of some trends in children’s environmental health work in the U.S., particularly noting the new Administration’s back-tracking on arsenic in drinking water, potential undermining of the Food Quality Protection Act and appointment of conservative judges who will make decisions that can undercut any progress on environmental health. She emphasized that children’s environmental health groups should learn how to use Congress and the appropriations process more effectively and leverage the fact that recent polls indicate Americans understand the connection between environment and health. She also suggested some collaborative opportunities, including reviewing new energy policies and how they relate to health, strategizing about next steps regarding the Food Quality Protecting Act, watching the Appropriations Committee, and furthering work on publicly available testing of body burden.

Next on the agenda, seven participants, whose organizations are all engaged in collaborative initiatives, presented their work. The purpose of these presentations was not to promote any particular effort but to illustrate a range of initiatives as well as what works and what are real challenges to undertaking collaborative efforts. A list of the speakers, the name of each of their campaigns, and a brief summary of each follows.

1). *Daniel Swartz, Children’s Environmental Health Network (CEHN)* *- Efforts to uphold the Food Quality Protection Act (FQPA)*

The FQPA, passed by Congress in 1996, incorporated the special vulnerability of children to environmental exposures for the first time. CEHN, working with a range of constituencies from environmental non-profits to religious organizations, used results from the National Academy of Sciences report in 1993, which showed that pesticides have different effects on children than on adults, to help push through this legislation. Now many of these same groups, including a number of the Partners, are trying to uphold the FQPA in light of the Bush Administration’s interest in dismantling it.

Lessons learned: One of the toughest challenges for this collective effort, Daniel said, is learning how to engage agriculture, rather than being on the opposite sides of the table.

2). ***Susan West, Physicians for Social Responsibility (PSR)-
- International POPs Elimination Network (IPEN)***

(Sharyle Patton, who took a lead role as one of the NGO negotiators for IPEN working on the POPs (Persistent Organic Pollutants) Treaty, was unable to attend the meeting and present on this initiative. Since PSR has also been a strong player in IPEN, Susan gave an overview.)

Susan noted most of the world's governments have no regulations on chemical productive or usage, so IPEN has played a critical and successful role in establishing protocols for banning the worst chemical transgressors. The POPs Treaty is to be signed by governments, including the US, in Stockholm later in May 2001, and will become part of the international regulatory system. It will, however, still need to be ratified by Congress.

Lessons learned: Susan said IPEN affiliates have worked very effectively together because that had a single, targeted goal and because they created a loosely held coalition, rather than creating a whole new organization. In addition, their work teaches us how important it is to understand the international implications of our work.

3). ***Lois Gibbs, Center for Health, Environment and Justice (CHEJ)
- Child-Proofing Communities Campaign***

Lois described the inception of the Child-Proofing Communities Campaign, when 43 people came together in February 2000 and reviewed a range children's environmental health concerns to determine where to focus a new campaign. Participants ultimately chose a single motivating issue they could use to press for change--namely, poisoned schools--with two targeted areas of concern to start: pesticides use at schools and school siting concerns. The Child-Proofing Communities campaign now includes 61 organizations in 37 states. Recently, CHEJ released their "Poisoned Schools" report and coordinated local and national media coverage about healthy schools on 214 stations. She added, "This is not just about one issue, but about building a political base."

Lessons learned: Lois underscored the importance in building collaborative initiatives of having a full time staff focused on this issue; funding local organizations and making fundraising transparent. In addition, she noted that using a bottom up model for decision-making is the best way to create change as well as utilizing "strong, honest science."

4). ***Peggy Shepard, West Harlem Environmental Action Coalition (WEACT)
- Healthy Home, Healthy Child Initiative***

Peggy described that the impetus for the Healthy Home, Healthy Child Initiative was the fact that one third of New York City's diesel bus fleet is in Harlem, a community of 500,000 people and the asthma rates there are also the highest in the country. "We start with the premise that enforcement and policy are not equitable, but that something can still be done," she stated. As part of the Initiative, community based researchers work with the Columbia Children's Center and Columbia School of Public Health researchers to get data to back up contentions about ambient air emissions and their relationship to asthma. With the Columbia researchers, WEACT is following a cohort of 400 women and their children, educating them about how to protect themselves and teach their children. They met with community focus groups to find out what their concerns and composed fact sheets. WEACT works with asthma partnerships; it has organized media coverage in front of grocery stores for kickoff of asthma campaign, makes asthma presentations every week at local preschools, presents information on cable TV shows and has produced 10,000 newspapers and delivered them to people's doorsteps. They have also organized nonscientific conferences (a first) around CEH for community and policy folk to both

get the subject on “regular people’s radar screens” and let policy makers know what they are finding.

Lessons learned: Peggy stressed the importance of: incorporating the media’s extensive coverage of asthma and talking about it as an outcome of factors that negatively affect children’s health; proposing a variety of campaigns because some inevitably don’t work; coordinating the design of a campaign with evaluative measures; finding funding for citizen-based organizations to participate as equal partners; developing an advisory board and securing funding to support their collaboration in the research; finding best messages to bring in non-environment-oriented partners; and having someone on staff to evaluate the campaign.

5). ***Claire Barnett - Healthy Schools Network, Inc. (HSN) (via video)***
- National Healthy Schools Coalition (NHSC)

Claire noted that 'healthy schools' is not a single-issue campaign or an initiative--healthy schools is a child-centered movement with a broad base of environment, public health, education/labor, and parent organizations, organizations now reflected in the make up of HSN's board of directors and national advisors, and emerging as coalitions in other states. The "dirty little secret" of schools is that they don't meet building codes or fundamental public safety standards, and they are the compulsory workplace for children. In the few years since HSN's founding, HSN's parent information and organizing services have helped parents and schools in every state work towards healthier facility siting, construction, operations, and maintenance. HSN is actively working with groups in other states to develop and sustain an advocacy response to school-based environmental threats. Claire suggested two key messages: "the health of children is the supreme law, and schools must be role models for environmentally responsible behavior." In New York State, where Claire started, is the first state to require every school district to have a health and safety committee on which parents serve, and has adopted several other landmark policies and environmental health regulations for schools. Working with partners in NHSC, the larger national coalition, HSN is advising on the development of comprehensive school reform movements in several other states. One immediate collaborative opportunity to have the twenty-three states that have adopted occupational health and safety regulations for adults to look at these regulations through the lens of a child in school and help parents learn what kinds of questions to ask and how to persist to get these regulations enforced. NHSC, facilitated by HSN, continue to regularly meet by conference call and face to face or face and face-to-face, to follow up on the \$1.2 billion in federal health and safety repair funds won last year. She also noted that one of the greatest challenges for the Partnership today is how to save success in the face of so many external threats and administrative changes in DC.

Lesson learned: Claire emphasized that school change takes a long time and the movement must have a broad-based coalition to address school and indoor environmental quality issues successfully.

6). ***Bryony Schwan, Women’s Voices for the Earth***
- Coming Clean Campaign

Bryony said that “Women’s Voices for the Earth” was one of the major national groups helping organize public viewings of Bill Moyers’s “Trade Secrets” in March 2000 to capitalize on the message being presented. At least one hundred thirty viewings took place nationally. Key messages were about chemical trespass and the health impacts of chemical body burdens, with an effort to show how the chemical industry has not been forthcoming regarding health concerns in the production and distribution of products. In less than three months, they pulled together packets about how to organize an event, involve the media, established a web site (www.comeclean.org), They also worked with national groups with significant media experience

in Washington D.C. to hold a press conference with a unified message on the day of the broadcast.

Lessons learned: Bryony suggested that it is important to establish strong communication structures with committed groups; have the money to hire full-time staff to focus on this; use what is happening in the main stream media to advance your agenda; use momentum to integrate similar groups in different states to coordinate efforts to influence policy and to combat broad public perception that chemicals are regulated; anticipate public disappointment – in this case, people (especially chemically injured people) wanted testing which is not available yet.

7). **Andy Igrejas, National Environmental Trust (NET)**

- Media campaign based on the Centers for Disease Control's "Body Burden" Report

Andy noted that the idea of a 'body burden' of persistent chemicals itself was part of the strategy for this campaign in an effort to awaken people to the immediacy of this concern. NET worked with a range of groups, including more mainstream organizations and religious groups to drive the message home. The key was to make it news (the chemical industry would predictably say it was not a big deal) while not surrounding the first message from the CDC about body burdens with controversy for fear of losing funding for ongoing research from the new Administration. The strategy was all about discipline: (1) identify goals, take a long view and pull back – said less than they could have about the science; (2) be strategic about who the spokespeople should be. Choose people like health officials who do not come across like activists; call key journalists ahead of time to prep them; (3) pay careful attention to news cycles and the different needs of different kinds of media.

Lessons learned: Andy noted that it is important to realize that print coverage drives the media event more than other media and to stagger timing of the releases appropriately as well as to discern whether to emphasize the national scoop or amplify local coverage.

Afterwards the entire group listed dozens of other initiatives already underway in the broader field. (See Appendix B for these initiatives.)

STRATEGIZING ABOUT POTENTIAL FUTURE STEPS FOR COLLABORATION

The Partnership then broke into small groups to discuss potential future collaborative steps from two perspectives. The first dealt with cross-cutting themes: 1) linking local, state, national and international activities; 2) undertaking legislation and policy initiatives in the current administration; and 3) exploring how children's environmental health fits with broader concerns of ecological health. (See Appendix C for highlights from these small group discussions)

The discussion then focused on creating a hypothetical campaign on "smart kids" (though this title was of concern to various participants), taking into account suggestions and ideas presented by the three groups regarding collaborative initiatives. (See Appendix D for ideas brainstormed during this discussion.)

After grappling with the question of how to collectively move forward, the group chose four top priorities to focus on: 1) asthma and air quality; 2) healthy schools; 3) safe food; and 4) development of Partnership outreach and communications. These small groups worked more concretely on developing opportunities for collaboration among Partnership members on these cutting edge and emerging areas (See Appendix E for detailed information covered in each group.)

NEXT STEPS FOR THE PARTNERSHIP

After these small group discussions, participants then engaged with the interlocking questions of the role the Partnership can play in helping to move common agendas forward, and how it should organize itself. Members identified a series of overlapping questions and concerns, which had surfaced repeatedly throughout the retreat, which the Partnership could help to address:

- What other scientific and social research do we need to substantiate our efforts?
- What other constituencies do we need at the table to strengthen our work, such as mainstream health organizations, environmental justice groups, ecologists, economists, etc.?
- What are effective messages and images to send to the public?
- What model policies might we work on together over the next three to five years with local, regional, national international implications?
- What other strategies, short-term and long-term, might we collectively pursue?
- How might we approach funders together about the interrelationships among our work, and get the support that is needed for long term planning and implementation?
- What are the ongoing challenges to collaboration?

The group ended the gathering with a resounding affirmation that the Partnership adds value to their individual efforts by creating a “safe” forum where participants can share resources and information as well as network and establish greater trust between organizations. In addition, a number of participants emphasized that it is an important forum in which incubate ideas for new initiatives and develop stronger messages to educate the public. There was also general consensus that the Partnership should continue to meet annually and should not try to focus on creating one particular initiative with buy-in from all Partners.

The group then identified next steps for the Partnership, including:

- 1) continuing to host regular conference calls to keep members abreast of ongoing activities and collaborative efforts in the field;
- 2) determining how to best increase membership, particularly in terms of outreach to environmental justice groups as well as more mainstream organizations;
- 3) addressing the specific questions raised at the meeting (noted above), particularly in terms of collaborative fundraising by raising awareness amongst funders;
- 4) encouraging follow-up on the four small group initiatives that emerged at the end of the meeting;
- 5) highlighting information on collaborative initiatives from the meeting on the Partnership web site; and
- 6) determining appropriate site, agenda and parameters for the next annual meeting.

APPENDICES

Appendix A: Summary of statements from conference participants' essays compiled by Ted Schettler

Participants' short statements fell into several categories: (1) Why we work on children's environmental health issues; (2) What can the work teach us; (3) The strategic value of the work; (4) What we are actually doing. And is it sufficient?

We find our relationship to children and children's environmental health complex. Children mean different things to us—and meet some important adult needs, both in our personal lives and in our work. So, not surprisingly, adult relationships with children can be misused.

Children represent change. They are the next generation and a constant reminder of the generations to come. Children are a reason to leave the world a better place than we found it. True wealth lies in the healthy development of children.

Damaging children's health has a detrimental effect on the economic health of individuals, families, and communities; on the quality of life, and on the collective ethical fabric. It leaves us with children with special needs. Some of us respond to those needs in our work. But bringing attention to children's health is also used as a powerful unifying force for change. So, we use children as a way to build a broader environmental health movement. Children help us to build capacity in a movement toward social change.

Children area means to address corporate power. Corporate power and our economic system are responsible for contamination of children with toxic chemicals, unjust distribution of wealth, racism, and associated problems of childhood poverty and hunger. Children's health resonates in a particular way. Putting children at the center is a mechanism for change. Some urge a "child-honoring" society as pointing in the right direction.

The child becomes the object. The child becomes the contaminated earth. The child contaminated with toxic chemicals is contaminated mother and contaminated earth. Child and mother are the earth.

Walt Whitman... *Leaves of Grass*: There was a child went forth every day/ And the first object he looked upon, that object he became,/ And that object became part of him for a day or a certain part of a day,/ Or for many years or many cycles of years.

Children teach us that through forgiveness and promise of new life we can begin to restore the earth. Children teach us how to bear witness, sometimes silently and sometimes with great commotion. Children teach us important lessons in biology and ethics. They confront us with what we really think about the needs of future generations, not only of people but of all species and of the whole. Children's health is not just a matter of importance to children. What we learn from children matters to us all.

Children become the world that they see and live in. Our attention must be broad. No one of us or one organization can do it all.

Thomas Berry... The Universe is composed of subjects to be communed with, not objects to be exploited. Everything has its own voice. Somehow we have become autistic. We don't hear the voices.

Rachel Carson told us to extend our ethical considerations to the entire world, and she sensed that deciding how to act grew out of sympathy. She outlines the lives of beings with such respect that her readers are drawn into sympathy.

Do we recognize that children are the earth? Children are the children of all species. A focus on human children is not complete. We can't succeed without protecting all of the children of all of the species all of the time. Children are of the whole. The whole is protected. Children are protected. Reciprocity,

communion. Mother and father become the child. Child becomes the object, the earth. The earth becomes mother and father.

Appendix B: Other initiatives with opportunities for collaboration

- Sandra Steingraber's new book, "Having Faith" on prenatal exposure will be published in the Fall 2001. Book tour opportunities where she could speak at events hosted by Partner groups, include: San Francisco, Portland, Seattle, Washington, DC, New York, Boston, Pittsburg, Toronto, and others. (Sandra Steingraber)
- Generation Green's "Healthy Harvest Cookbook" will highlight children's environmental efforts as well as recipes. Suggestions for input and who should be highlighted are welcome. (Rochelle Davis)
- The Children's Environmental Health Network (CEHN) will be holding a press conference at the National Press Club at the end of July to show the Bush Administrations' progress, or lack thereof, in regards to children's environmental health. Partners participation in and support for this event are welcome. (Daniel Swartz).
- International initiatives with opportunities to underscore children's environmental health and work with other global networks :1) Commission for Environmental Cooperation;s meeting in late June in Mexico; 2) the new World Health Organization's task force on children's environmental health (Phil Landrigan a liason with this group); 3) Global Forum on Children's Environmental Health organized by CEHN and the Canadian Institute of Child Health in September in Washington, DC; 4) the UN Child Summit in September in New York with prep comms in June; and 5) Rio+10 in Johannesburg in June 2002. (Joy Carlson)
- Troubadour Institute's Chlorine-free Paper initiative in which they are giving out "Mother's Milk Awards" for those who use chlorine-free paper. (Caterina Geuer)
- National Associations of School Nurses trainings to lower asthma triggers, etc. (Barb Sattler)
- The American College of Nurse Midwives are creating a booklet on green birthing suites and information for new parents. (Barb Sattler)
- The EPA is supporting Children's Environmental Health Continuing Education for Nurses. (Barb Sattler)
- National Cohort Study of infants/children modeled after the Framingham longitudinal study and sponsored by the EPA, NIH, NIEHS and Health Canada. (Mike McCally)
- Developing a coalition on antibiotic use in livestock as an environmental health Issue (David Wallinga)
- Trust for American Health is working with groups across the country to institute tracking and monitoring for learning disabilities, asthma, birth defects, etc. www.healthyamericans.org (Lois Banks)
- Center for Health, Environment and Justice's Stop Dioxin Exposure Campaign releasing new Dioxin Report Review on May 15, 2001. (Lois Gibbs)
- Evangelical Environmental Network and Healthy Family Healthy Environment efforts launched soon (Andy Igrejas)
- Using Prop 65 (California) as tool to reduce toxics in products, air emissions, water. (Mike Green)
- Children's Defense Fund Omnibus Bill to be introduced to Congress later in May and includes input from many of the Partner groups (Elise Miller)
- Good and Bad national bills on pesticides in schools on preemptive and notification laws are being introduced—opportunities to work with other groups on this. (Gregg Small)
- Eight NIEHS Research Centers on children's environmental health are running and four more are about to be started.. (Alan Dearry)
- NIEHS K-12 program on environmental health in science K-12 covers a wide range of issues and could be utilized in different forums (Alan Dearry)
- Opportunities to collaborate with NIEHS university researchers and community researchers. (Alan Dearry)
- Right to Know/Chemical Use Reporting Bill is about to be introduced. (Jeremiah. Baumann)
- Preemptive support for FQPA efforts through congressional education and campaign/continuing research. (Andy Igrejas)
- Support Centers for Disease Control's ongoing research/body burden research (Andy Igrejas)
- Work on state level children's environmental health initiatives (Daniel Swartz)
- Health Conversion Foundations in different states may have money for children's environmental health projects. (Joy Carlson)

- Silent Spring Institute/Women's Environment and Development Organization (WEDO) is holding a conference in Pittsburg and is embarking on a documentary about women and environment leading to Rio + 10. (Sandra Steingraber)
- Pediatric Environmental Health Specialty Units are trying to coordinate with children's health organizations. (Daniel Swartz)
- En'OWKIN process to aid collaboration on all these efforts. (Derrick Jensen)
- Greening Health Care Initiative and an indoor air quality initiative are some collaborative campaigns in Canada. (Sandra Schwartz)
- Development of a new partnership for children's environmental health in Canada modeled after this Partnership (Kathleen Cooper)
- A city-wide banning cosmetic use of pesticides in Canada. (Kathleen Cooper)
- Bipartisan Congressional caucus looking at environmental health threats in schools. (Barb Sattler)

Appendix C: Some highlights from the cross-cutting themes small group discussions included:

A. Ideas for solving the problem of competing for limited financial resources:

- educate funders regarding the breadth of the issues, not just one specific issue or campaign;
- educate funders about need to support long term efforts that will continue all the way through implementation of new policy or campaign;
- collaborate on some funding efforts to build infrastructure for the children's environmental health field as a whole or on larger campaigns with multiple approaches
- instead of working with funders one at a time, bring a group of them together to highlight a number of cutting edge issues in the field.

B. Ideas for legislative/policy work:

- Hold the line on existing progress and continue to educate the public about the problems that exist, using positive messages.
- Work on knowledge-based policy effort; e.g. more biomonitoring of more chemicals to generate local as well as state measurements.
- Build the right to know, starting with products for children.
- Create new regulations based on the precautionary principal.
- Aim to have one model policy at the local level within two years and to take it to the national level within five years.

C. Ideas for strengthening understanding between ecological health and children's environmental health:

- Use Venn-diagram to illustrate overlapping issues of concern (e.g., polar bear babies and human babies).
- Find opportunities for forging bridges between groups that may be working more on one side or the other of these issues.
- Insert this broader framework into discussions and presentations on children's environmental health to engage new constituencies in this work.

Appendix D: List of collaborative message ideas and other suggestions on developing a hypothetical 'Smart Kids Campaign'

- Campaign for 'Learning/Healthy Kids' rather than "Smart Kids" because the latter leaves people out and hits some people wrong particularly in the learning disability communities)
- 'Fulfill conditions in which kids can learn'
- Need "Health" in the equation
- 'Campaign for a Healthy Environment for Kids' (Minnesota has a healthy learning initiative which might be a model)
- Target audiences and messages will vary with local, national, international
- Find a project that cuts across our work, by defining the problem we're all responding to; develop an overarching message from that.
- 'Healthy Development/Healthy Growth'
- 'here's a Lot Out There Harming Our Kids!/ There are Things You Can Do'
- 'Sick Kids Can't Learn'

- ‘Need Healthy Schools to Learn’
- ‘Health is a Basic Right’
- ‘Children are Especially Vulnerable/ Laws Aren’t Protecting Them’
- How do we tell the stories? Messages? Reports? Compile what we have?
- The power of the word love... Sandra Schwartz told of a campaign in Canada that used it with striking effectiveness.
- The UN Document “Every Child Has a Right To...” and other language
- ‘It’s Cheaper to Raise a Child Healthy’
- ‘We Don’t Test Chemicals for Learning’: Tie into notion of “testing” schools and holding them accountable, “testing” the environment vs. testing children
- ‘Learning Kids Pay Dividends’
- Don’t forget prenatal injury. Keep the fetus-infant-child connection, and pre-pregnancy exposure “The first environment is the womb.”
- Consider the Health Care Without Harm campaign as a model? It was conceived as a campaign from the start, where the Partnership came together with the explicit understanding it was not for the purpose of planning a campaign. Different guidelines.

Appendix E: Highlights from small groups considering four collaborative opportunities:

Asthma/air quality (*Participants included Susan Cummings, Marian Feinberg and Daniel Swartz*)

1. *Outcomes:* Public information campaign to strongly connect in people’s minds air quality and children’s health. This build support for resistance to rollbacks in Clean Air act. Use EPA cost study on asthma – don’t let it get buried; lead cost studies helped keep momentum going. Develop materials that show social impact of chronic disease. Counter attack John Graham’s tactics: one of his tricks is to only use mortality. Show people visually that asthma is an epidemic that causes great disruption, like polio. Establish in people’s minds that chronic disease is expensive. Develop talking points for national organizations that carry seals of approval from activists. Work to increase money for prevention and tracking. Organize local organizations around transfer stations. Counter “effete quiche-eating” concept of conservation, refer to Cheney’s tactical use of Carter’s sweater.
2. *Images:* More visual than word-smithing. Notion of first breath out of the womb with a gas mask; images Peggy has done of kids in a diesel cloud; image of child worrying about asthmatic siblings; information that kids breathe faster than adults do; “Every breath you take” as in “You take my breath away...”; image of empty desks in classrooms because of kids out with asthma (one in every X); use concept that “we have gone to the moon, but we can’t prevent asthma...”
3. *Who needs to be involved:* Doctors, nurses, day care providers, teens with asthmatic siblings, asthma groups, their families, school groups (their budget is based on ADA); faith communities; people who focus on the overall quality of education; American Academy of Pediatricians; local activists.
4. *How:* Find out who’s already working on asthma and see who wants to join in; don’t run a defensive campaign – come up with desirables like conversion on local level to alternative fuels; at national level push for money for conversion to public transport and incentives for private trucking fleets to convert to cleaner fuel.
5. *Find ways to add air issue back to poisoned schools:* lots of groups work in these areas, e.g. PIRGS have started campaign about Southern Company, which owns most of dirty fuel centers in the south.

Healthy Schools (*Participants included Karen A’hern, Sean Anderson, Lois Banks, Jeremiah Baumann, Heather Cantino, Michael Green, Lois Gibbs, Pam Hadad-Hurst, Andy Igrejas, Greg Small*)

1. Use of GIS mapping of schools in relation to Superfund and brownfield sites is on the way.
2. Continue work on pesticide legislation essential nationally and state-wide.
3. Lobby for health and safety committees as watchdogs in schools; in New York, Healthy Schools Network helped to get environmental health committees mandated in every school district; not a hard model to use.

4. Become watchful “Mother Lions” to ensure policy stays after individual parents leave. Need a powerful parent on the inside; a movement on the outside cannot succeed without that because legislation alone won’t do it.
5. Engage labor: In Washington State, it is labor, not educators, that have health and safety committees. Educators need union backing to counter resistance about “if we really go for healthy buildings will we get as much salary?”
6. Provide training: Partnership could be set up with member organizations that do that.

Food Safety (*Participants included: Rochelle Davis, Mary Beth Doyle, Lynn Goldman, Caterina Geuer, Elise Miller, Barb Sattler, Peggy Shepard, David Wallinga*)

1. Highlight fact that this issues is related to: Food Quality Protection Act; mercury; labeling; educational health programs; breast milk contamination, trade policy; POPs; organic foods in schools.
2. Develop relationships with groups outside of our current reach, like dieticians.
3. Creatively deal with challenges, such as health professionals have contradictory opinions. For example, some say we need radiation or pesticides use of some kind (like the American Academy of Pediatrics).
4. Develop good language and larger vision. Need to look at food in the largest sense possible. Frame food production as a public health issue. Sept/Oct – Food Production Safety and Public Health conference (Canada?) Food and Society is revamping their funding program. Find out about possible resources, though some problems with how they define green markets. (Rochelle)
5. Get Agriculture folks sitting down with environmental health groups; expand language they can share. Partnership might be able to help.
6. Develop materials to counter message from industry. If activists aren’t prepared to deal with Monsanto’s rebuttal, you don’t just lose a fight, you lose an activist.
7. Create draft resolution for APHA, Canadian PHA, Am Acad of Peds, Am Nurs Assn.
8. Promote relationships between country and city: farmers’ markets foods are better than those in inner cities. What about farm workers? Ecoli on lettuce... bad sanitation conditions are unfair to them and also bad for food quality.

Partnership Brochure and Outreach (*Participants included: Ted Schettler, Audrey McMahon, Janie Fields, Sandra Schwartz and Kathleen Schuler*).

1. *Content:* general information on the guiding principles and overview of the wide range of children’s environmental health (CEH) groups working on this issues. Also, explanation of CEH problems, the unique vulnerability of kids, things one can DO. Keep simple, hard-hitting. Emphasize partnership among US and Canada. - could be one page social marketing piece, with an image and a couple of principles and a list of the Partnership on the flip side. Shows there’s a whole list of people, including physicians, consumer groups, international organizations, etc.
2. *Audience:* parents, non-profits, policymakers, media, consultants, etc.
3. *Goals:* Use models of pieces by Mt. Sinai, EPA, Children’s Environmental Health Network, NIEHS and see this more as a gateway piece to: create a critical mass of educated citizenry on the CEH issue; mobilize citizens and policy-makers to protect children; educate physicians and health professionals; place-based strategies; and highlight initiatives.
4. *Use:* Leave room for one’s own organization’s imprint on the brochure Send end a message to certain audiences that a larger group is involved in this and can be harder to ignore. Show the variety of groups involved and perhaps categorizes them (physicians, teachers, etc. format could be pocket or simple fold-out. Should have Partnership logo.
5. *Web site:* add the brochure to web site more of the collaborative initiatives, etc.
6. *Follow-up:* Find funding, create a e-mail group, conference call with committee- include above people plus Bryony and Elise.