

# The Rapid HIA Process, 1



Week	Activity	Participants	Specific activities and outcomes
1-3	Screening	HIA Team	Determine the value and feasibility, and whether to move forward; secure funding
4	Form a stakeholder panel	HIA Team	Develop criteria to participate on the stakeholder panel and recruit panel members
4-6	Scoping meeting	HIA team and impacted panel. <i>Optional: subject matter experts and other stakeholders</i>	A one-day, in-person scoping meeting with the panel includes: intro to HIA; discussion about the value of incorporating health into decision making; review of proposed decision; and timeline. Panel reviews, revises, and prioritizes two sets of previously prepared items: health determinants on which to focus and pathway diagrams

## The Rapid HIA Process, 2



Week	Activity	Participants	Specific activities and outcomes
7-10	Assessment	HIA team. <i>Optional:</i> <i>stakeholder panel</i>	Collect readily available data and, when possible, the stakeholder panel collects primary data, such as through a convenience survey or focus groups. Using the data, begin writing report and prepare presentations.
10	Assessment meeting	HIA team, stakeholder panel, subject matter experts. <i>Optional:</i> <i>other stakeholders</i>	A one-day, in-person assessment meeting includes: presentation about the existing conditions data and by subject matter experts; answering questions from panel; panel deliberates and builds consensus on the likely health impacts of proposal and direction, likelihood, magnitude, and severity of the impacts.
11-13	Reporting	HIA team and stakeholder panel, subject matter experts.	Write HIA report. The HIA team, subject matter experts, and, stakeholder panel review and revise the report, and develop and disseminate communications materials.

A Rapid Health Impact Assessment of the  
School Integration Strategies in Minnesota



## MN Rapid HIA: Process & Timeline



Step	Focus	Who	When
Screening - while applying for grant	Connection between education/equity and health/disparities	HIP, ISAIAH	Sept 2012 (Jan 2013 notification)
Scoping - identifying focus areas	1) Educational achievement 2) Cross-race connection	Stakeholder Panel	Feb 2, 2013
Assessment - lit review & existing conditions	Drafting initial report	HIP	Feb – Mar 2013
Assessment - reach consensus on health impacts & recommendations	Review & discuss data, predict impacts, generate specific recs	Stakeholder Panel informed by Subject Matter Experts	Mar 15 & 16, 2013
Reporting – finalization & release	Finalize report based on verbal and written feedback	HIP & ISAIAH with review by Stakeholder Panel, Subject Matter Experts	April 15, 2013

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- Very rapid process; applied before leg introduced; needed to complete HIA between award of grant and before important leg votes in April/May.
- Role of stakeholder panel – deciding content of HIA, doing impacts prediction, forming recommendations, reviewing report, being spokespeople for findings and recommendations
- People on panel – teachers, school district administrators, school board member, parents, public health practitioners, racial justice advocates, member of Task Force, others
- Role of subject matter experts – informing the panel with additional data and independent perspectives on integration, public health & education links, and equity
- Subject matter experts – lawyer from UMN, public health academic, equity advocate focused on education

# School Integration HIA: Impacts Summary



## FINDINGS AND RECOMMENDATIONS Rapid Health Impact Assessment of School Integration Strategies in Minnesota



April 15, 2013  
Conducted by Human Impact Partners and ISAIAH  
in conjunction with a panel of stakeholders

### SUMMARY

THE IMPACTS OF SCHOOL INTEGRATION FUNDING ON HEALTH (HF0247/SF0711)*		
	THROUGH EDUCATIONAL ACHIEVEMENT	THROUGH CROSS-RACE CONNECTION
HEALTH OUTCOMES	<ul style="list-style-type: none"> <li>Improved life-expectancy and mortality</li> <li>Improved health behaviors (e.g., exercise, nutrition, timeliness of health care check-ups)</li> <li>Increased job income and access to benefits, which have many health impacts (e.g., lifespan)</li> <li>Decreased overweight and obesity</li> <li>Decreased stress</li> <li>Improved housing, which has many health impacts (e.g., reduced asthma)</li> </ul>	<ul style="list-style-type: none"> <li>Improved mental health (e.g., reduced anxiety, depression, stress)</li> <li>Decreased trauma (physical and mental)</li> <li>Improved health behaviors (e.g., smoking)</li> <li>Improved physical health (e.g., high blood pressure, low birth weight births)</li> <li>Improved social health (e.g., sharing, cooperation, comfort in multiracial settings)</li> </ul>
MAGNITUDE OF IMPACTS	High (220,000 children)	High (840,000 children)
SEVERITY OF IMPACTS	Affects lifespan and daily function	Affects lifespan and daily function
DIRECTION OF IMPACTS:		
HF0247/SF0711 does not pass	-	-
HF0247/SF0711 as introduced is passed	~	~
HF0247/SF0711 is amended and passed	~+	~+
HF0247/SF0711 is amended and passed and other policies supporting educational equity are also passed	+	+

\* See full report for details.

- = positive health outcomes not realized
- = some positive health outcomes realized and some positive health outcomes not realized
- = positive health outcomes realized

I write today to express my support for ISAIAH's health impact assessment. ISAIAH's work and recommendations on the Integration Taskforce help me as a legislator and author of H.F. 247. As a legislator I constantly work to create holistic public policy frameworks when approaching difficult policy decisions. Creating a holistic public policy framework calls for legislators to draw on different policy subject areas with the goal of producing an overall healthier and stronger society. In that spirit, I enthusiastically embrace the approach offered by ISAIAH's health impact assessment because it ties together policy objectives and knowledge from different areas of public life.

Sincerely,  
Representative Carlos Mariani Chairman of the  
Education Policy Committee



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Learning Curve

### School integration's health impacts are significant and lifelong, study finds

By Beth Hawkins | 04/16/13



Children who attend integrated schools are more likely to graduate from high school, earn better incomes and raise their own children in circumstances that position them for school success, according to the report released by Isaiiah.

School integration in Minnesota is closely tied to individuals' lifelong health on several levels, according to a study released Monday by a coalition of Twin Cities congregations [PDF].

Children who attend integrated schools are more likely to graduate from high school, earn better incomes and raise their own children in circumstances that position them for school success, according to the report released by Isaiiah, a group of 100-plus faith communities focused on social equity.

Letter from Mariani who was the bill's author

Great article in MinnPost day after HIA release that extensively quotes the HIA and interviews a stakeholder panel member