



**UNCHealthySolutions**  
*enhancing public health capacity and strategy*

## Systems Change for Health

### **Course 1 – Assessing and Defining the Problem**

*November 2020*

*Four Distance-Learning Sessions*

## Handouts

**Provided to:**

Crater Health District (Virginia)

**Developed and Facilitated by:**

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*UNCHealthySolutions.web.unc.edu*

### Handout A: SCH Competencies and the Systems Change Process

#### *Improving Public Health through Changes in Systems, Policies, and Built Environments*

Technical Competencies  
for the Public Health Workforce

#### Process for Changing Systems, Policies, and Built Environments

##### **Domain 1:** Assessing and defining the problem

- Collects, summarizes, and interprets information relevant to an issue
- Defines the problem needing a policy, system, or environmental solution

##### **Domain 2:** Analyzing potential solutions

- Defines criteria for selecting among proposed options to improve the problem
- Records the options in clear and concise written statements
- Estimates the health, fiscal, administrative, legal, social, and political implications of each option
- Predicts the feasibility and expected outcomes of each option
- Analyzes the options using decision analysis methods (e.g., cost-benefit)
- Builds consensus for the chosen course of action

##### **Domain 3:** Influencing the systems change process

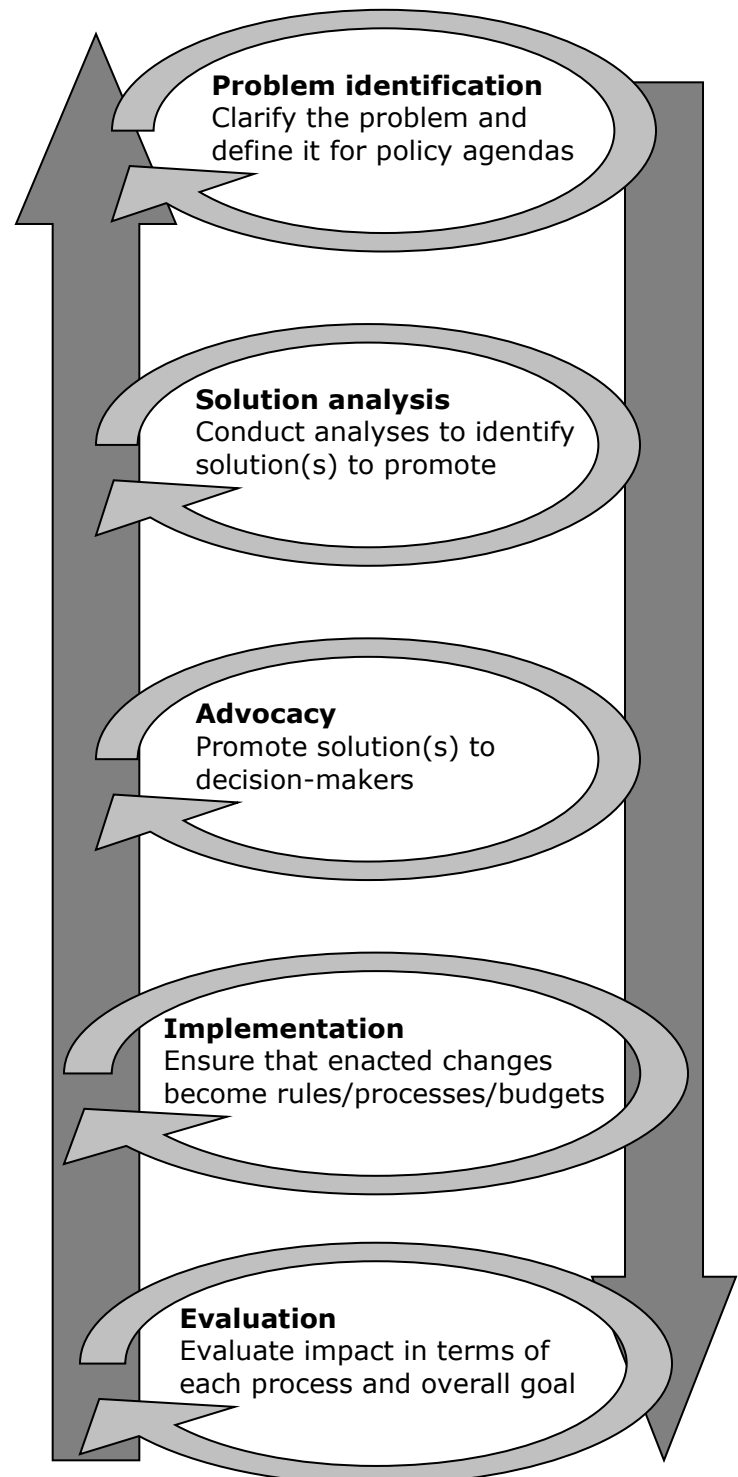
- Plans a policy/system/environmental change approach
- Educates decision-makers, media, partners, and the general public by providing relevant information (i.e., become an informational resource)
- Frames messages and tailors materials to influence the change process
- Implements policy-advocacy strategies
- Implements communications strategies to impact social learning, agenda setting, and message framing
- Monitors the change process and its outcome

##### **Domain 4:** Implementing system changes

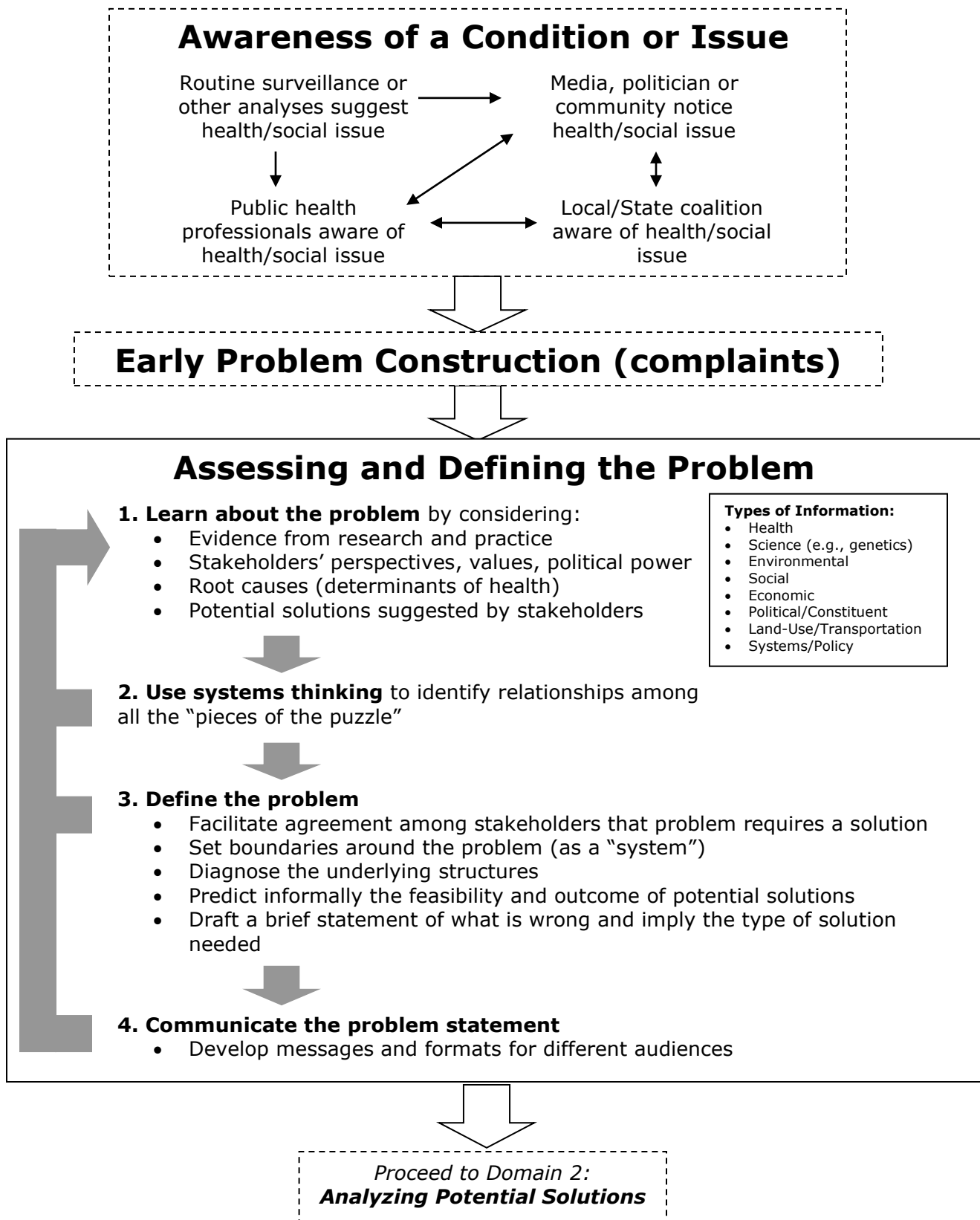
- Predicts how the relevant bureaucratic entities (e.g., agencies, departments) might implement the enacted changes
- Plans how to monitor and assist each entity as it develops the budgets, rules, guidelines and procedures necessary to implement the enacted change
- Assists entities with planning for structural and programmatic adjustments
- Monitors the implementation process to document how the solution is or is not functioning as intended

##### **Domain 5:** Evaluating systems change interventions

- Develops mechanisms to monitor policy/system/environmental change
- Evaluates the impact of the change
- Incorporates evaluation findings into future planning and analysis efforts



### Handout B: Model of Applying the Domain 1 Competencies



### Handout C: Sources of Information

#### Sources of Evidence/Data

##### Data portals

- [www.Fedstats.gov](http://www.Fedstats.gov)
- [www.usa.gov](http://www.usa.gov)
- [www.hhs-stat.net/](http://www.hhs-stat.net/)
- [www.MedlinePlus.gov](http://www.MedlinePlus.gov)
- [www.census.gov/compendia/statab/](http://www.census.gov/compendia/statab/)
- [www.StateHealthFacts.org](http://www.StateHealthFacts.org)
- [Quickfacts.census.gov/qfd/](http://Quickfacts.census.gov/qfd/)
- [PHPartners.org/health\\_stats.html](http://PHPartners.org/health_stats.html)
- CDC Chronic Disease State Policy Tracking System

##### Federal agencies

- US government departments
  - [www.usa.gov/Agencies.shtml](http://www.usa.gov/Agencies.shtml)
- CDC
  - [www.CDC.gov/DataStatistics](http://www.CDC.gov/DataStatistics)
- US Census Bureau
- US Congress ([Thomas.LOC.gov](http://Thomas.LOC.gov))

##### State agencies

- State government departments
  - [www.statelocalgov.net](http://www.statelocalgov.net)
- State planning agency
- State legislature
- State budget
- State archive
- State reference library

##### Local agencies

- Local government departments
  - [www.statelocalgov.net](http://www.statelocalgov.net)
- Local planning agency
  - GIS mapped data
- Assessor's office (city, county)
- School districts
- Housing authority

##### Organizations

- Water and sanitary district office
- Chamber of commerce
- Universities and colleges
- Media

#### Sources of Reports/Summaries

##### Federal agencies

- CDC
  - Divisions and programs
  - Guide to Community Preventive Services
- National Institutes of Health
  - [www.PubMed.gov](http://www.PubMed.gov)
- Indian Health Service
  - National Data Warehouse
  - <http://info.ihs.gov>

##### Organizations reporting evidence

- Brookings Institution
- Council of State Governments
  - [HealthyStates.csg.org](http://HealthyStates.csg.org)
- [HealthPolicyGuide.org](http://HealthPolicyGuide.org)
- Prevention Institute
- RAND Corporation
- Robert Wood Johnson Foundation
  - County Health Rankings
  - Active Living Research

##### Organizations with policy briefs & fact sheets

- APHA
- ASTHO
- International City/County Mgmt Assoc (ICMA)
- Local Government Commission
- NACCHO
- NACDD
- National Assoc of Local Boards of Health (NALBOH)
- National Conference of State Legislatures
- National Governor's Association
- National School Boards Association
- US Conference of Mayors
- [www.transact.org](http://www.transact.org) (transportation)

### Handout D: Tips for Using Evidence/Data

This reference handout provides some tips for obtaining and using data.

#### Staying Current on Published Research Evidence and Data

Register for automatic updates from sources of evidence and data. Public Health Partners provides a free instruction manual (PDF) and an extensive resource list.

- *Public Health Information and Data: A Training Manual*. (Available for download from: [www.phpartners.org/pdf/phmanual.pdf](http://www.phpartners.org/pdf/phmanual.pdf))
- Resources on public health data (available from: [https://phpartners.org/ph\\_public/](https://phpartners.org/ph_public/))

#### Collecting New Data

If you cannot find the evidence or data you need already summarized in a published source, you could consider collecting and analyzing your own data. It takes time and resources, but it can be useful especially if decision makers are requesting locally relevant evidence.

This workshop will not provide instruction in data collection methods. Many methods used traditionally in public health research can be useful when studying a problem, including: surveys; in-depth interviews; field observation; and behavior diaries. The CDC provides a gateway to public health professionals with information and extensive links for data and research: <https://www.cdc.gov/publichealthgateway/cha/data.html>

Collecting data on social and environmental determinants of health is increasing in the United States. Two approaches with tools have been evolving in the US.

**Health Impact Assessment (HIA):** The CDC has been assisting states and localities by creating an information resource with tools and examples. HIA is a new variation of the Environmental Impact Assessment process. Several municipal and county health departments have started collecting these new data. For more information visit: [www.cdc.gov/healthyplaces/hia.htm](http://www.cdc.gov/healthyplaces/hia.htm)

**PACE-EH:** The CDC and the National Association of City and County Health Officials (NACCHO) published this tool to assess community environmental determinants. A guidebook is available to provide instruction. For more information visit: [https://www.cdc.gov/nceh/ehs/ceha/pace\\_eh.htm](https://www.cdc.gov/nceh/ehs/ceha/pace_eh.htm)

### Handout D: Tips for Using Evidence/Data

#### Presenting Data

Once data are analyzed and key findings identified, the results must be communicated. Choose the format carefully. Tables allow comprehensive information to be visible to the reader. Figures (e.g., charts, graphs and maps) are illustrative and can depict data, but they do not reveal the information comprehensively. Figures should be used carefully since they can misinform easily. Ask staff and partners to interpret all tables and figures to ensure they communicate accurately.

Here are some tips when constructing tables:

- Use a descriptive and clear title
- Include sample size (n) either in the title or in the table or footnotes
- Clearly label the rows and columns

Here are some tips when constructing figures:

- Use a descriptive and clear title
- Include sample size (n) either in the title or in the table or footnotes
- Design for black and white photocopying (don't assume color copying)
- Include a legend if helpful

Choose the type of graph based on the point you want to communicate:

<b>Point to Make</b>	<b>Type of Graph to Use</b>
Proportion	Pie chart
Difference	Bar chart
Distribution	Bell curve or histogram
Trend (change)	Line graph
Co-relationship	Scatter diagram
Geographic area	Map

Source: Kosslyn, S. Clear and to the Point: 8 Psychological Principles for Compelling PowerPoint Presentations. New York, NY: Oxford University Press, 2007.

## Handout E: Built Environment Process and People (Obesity)

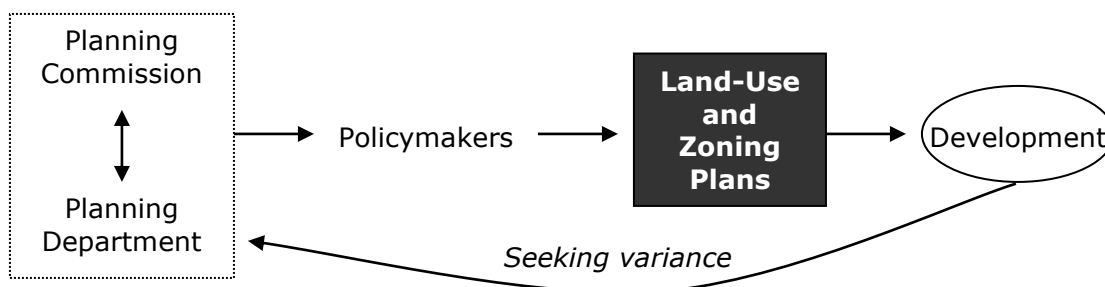
This handout introduces some of the planning processes that result in changes to the built environment. It also provides snapshots of typical products that result from the planning process and which guide development.

### Types of Planning

Communities can decide how to use the land which they govern. **Land-use planning** is the process of developing a vision and detailed plan for future development and redevelopment. **Zoning** ordinances are the policies enacted to regulate how land-use development occurs. These two processes create documents and maps that guide the decisions about development requests. **Transportation planning** is the process by which state and local authorities create future plans for all forms of transportation including vehicular, pedestrian and bicycle.

### How Planning Works

A typical planning system includes the legislative body, the planning department, and a planning commission or committee that advises the legislative body.



Land-use and transportation planning occurs both proactively and reactively:

- **Proactive planning** is when land-use or transportation planning is developed by the professionals and planning commissions, and is approved by decision makers. The plans will guide and encourage future development within the community. Developers still can submit proposals that do not follow the plans by seeking variance from the policies that would constrain their project.
- **Reactive planning** occurs when a community does not have a land-use, zoning or transportation plan, or when a development proposal is submitted that varies from existing plans. In either case, the planning professionals review the proposal and make a recommendation to the decision makers who either grant or deny the request. Sometimes the professionals request meetings with the developer to further shape the project.

### Planning Influences Health

Land-use and transportation planning can influence health outcomes and disparities. For example, towns with bicycle and pedestrian plans have a vision for developing sidewalks, greenways, and bicycle paths which all encourage healthy, active living. "Small area" land-use plans guide redevelopment of neighborhoods and can include parks and access to healthy food. "Alternative zoning" can be used to encourage healthy retail and alleviate dense, unhealthy retail (e.g., fast food development in poor neighborhoods; tobacco retail near schools).



### Handout E: Built Environment Process and People (Obesity)

The following table describes basic information about some of the types of professionals who influence different aspects of built environments.

Category	Government Entities	Professionals	Areas of Focus for the Built Environment
Land-Use	<ul style="list-style-type: none"> <li>• Planning Department</li> <li>• Planning Commission</li> </ul>	<ul style="list-style-type: none"> <li>• Urban planner</li> <li>• City/Town planner</li> <li>• County planner</li> <li>• Regional planner</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting community trends/needs by conducting studies (demographic, economic, environmental)</li> <li>• Land-use and zoning</li> <li>• City systems and their connectivity (water, sewer, utilities)</li> <li>• Neighborhood locations, boundaries, and connectivity via transit</li> <li>• Aesthetic design including building height, street width, signage, streetscaping (bus stops, lighting, newsstands and wastebaskets)</li> <li>• Economic viability of plans</li> <li>• Research current laws and suggest enhancements by consulting evidence and public input</li> </ul>
Transportation <sup>a</sup>	<ul style="list-style-type: none"> <li>• Transportation Department</li> <li>• Public Transit</li> <li>• Metropolitan Planning Organization (MPO)</li> <li>• Federal/State Highway Administration</li> <li>• Highway Trust Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation planners</li> <li>• City engineers</li> <li>• Bicycle and Pedestrian Coordinators</li> <li>• Public Transit officials</li> </ul>	<ul style="list-style-type: none"> <li>• Systemic effects of transportation (including links between economy, health, environment, quality of life, social equity, land-use, urban growth and safety/security)</li> <li>• Financing capital projects</li> <li>• Constructing and maintaining transportation systems</li> <li>• Transportation enhancement projects (cycling, walking, transit)<sup>b</sup></li> <li>• Context-sensitive Solutions to transportation planners</li> <li>• Transit hubs as centers of economic/residential development</li> </ul>



### Handout E: Built Environment Process and People (Obesity)

Category	Government Entities	Professionals	Areas of Focus for the Built Environment
Traffic Engineering	<ul style="list-style-type: none"> <li>Transportation Department</li> <li>Federal/State Highway Administration</li> <li>Highway Trust Fund</li> </ul>	<ul style="list-style-type: none"> <li>City engineers</li> </ul>	<ul style="list-style-type: none"> <li>Safe and efficient movement of people and goods</li> <li>Design and construction of roads, railroads, bridges, traffic signals and signage</li> <li>Transportation demand management</li> <li>Air quality (smog reduction)</li> </ul>
Public Works	<ul style="list-style-type: none"> <li>Public Works Department</li> <li>Facilities Management</li> <li>Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Managers and administrators</li> <li>Civil and mechanical engineers</li> </ul>	<ul style="list-style-type: none"> <li>Government property and facilities (e.g., construction, landscaping, refurbishment, maintenance)</li> <li>Vehicle fleet maintenance</li> <li>Maintenance of publicly developed property (e.g., streets, sidewalks, parking lots)</li> <li>Waste management (e.g., trash, recycling, composting)</li> <li>Safety and beautification of streets and public property</li> <li>Planning capital improvements</li> </ul>
Parks and Open Space	<ul style="list-style-type: none"> <li>Parks and Recreation Department</li> </ul>	<ul style="list-style-type: none"> <li>Managers and administrators</li> <li>Scientists</li> <li>Educators</li> </ul>	<ul style="list-style-type: none"> <li>Planning, construction and maintenance of parks and open space</li> <li>Public spaces for gathering</li> <li>Land conservancy</li> <li>Preservation of natural resources</li> <li>Air, water and soil quality</li> <li>Climate change</li> <li>Educational programs</li> <li>Opportunities for physical activity</li> <li>Demographic change and equity of park siting</li> <li>Joint-use of facilities with other community agencies (e.g., schools)</li> </ul>

<sup>a</sup> The Federal Highway Administration (September 2007) has produced a helpful, short guidebook (PDF) for people who want to work more closely with the transportation process: <http://www.planning.dot.gov/documents/BriefingBook/BBBook.htm>

<sup>b</sup> Transportation Enhancement projects are a unique and powerful funding source for community improvements for walking and bicycling environments. More information at: [www.enhancements.org](http://www.enhancements.org)

### **Handout F: Understanding How Policy is Structured**

#### **Nebraska Clean Indoor Air Act of 2008 (Legislative Bill 395)**

In 2004, Nebraska enacted statewide indoor air legislation (Nebraska Clean Indoor Air Act of 2004), but the policy permitted “designated smoking areas” in public places. Advocates knew they would have to develop additional policies to strengthen the law.

In January 2007, legislation was proposed to ban smoking inside all public buildings and workplaces. After the initial bill was proposed, many amendments were proposed. One of those amendments (#593, proposed in March 2007) would allow local governments to “opt out” thereby weakening the statewide effect. In other words, it would undermine the original intention of the proposed legislation. Advocates convinced policy makers to “kill” the bill. The advocates then spent eight months re-educating their sponsoring legislators about the purpose of statewide clean indoor air legislation and the need to preserve the integrity of the policy.

The following year Legislative Bill 395 (LB395) was proposed to repeal the weaker indoor air legislation and replace it with a stronger law that required every Nebraska indoor workplace to be smoke-free.

The law was signed on February 26, 2008 and became effective June 1, 2009.

LB395 eliminated smoking in enclosed indoor workspaces including restaurants, bars, keno establishments and other workplaces (retail/office space, manufacturing, etc.) and indoor public places. The only exceptions are the following:

- up to 20 percent of hotel rooms
- tobacco-only retailers defined as a “store that sells only tobacco and products directly related to tobacco. Products directly related to tobacco do not include alcohol, coffee, soft drinks, candy, groceries or gasoline.”
- facilities researching the health effects of smoking
- private residences, except when a residence is being used as a licensed child care program

### Handout F: Understanding How Policy is Structured

**Adapted from:** [http://smokefree.ne.gov/LB395\\_Summary.pdf](http://smokefree.ne.gov/LB395_Summary.pdf) and the Nebraska Legislature website (<http://uniweb.legislature.ne.gov>).

#### Instructions for Discussion

Answer the following questions by referring to the accompanying text of LB395. NOTE that the page numbers refer to the pagination of the bill's text.

1. What are the numbers in the left column of each page of the bill?
2. Why is some text underlined?
3. What is the meaning of pg 2, lines 3-5?
4. What is the purpose of Sec. 3?
5. What is the meaning of Sec. 14?
6. Why be concerned about Sec. 15?
7. What is the purpose of Sec. 16?
8. What is the purpose of Sec. 17, number 1?
9. What is the purpose of Sec. 18?

### Handout F: Understanding How Policy is Structured

LEGISLATURE OF NEBRASKA

ONE HUNDREDTH LEGISLATURE - SECOND SESSION

#### LEGISLATIVE BILL 395

FINAL READING (SECOND)

Introduced by Johnson, 37; Aguilar, 35; Hansen, 42; Howard, 9; Kruse, 13; Pankonin, 2; Preister, 5; Schimek, 27; Stuthman, 22.

Read first time January 16, 2007

Committee: Health and Human Services

#### A BILL

1 FOR AN ACT relating to public health; to repeal the current  
2 Nebraska Clean Indoor Air Act and adopt a new act;  
3 to provide penalties; to provide an operative date; to  
4 provide severability; and to outright repeal sections  
5 71-5701, 71-5702, 71-5703, 71-5704, 71-5706, 71-5708,  
6 71-5709, and 71-5712, Reissue Revised Statutes of  
7 Nebraska, section 71-5705, Revised Statutes Cumulative  
8 Supplement, 2006, and sections 71-5707, 71-5710, 71-5711,  
9 and 71-5713, Revised Statutes Supplement, 2007.  
10 Be it enacted by the people of the State of Nebraska,

- Page 1 -

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LB 395

LB 395

1 Section 1. Sections 1 to 19 of 1 this act shall be known  
2 and may be cited as the Nebraska Clean Indoor Air Act.  
3 Sec. 2. The purpose of the Nebraska Clean Indoor Air Act  
4 is to protect the public health and welfare by prohibiting smoking  
5 in public places and places of employment. The act shall not be  
6 construed to prohibit or otherwise restrict smoking in outdoor  
7 areas. The act shall not be construed to permit smoking where  
8 it is prohibited or otherwise restricted by other applicable law,  
9 ordinance, or resolution. The act shall be liberally construed to  
10 further its purpose.  
11 Sec. 3. For purposes of the Nebraska Clean Indoor Air  
12 Act, the definitions found in sections 4 to 13 of this act apply.  
13 Sec. 4. Employed means hired, contracted, subcontracted,  
14 or otherwise engaged to furnish goods or services.  
15 Sec. 5. Employee means a person who is employed by an  
16 employer in consideration for direct or indirect monetary wages,  
17 profit, or other remuneration.

### Handout F: Understanding How Policy is Structured

18            Sec. 6. Employer means a person, nonprofit entity, sole  
19            proprietorship, partnership, joint venture, corporation, limited  
20            partnership, limited liability company, cooperative, firm, trust,  
21            association, organization, or other business entity, including  
22            retail establishments where goods or services are sold, who or  
23            which employs one or more employees.

24            Sec. 7. Guestroom or suite means a sleeping room and  
25            directly associated private areas, such as a bathroom, a living

- Page 2 -

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LB 395

LB 395

1            room, and a kitchen area, if any, rented 1 to the public for their  
2            exclusive transient occupancy, including, but not limited to, a  
3            guestroom or suite in a hotel, motel, inn, lodge, or other such  
4            establishment.

5            Sec. 8. Indoor area means an area enclosed by a floor,  
6            a ceiling, and walls on all sides that are continuous and solid  
7            except for closeable entry and exit doors and windows and in which  
8            less than twenty percent of the total wall area is permanently open  
9            to the outdoors. For walls in excess of eight feet in height, only  
10           the first eight feet shall be used in determining such percentage.

11           Sec. 9. Place of employment means an indoor area under  
12           the control of a proprietor that an employee accesses as part  
13           of his or her employment without regard to whether the employee  
14           is present or work is occurring at any given time. The indoor  
15           area includes, but is not limited to, any work area, employee  
16           breakroom, restroom, conference room, meeting room, classroom,  
17           employee cafeteria, and hallway. A private residence is a place of  
18           employment when such residence is being used as a licensed child  
19           care program and one or more children who are not occupants of such  
20           residence are present.

21           Sec. 10. Proprietor means any employer, owner, operator,  
22           supervisor, manager, or other person who controls, governs, or  
23           directs the activities in a place of employment or public place.

24           Sec. 11. Public place means an indoor area to which the  
25           public is invited or in which the public is permitted, whether or

- Page 3 -

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LB 395

LB 395

1           not the public is always invited or permitted. 1 A private residence  
2           is not a public place.

**Handout F: Understanding How Policy is Structured**

3           Sec. 12. Smoke or smoking means the lighting of any  
4 cigarette, cigar, pipe, or other smoking material or the possession  
5 of any lighted cigarette, cigar, pipe, or other smoking material,  
6 regardless of its composition.

7           Sec. 13. Tobacco retail outlet means a store that sells  
8 only tobacco and products directly related to tobacco. Products  
9 directly related to tobacco do not include alcohol, coffee, soft  
10 drinks, candy, groceries, or gasoline.

11           Sec. 14. Except as otherwise provided in section 15 of  
12 this act, it is unlawful for any person to smoke in a place of  
13 employment or a public place.

14           Sec. 15. The following indoor areas are exempt from  
15 section 14 of this act:

16           (1) Guestrooms and suites that are rented to guests and  
17 are designated as smoking rooms, except that not more than twenty  
18 percent of rooms rented to guests in an establishment may be  
19 designated as smoking rooms. All smoking rooms on the same floor  
20 shall be contiguous, and smoke from such rooms shall not infiltrate  
21 into areas where smoking is prohibited under the Nebraska Clean  
22 Indoor Air Act;

23           (2) Indoor areas used in connection with a research  
24 study on the health effects of smoking conducted in a scientific  
25 or analytical laboratory under state or federal law or at a

- Page 4 -

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LB 395

LB 395

1           college or university approved by the Coordinating 1 Commission for  
2 Postsecondary Education; and

3           (3) Tobacco retail outlets.

4           Sec. 16. A proprietor of a place of employment or public  
5 place where smoking is prohibited under the Nebraska Clean Indoor  
6 Air Act shall take necessary and appropriate steps to ensure  
7 compliance with the act at such place.

8           Sec. 17. (1) The Department of Health and Human Services  
9 or a local public health department as defined in section  
10 71-1626 may institute an action in any court with jurisdiction  
11 to enjoin a violation of the Nebraska Clean Indoor Air Act. Any  
12 interested party may report possible violations of the act to such  
13 departments.

14           (2) No person or employer shall discharge, refuse to  
15 hire, or in any manner retaliate against an employee, applicant  
16 for employment, or customer because such employee, applicant, or  
17 customer reports or attempts to report a violation of the act.

18           (3) The Department of Health and Human Services may waive  
19 provisions of the Nebraska Clean Indoor Air Act upon good cause  
20 shown and shall provide for appropriate protection of the public

### Handout F: Understanding How Policy is Structured

21 health and safety in the granting of such waivers.  
22 Sec. 18. (1) A person who smokes in a place of employment  
23 or a public place in violation of the Nebraska Clean Indoor Air  
24 Act is guilty of a Class V misdemeanor for the first offense and  
25 a Class IV misdemeanor for the second and any subsequent offenses.

- Page 5 -

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LB 395

LB 395

1 A person charged with such offense may voluntarily 1 participate, at  
2 his or her own expense, in a smoking cessation program approved by  
3 the Department of Health and Human Services, and such charge shall  
4 be dismissed upon successful completion of the program.

5 (2) A proprietor who fails, neglects, or refuses to  
6 perform a duty under the Nebraska Clean Indoor Air Act is guilty  
7 of a Class V misdemeanor for the first offense and a Class IV  
8 misdemeanor for the second and any subsequent offenses.

9 (3) Each day that a violation continues to exist shall  
10 constitute a separate and distinct violation.

11 (4) Every act or omission constituting a violation of  
12 the Nebraska Clean Indoor Air Act by an employee or agent of a  
13 proprietor is deemed to be the act or omission of such proprietor,  
14 and such proprietor shall be subject to the same penalty as if the  
15 act or omission had been committed by such proprietor.

16 Sec. 19. The Department of Health and Human Services  
17 shall adopt and promulgate rules and regulations necessary to  
18 implement the Nebraska Clean Indoor Air Act. The department shall  
19 consult with interested persons and professional organizations  
20 before adopting such rules and regulations.

21 Sec. 20. This act becomes operative on June 1, 2009.

22 Sec. 21. If any section in this act or any part of any  
23 section is declared invalid or unconstitutional, the declaration  
24 shall not affect the validity or constitutionality of the remaining  
25 portions.

- Page 6 -

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LB 395

LB 395

1 Sec. 22. The following sections are outright repealed:  
2 Sections 71-5701, 71-5702, 71-5703, 71-5704, 71-5706, 71-5708,  
3 71-5709, and 71-5712, Reissue Revised Statutes of Nebraska,  
4 section 71-5705, Revised Statutes Cumulative Supplement, 2006, and  
5 sections 71-5707, 71-5710, 71-5711, and 71-5713, Revised Statutes  
6 Supplement, 2007.

- Page 7 -

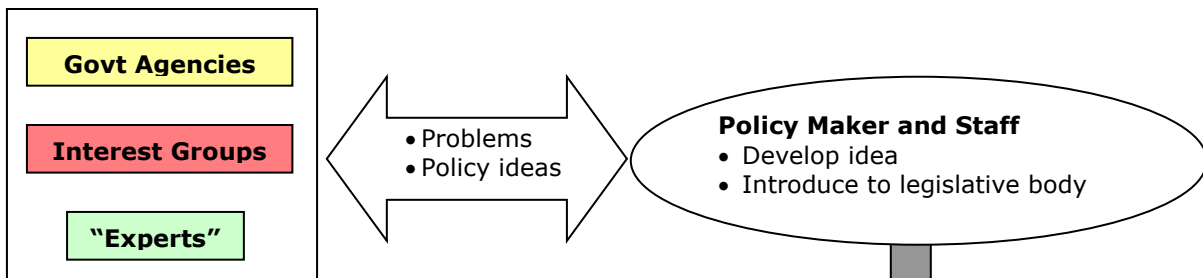


### Handout G: Policy Process and People

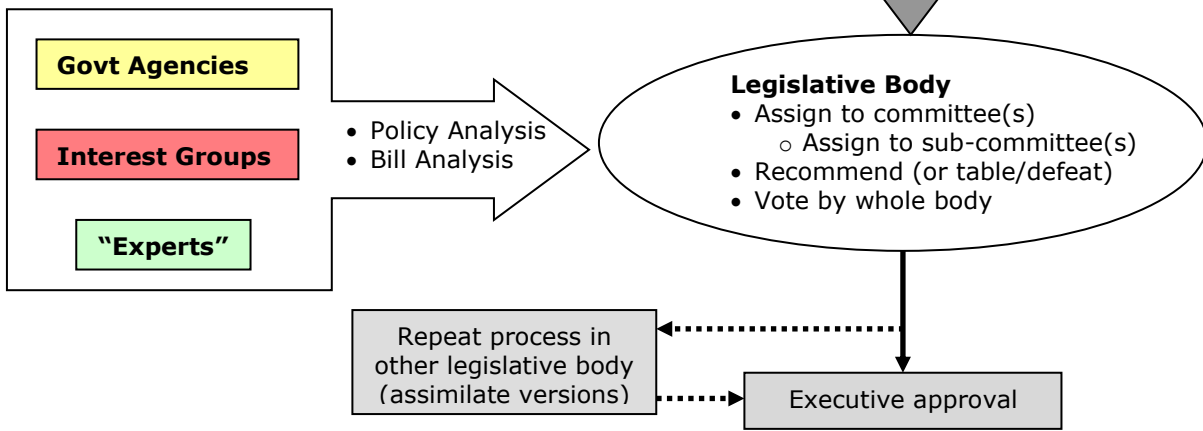
#### General Outline of the Policy Process

This figure illustrates a general policy process for most legislative entities. In Stage 2, the grey boxes only apply to some general processes (i.e., bicameral legislatures; strong mayor cities).

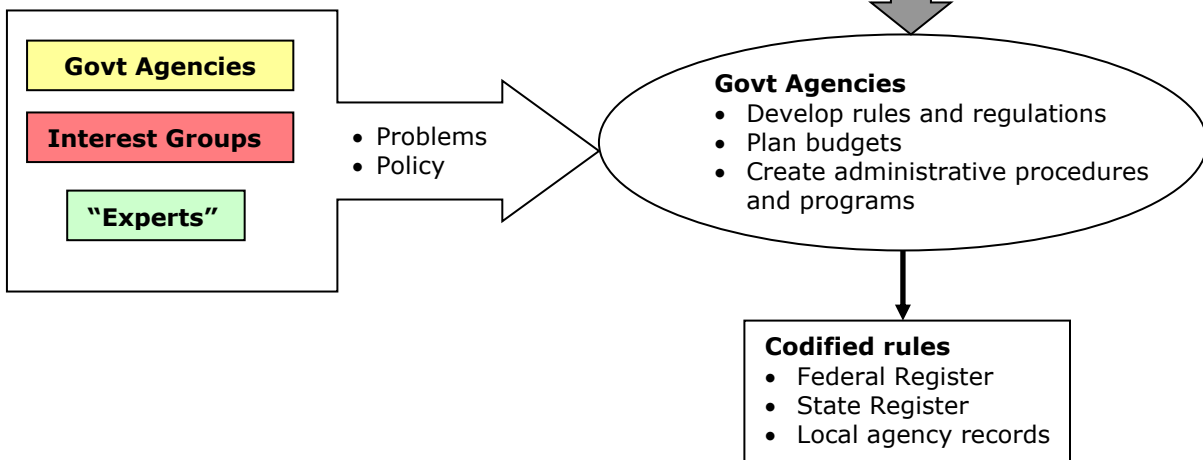
#### Stage 1: Initiation



#### Stage 2: Formulation



#### Stage 3: Implementation



## Handout G: Policy Process and People

### Who works on policy?

#### Elected Officials

- **Legislators:** Federal, state and local governments have some form of legislators who represent constituent interests in the formation of policy
  - **Federal and State senators and representatives**
  - **County Board or Commission; City Council and Mayor**
- **Legislative Committees:** Legislators collaborate on committees and/or subcommittees to develop written policies
  - US Congress has permanent committees
    - House of Representatives (n=19 committees; limited subcommittees)
    - Senate (n=15 committees; unlimited subcommittees)
  - State legislatures form committees as needed
    - Some committees become stable fixtures over decades
    - Other committees serve a special and temporary function
  - Local governing bodies form committees as needed
    - Some committees become stable fixtures over decades
    - Special committees or workgroups can be formed that also include citizens to help work on a particular problem
- **Support Staff:** Depending on resources, the legislature can provide staff to its members. Legislative staff serve at all jurisdictional levels
  - Federal senators and representatives have “staffers.” They serve two main functions (which is helpful for advocates to remember):
    1. **Constituent staffers** help legislators with responsibilities to voters. They can share in-depth knowledge about their legislator.
    2. **Committee staffers** help committee members understand and consider specific policy issues. They can share in-depth knowledge about policy topics, evidence and solutions.
  - Some state legislatures provide staff; others rely on interns and volunteers.
  - Some resource-wealthy local government systems (e.g., counties and municipalities) can provide staff to their legislative bodies.

#### Executive Administration

- **Administrative Power:** Federal, state and local governments all have an executive branch of government that serves as the administrator (implementer) of the legislature’s policies. It is important to identify the administrative structure of the executive branch and where power is held.
  - **States:** All have a governor who is chief administrator.
  - **Local:** There are three main types of arrangements.
    1. **Strong Mayor** holds almost all administrative authority. This is most common in large cities.
    2. **Strong Council** holds almost all administrative authority leaving ceremonial duties to the Mayor. This is most common in small towns.
    3. **Council-Manager** is a variation where the Mayor serves as chair of the council and they appoint or hire a professional manager to implement policy and possibly also supervise city government (similar to a CEO).
- **Structure:** Most administrations are structured into functional departments or agencies. Each of these organizations has an administrator or supervisor who can set policy for the entire organization and its programs.

### Handout G: Policy Process and People

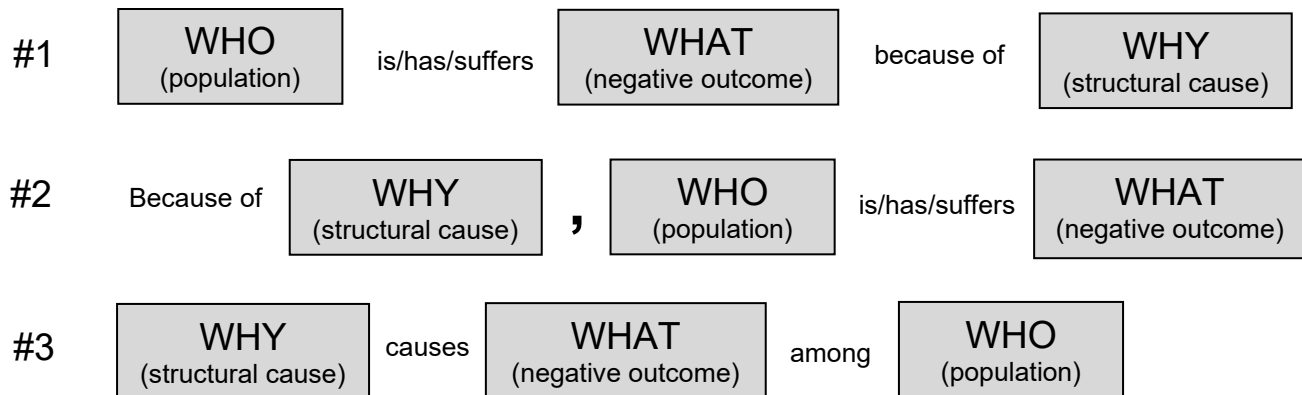
**For More Information:** Use these resources to track legislation, research policy trends, and find policy examples on the problem/issue.

Type of Resource	Location
<b>Federal</b>	
<b>Legislation</b>	
U.S. Congress (bills, statutes, laws)	<a href="http://www.congress.gov">www.congress.gov</a>
U.S. Code (compendium of statutory laws)	<a href="http://uscode.house.gov">http://uscode.house.gov</a>
<b>Administrative rules and Executive Orders</b>	
Regulations.gov (proposed and pending regulations)	<a href="http://www.regulations.gov">www.regulations.gov</a>
Federal Register (compendium of federal regulations)	<a href="http://www.federalregister.gov">www.federalregister.gov</a>
<b>State</b>	
<b>Legislation</b>	
Portals for state legislature websites	<a href="http://www.congress.gov/state-legislature-websites">www.congress.gov/state-legislature-websites</a>  <a href="http://www.statelocalgov.net">www.statelocalgov.net</a>  <a href="http://www.ncsl.org">www.ncsl.org</a>  <a href="http://www.llsdc.org/state-legislation">www.llsdc.org/state-legislation</a>
<b>Administrative rules and Executive Orders</b>	
Portal for state rule registries	<a href="http://www.llsdc.org/state-legislation">www.llsdc.org/state-legislation</a>
<b>Local</b>	
<b>Legislation</b>	
County or municipality websites	Check listing under each state at: <a href="http://www.statelocalgov.net">www.statelocalgov.net</a>  Also can use Google to search
Hardcopy is usually available	County administration, city/town hall, city/county clerk, public libraries
<b>Administrative rules and Executive Orders</b>	
Hardcopy is usually available	Agency headquarters

### Handout H: How to Write a Problem Statement

#### Drafting a Problem Statement

When drafting a problem statement, it can be helpful to use a template as a guide. The template might include the population, the negative outcome or condition, and the structural cause (e.g., the policy, environment, or system determinant), and their order can vary.



#### Examples

- *20% of pre-school children living in poverty in our city suffer cognitive impairment because the city does not regulate the use of lead-based paints in private rental housing.*
- *Our city does not regulate lead-based paint in private rental housing, and that causes cognitive impairment among 20% of pre-school children living in poverty in our city.*

#### Tips for the WHY (Structural Cause phrasing)

- A **policy** type of solution is implied when the key words suggest legal limitations or permissions:
  - Lack of regulation
  - Fail to prohibit
  - Allow or permit
- A **systems** type of solution is implied when the key words suggest agency governance processes that might need reconfiguration or even redesign:
  - Lack of coordination among...
  - Fail to account for...
  - Fail to budget for...
  - Lack procedures (or misaligned procedures) for...
- A **built environment** type of solution is implied when the key words suggest physical conditions that might need adjustment, redevelopment, repair, or new construction:
  - Surrounded by (or density of) unhealthy . . .
  - Placement of unhealthy . . .
  - Lack of (or poor quality) materials
  - Poorly constructed
  - Poorly designed

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