

Western IPM Center Project Report Form

How to submit: Please submit this completed form electronically, as an attached Microsoft Word file, to Jane Thomas at jmthomas@tricity.wsu.edu. If you have questions, contact Linda Herbst, (530) 752-7010. **Content:** Complete each section below, and include responses to as many of the questions listed in Attachment A as are relevant to your project. *These are guidelines.* Provide your readers with enough detail that someone who is not familiar with your project can understand what you were trying to achieve, how you went about it, and what you accomplished, but please keep it concise.

A. Report Data

Date: 04_05_11

Reporting Period: 01-01-10--12-31-10

Report Type (please check one):

Progress Report Final Report

B. Grant Data

- Grant Agreement #: 07-001492-CAL14
- Title: Translation of the University of California Touch-Screen IPM Kiosk
- Grant Type: Single State, Extension
- Lead investigator:
 - Name: Mary Louise Flint
 - Title: Extension Entomologist
 - Institution: University of California
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 - Email: mlflint@ucdavis.edu
- Team members (name, title, institution): Myriam Grajales-Hall, Program Manager for Spanish Language Materials at UC Riverside; Karey Windbiel-Rojas, UC Statewide IPM Program
- State(s) involved: CA

C. Nontechnical Summary. An overview of the project, briefly outlining the problem(s), how your project addresses them, and your results, *written to a lay audience*. (500 words)

This project created a Spanish version of the popular University of California IPM touch-screen computer kiosk, greatly enhancing our ability to deliver IPM information to Spanish-speaking residents, gardeners, and landscape professionals. Existing content on the kiosk includes approximately 200 separate screens, 11 videos, and 39 printouts, including information on 68 different pests, a diagnostic program, and screens covering less toxic management practices. The kiosks are placed in up to 200 different sites a year all around California, including retail stores, landscape shows, Master Gardener events, libraries, county fairs, and Cooperative Extension offices. Thousands of people around the state access information via the kiosks each month. This project funded the translation of the kiosk content and programming to make it accessible on UC's 16 existing units (as well as 6 additional units owned by other groups) and bring IPM information to California's underserved Spanish-speaking audiences through local UC Cooperative Extension offices and other outlets.

D. Objectives and Progress. List your objectives and describe your progress for each objective.

1. Translate all content in the UC IPM kiosk into Spanish
**This objective was completed.
2. Build a Spanish navigation branch for the kiosk to be loaded on existing kiosk machines.
**This objective was completed
3. Do a preliminary evaluation of the Spanish kiosk at several types of user locations.
**The Spanish version of the kiosk has been used in several locations with good feedback from audiences but we were not able to do a formal evaluation during the course of the project because technical slowdowns by the contractor prevented the product from being completed until after 12/21/10

E. Outputs. List your project's outputs, which might include publications, information, data, meetings held, attendance at meetings held, etc.

The principal output is the kiosk itself with all translated materials. The content has now been loaded on to all 22 kiosks in California including 16 managed by the UC Statewide IPM Program, 3 managed by the CA Department of Pesticide Regulation, 1 owned by MiraCosta College in San Diego and 2 managed by the County of San Diego.

F. Impacts and Potential Impacts. The "impacts" and "potential impacts" sections of your report will help the Western IPM Center highlight the value of IPM research and education by detailing the real-world impacts of Center-funded projects. We will use the information in news articles, reports, and informational brochures to showcase the impacts of projects that our program supports. *See Attachment A at end of form for questions to assist you in describing the impacts of your project.*

1. Impacts. Describe any impacts of your work. *Impacts* are specific changes in condition for those affected by your work. Impacts include adoption of technology, creation of jobs, reduced cost to the consumer, less pesticide exposure to farmers, access to more nutritious food, and a cleaner environment and healthier communities.

Spanish-speaking Californians have had few good sources of information on less toxic ways to manage home and garden insects and this will greatly enlarge UC's range of resources. This UCIPM kiosk has already been used in San Luis Obispo County to train Spanish-speaking maintenance gardeners about less toxic ways to manage pests and how to diagnose problems as well as in county cooperative extension offices for Spanish-speaking clientele.

2. Potential impacts. Describe your project's potential impacts. *Potential impacts* are the ways that your project's outputs could directly lead to changes in condition that will unfold in the future.

H. Appendices

1. With your report, please attach *at least two (2) photographs* that illustrate your project. Please describe the photo and indicate the name and institution of the person who took the photo. (If you submit more than two photographs, please include those additional descriptions and photo credits under "I. Additional Information," below.)

Photo #1 description:

The main menu of the kiosk allows the user to choose between buttons that take them to information (1) about a known pest (2) that helps them diagnose a problem (3) about other ways to maintain healthy gardens (4) a video that tells them why pesticides can be a problem.

Photo #1 credit (photographer's name and institution):

Screen from UC IPM Kiosk, University of California Statewide IPM Program

Photo #2 description:

Pest screens on the kiosk, such as this one for ants, include photos, brief information about how to identify and manage the pest, as well as a button that allows the user to print out information to take home. Many screens such as this one also allow users to view narrated videos.

Photo #2 credit (photographer's name and institution):

Screen from the UC IPM Kiosk, University of California Statewide IPM Program

2. Also attach any printed fact sheets or other publications resulting from your work that will enhance our understanding of your project and its impacts. Please provide a description of each attached publication below.

Document #1 description:

Informational flyer for UC IPM Kiosk in English with photos and brief description of content.

Document #2 description:

List of pests and topics covered in UC IPM kiosk (in Spanish).

Document #3 description:

Example of a Quick Tip print out from the kiosk on safe use of pesticides in Spanish. Users can print out information on 39 topics including pest-specific information and information on other management topics. (Document # 4 is an example of a Quick Tip print out for Las hormigas (Ants). To see them all, go to <http://www.ipm.ucdavis.edu/QT/qtindexsp.html>)

I. Additional Information

Photo 3. An example screen from the UC IPM Kiosk showing information about pesticides. Mas informacion button takes users to more indepth content.

Credit: Some of the language about impacts and potential impacts was adapted from a PowerPoint presentation by H. Michael Harrington, Executive Director, Western Association of Agricultural Experiment Station Directors, Colorado State University.

Attachment A

Questions to Help in Reporting Impacts and Potential Impacts

Below are some questions that will guide you in assessing and then describing the impacts and potential impacts of your project. The relevance of each question may vary depending on whether yours is a research or extension project. Please answer as many as you can to the best of your ability, and feel free to describe any additional types of impacts not mentioned below. Remember to identify any potential impacts.

1. Innovations in IPM:

Are there new IPM practices that have been (impacts) or could be (potential impacts) adopted as a direct result of your project? What is the total number of acres (or homes, schools, greenhouses, nurseries) on which these practices could realistically be implemented?

2. Safeguarding human health and the environment:

- a. Has the project reduced risk (or could it potentially do so) by changing the use of pesticides on farms, in homes, in schools, etc.? For example, could it result in fewer sprays per season or a switch to lower-risk pesticides? If possible, quantify the changes in condition. (Since there is no unanimous definition of *high* and *low risk*, investigators selecting this indicator are asked to categorize the pesticides they are reporting on as *high* or *low risk* according to the particular situation [e.g., lower risk to natural enemies]).
- b. Are there any other impacts or potential impacts on human health or the environment as a result of your project?

3. Economic benefits:

- a. What is (or could be) the economic benefit (e.g., dollars saved) for clientele who adopt IPM strategies and systems you studied? Do you envision potential commercialization or mass production of these systems?
- b. How many clients are satisfied with IPM results (such as improved yield, improved quality of yield, reduced pest populations, more effective pest control, greater preservation of nonpest species)?
- c. Are there other financial benefits that might be realized (potential impact) as a result of your project?

4. Implementation of IPM:

- a. How many IPM strategies and systems have been validated through this project (e.g., through on-farm trials, large plot tests, or other methods used to confirm efficacy)?
 - b. How many educational materials were delivered? To whom? And what are the impacts or potential impacts?
 - c. What is the number of growers/personnel trained? And what are the impacts or potential impacts?
 - d. For a Web site, what volume of traffic and type of use has the site experienced? (For example, number of visitors per day or month; number of page views; number of unique user sessions; change in volume during growing season; average viewing time.) And what are the impacts or potential impacts?
 - e. How many more people adopted IPM practices as a direct result of your project, or how many people adopted new IPM practices?
 - f. Are there other ways in which your work will result in improved use or increased implementation of IPM strategies in your region or across the West?
5. Has your project or study increased collaboration among stakeholders interested in the development and implementation of improved IPM strategies and systems?