

Western Region IPM Center

Western Region IPM for Spanish-Speaking Landscape Workers Work Group

A. Grant Data

- **Grant #:** Prime Award No 2007-51120-03885; Subaward No. 07-001492-WA1
- **Title:** Western Region IPM for Spanish-Speaking Landscape Workers Work Group
- **Type:** Work group
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- **Team members:** Lisa Blecker (University of Nevada- Reno), Ofelio Borges (Washington State Department of Agriculture), Susan Hanley (Signature Landscape Services), Sandra McDonald (Colorado State University), Tom Salaiz (University of Idaho), Rachelle Travers (National Pesticide Information Center), Luis Urias (Idaho State Department of Agriculture), Jennifer Weber (Arizona Department of Agriculture)
- **State(s) involved:** Arizona, Colorado, Idaho, Nevada, Oregon, Washington
- **Funding Year:** 2008
- **Funding amount:** \$10,000

B. Nontechnical Summary.

As the Hispanic population increases and the Green Industry grows the number of Spanish-speaking landscape workers continues to rise. Language and cultural barriers hamper the ability for Spanish-speaking landscape workers to learn about integrated pest management (IPM), environmental protection and personal safety when using pesticides. Our goal was to coordinate the development of an IPM curriculum for Spanish-speaking landscape workers. A regional work group was formed with members from university specialists, state Department of Agriculture staff, and the landscape industry to develop the IPM curriculum. This targeted education was expected to result in fewer unnecessary pesticide applications,

reduce potential pesticide exposure for both workers and the public, and decrease the impact on the environment from pesticides.

C. Objectives

Objective 1. Establish an IPM for Spanish-Speaking Landscape Workers Work Group to enhance communication and collaborations for the education of Spanish-speaking landscape workers. The work group will have representatives from multiple states in the Western Region and will include university specialists, state regulatory and training staff and landscape professionals. Many of the work group participants will have some ability to speak Spanish.

The 10-member work group was established from stakeholders in six states and included Lisa Blecker (University of Nevada-Reno), Ofelio Borges (Washington State Department of Agriculture), Carrie Foss (Washington State University), Susan Hanley (Signature Landscape Services Redmond, WA), Sandra McDonald (Colorado State University), Tom Salaiz (University of Idaho), Rachelle Travers (National Pesticide Information Center, Oregon State University), Luis Uris (Idaho Department of Agriculture), and Jennifer Weber (Arizona Department of Agriculture). Only two of the work group members did not speak Spanish.

Objective 2. Assess the training priorities for Spanish-speaking landscape workers.

The work group discussed training priorities and topics during our first conference call. A draft agenda was developed from this discussion and topics or areas were assigned to work group members. The following topics were decided on: What is IPM?, Plant Problem Diagnosis, Landscape IPM, Turf IPM, Fertilization and Calibration, Weed ID and Management, Insect ID and Management, and Pesticide Safety.

Objective 3. Identify learning styles and training techniques to implement in the development a curriculum suitable for all literacy levels.

Prior to our face-to-face meeting in May 2008, papers on training non-English speakers and training techniques were shared with the work group (cited below). At the meeting in May 2008, we had a discussion and demonstration of different training techniques and how to incorporate them into our proposed workshop agenda.

A Mixed-Methods Analysis of the Educational Needs of Employers and Non-English Speaking Workers in Arboriculture [Article No. 2FEA4]

Ricard, Robert M.; Legrand, Ana I.; Hirsch, Diane Wright; Gabany- Guerrero, Tricia; Guerrero-Murillo, Narcizo

<http://www.joe.org/joe/2008april/a4.shtml>

Urban Extension Clientele Competencies by Mass Media Delivery Strategy [Article No. 2RIB6]

Woodson, Dorothy M.; Lindner, James R.; Lawver, David E.
<http://www.joe.org/joe/2008april/rb6.shtml>

Objective 4. Develop a one-day IPM curriculum for workshops conducted in Spanish across the region.

The curriculum for the pilot training was developed on May 12, 2008 during the face-to-face meeting in Scottsdale, AZ. We determined that the target audience for the training was landscape maintenance applicators, crew leaders, and landscape technicians. It was decided that the pilot-training would be two days and participant attendance for both training days was mandatory. Also, the target audience would be limited to 30 participants to provide a quality learning environment. The agenda and topics were finalized with each work group member developing and/or presenting at the workshop. At the meeting, work group members shared IPM training materials in Spanish that were available and discussed whether they should be used in the training. Also, the work group determined that it was best to make the topics as broad as possible, so they can be modified with appropriate pest-specific information for each state within the Western region.

Objective 5. Plan and conduct a one-day pilot IPM training for Spanish-speaking landscape workers.

A two-day pilot IPM training was held on October 15 and 16, 2008 at South Seattle Community College in Seattle, WA. There were 22 participants in the workshop.

D. Work Group Membership

- Rebecca Maguire (Hines), Washington State University Puyallup Research and Extension Center, hinesre@wsu.edu
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- Luis Urias, Idaho State Department of Agriculture, lurias@agri.idaho.gov
- Jennifer Weber, Arizona Department of Agriculture, jweber@azda.gov

E. Progress

The work group held five conference calls (February 8, March 28, July 29, September 8, and November 14), conducted one face-to-face meeting (May 12 in Scottsdale, AZ), and conducted the pilot training on October 15 and 16, 2008 in Seattle, WA. Between the conference calls there was email communication.

The work group established the list of training priorities from the combined years of experience represented by the work group members. It was decided that it would not be possible to cover the priorities in a single day, so a two-day pilot training was scheduled. There was much discussion about how to cover state-specific or pest-specific topics. Since the pilot training was taking place in Seattle, the information presented at the pilot training was specific for western Washington. However, in developing the training materials, work group members included additional state and pest-specific information that was not relevant to western Washington that can be used by others where it is appropriate.

F. Results

A two-day pilot IPM for Spanish-speaking Landscape Workers training was conducted at South Seattle Community College in Seattle, WA on October 15 and 16, 2008. All work group members were in attendance and presented information. There were 22 Spanish-speaking landscape workers representing seven landscape companies that participated in the workshop. At the end of the workshop, the participants were asked to evaluate the training in a facilitated discussion session. The attendees stated that they had learned a lot about IPM, including pest identification, in the hands-on training. They commented that they would ‘view their jobs differently now’, that they would think more about the problems and try to get the problems identified. They were excited about this training opportunity and wanted to know when there would be more classes in the future.

On November 14, the work group met one final time via conference call to discuss the pilot training. We agreed on a couple refinements that could be made to the pilot training agenda and curriculum.

Proposal Objectives 4 and 5 stated that a one-day training curriculum would be developed and pilot tested. However, the work group decided to develop curriculum for a two-day training. After the training, the work group determined that we had

tried to cover too much information in the two days. The pilot training agenda did not allow enough time for each of the topics. Members decided it would be better to offer workshops with fewer topics to allow for more in-depth presentations and discussions.

Each topic will need to be allotted more time to make sure the information is adequately covered. For example, in the pilot-training, weed ID and management was given a three hours. Although this was the most time spent on any particular topic, the workshop participants stated that the weed identification and management section could be given more than three hours. Using this experience, we suggest that future trainings give each topic more time than is reflected in the pilot training agenda.

In the pilot training the 'Fertilization and Calibration' topic was presented on the first morning. However, during the work group debriefing, the members agreed that it might be better to offer this topic after Pesticides and Pesticide Labels are covered in the training. We suggest that future trainings include the fertilization and calibration activity after or in conjunction with the discussion on pesticide safety and pesticide labels.

All of the training materials that were developed in this work group project for the pilot training are available and can be requested from the work group members. Many of the presentations and activities contain more information than may be pertinent to a particular training location or audience. The material is provided for the trainers to use and modify as they see fit for their particular training. Work group members ask that credit be given to the original authors of the training materials.

G. Appendices

- Photos from the pilot training.
- A CD with all the presentations and activity material that was performed during the pilot training.
- A student notebook that was provided for each workshop participant.