

## **A. Grant Data**

Today's date: August 30, 2008

Type of Project: Mini-Grant

Title: IPM Education and Outreach in a Latino Urban Community

Project Director: Anne D. Rahn, M.S.  
Executive Director  
The Preschool Project  
1236 E. Columbia Avenue  
Philadelphia, PA 19125  
PH: (267) 322-3400  
Email: [anneatmanor@aol.com](mailto:anneatmanor@aol.com)

Cynthia Kreilick  
Early Childhood Education Bilingual Consultant  
519 Toll Road  
Oreland PA 19075  
PH: (215) 572-9375  
Email: [cynthiakreilick@aol.com](mailto:cynthiakreilick@aol.com)

Co-Project Directors/Team members:

Lyn Garling  
Program Manager  
PA IPM Program

Michelle Niedermeier  
Program Manager  
Philadelphia School & Community IPM Partnership (PSCIP)  
PA IPM Program

State(s) involved: Pennsylvania

Funding Start Date: October 2007

Funding Amount: \$8000.00

## **B. Non-technical Summary**

This project aimed to address an unmet need for IPM training within urban Latino communities in Philadelphia, focusing on the protection of young children from exposures to pests and pesticides. The vehicle for extending IPM information and training was to create and provide a series of IPM modules in Spanish to Latino childcare center staff in targeted neighborhoods. An IPM educated staff would subsequently be prepared to make changes to procedures and protocols for pest management within their facilities. Additionally, these personnel have access

to parents via the children and could begin to educate the larger community. The PreSchool Project (The PSP) served as the initial focal point for the activities. The PSP is a non-profit organization that began in 1988 as a grass-roots effort of neighborhood parents and preschool teachers concerned with the lack of services and supports for families with young children in the Kensington neighborhood of Philadelphia. At the time of initiating the project, the PSP offered training, education and technical assistance for early care and education professionals working with young children, and direct service programs for children and families. The PSP staff included 30 full-time and 6 part-time personnel. Forty-percent of staff members were Latino. As the project progressed, additional venues for childcare staff training were added, as well as conferences and meetings where key members of the Philadelphia Hispanic community were in attendance.

### **C. Objectives**

#### 1. Increase IPM knowledge and educational capacity of PSP staff

- a) Develop 4 training modules for PSP's community educators.  
Four training modules have been completed.
- b) Hold 4 training sessions for PSP staff (English)  
One training for PSP staff was completed. Additional trainings were provided in other settings and facilities.

#### 2. Provide education and outreach to the Latino community serviced by The PSP

- a) Translate training modules into Spanish  
Modules I and II have been translated into Spanish and proofread by a native Spanish speaking partner. Modules III and IV have been translated but are currently under review by a native Spanish speaking partner.
- b) Develop bilingual program materials (e.g. brochures, interactive games)  
A brochure was developed to help publicize the availability and importance of these trainings. The brochure is available in English and Spanish.
- c) Transfer information to childcare professionals, parents and children in programs  
Trainings were held at multiple English and Spanish speaking sites. This is an on-going process.
- d) Transfer information to larger Latino community  
As more childcare staff and center directors are trained, the potential for transfer to the larger Latino community grows. This is an on-going process.

### **D. Approach**

The PreSchool Project began to develop the four training modules in November 2007. Module I was field tested at the PSP in December 2007. Feedback from this training was positive and edits were made to improve the key messages of the training. To better complete the goals of the project, The PSP contracted with Cynthia Kreilick, a consultant in early childhood education

specializing in immigrant issues, fluent in Spanish, and most recently was the Executive Director of the Bilingual Task Force in Philadelphia.

Ms. Kreilick helped develop the IPM modules in a more appropriate format, content and “plain language” to effectively engage an early childhood educator audience. Additionally she was charged with translating the modules into Spanish to reach Philadelphia’s Hispanic and Latino communities. In developing the IPM modules and outreach materials, Ms. Kreilick called upon the local IPM expertise of the Philadelphia School and Community IPM Partnership (PSCIP), the urban outreach and education program of the PA IPM Program at Penn State University. PSCIP personnel made themselves available for consultation, site assessments, and as co-presenters to provide content expertise in the initial stages of the project. Several meetings took place in March, April and May in which the IPM team refined and shaped the final versions of each module.

### **E. Results**

On March 13<sup>th</sup>, the IPM team attended its first Latino networking event (approximately 100 people in attendance) at Concilio Hispano in Philadelphia. The team set up an information table about IPM for attendees. Conversations at the table and during a panel discussion, resulted in several actual and potential training opportunities, in both early childhood education settings and social service agencies.

The team debuted Module I in May at The Preschool Project’s annual early childhood education conference, The Northeast Child Care Professionals Conference, at Holy Family College in Northeast Philadelphia. Approximately 20 people attended; three quarters of the attendees were Hispanic. Cynthia Kreilick conducted the workshop in Spanish and English, receiving assistance from content specialists Lyn Garling and Michelle Niedermeier when clarification and/or amplification were needed. Participant evaluations were uniformly positive, and contacts made at this first training yielded interest in additional trainings within the Latino community.

Subsequent trainings offered the team of IPM presenters an opportunity to further refine and improve the content and translation of each module. Presenters solicited feedback at each workshop and, where appropriate, incorporated changes.

To date, Ms. Kreilick and the IPM team have presented the training modules at The PreSchool Project’s conference (20 attendees), a bilingual Child Development Associate (CDA) certificate class (15 attendees), and the Early Childhood Directors’ Institute (15 attendees) that was hosted by the Southeast Regional Key of the Office of Child Development (OCDEL) of the State of Pennsylvania. The Southeast Regional Key is the lead early childhood education organization in the southeast region of the State. The Key’s primary function is to provide training and professional development for all licensed early childhood practitioners and programs in the region. It has indicated that it is interested in partnering with PSCIP to offer the IPM training modules in a more comprehensive way throughout the southeast region and the State.

The IPM team has also responded to a request for pest management assessment at a Latino early education program, serving approximately 30 families (50 children) in the Olney/Logan section

of the City. Several members of the IPM team conducted a site walk-through, giving the director/owner and her husband the necessary information and resources to address their mouse infestation using an IPM approach. This director will provide testimonial about the responsiveness and utility of PSCIP's Latino Early Education IPM Outreach effort at PSCIP's annual partnership meeting in September 2008.

With the pilot trainings completed, and necessary revisions made to each module, the team will undertake a more intensive outreach effort starting in September 2008 to reach both the Anglo and Hispanic early childhood communities in the Philadelphia area. The team will promote and advertise the new IPM early childhood series through Philadelphia's Latino media outlets, early childhood education conferences, and Hispanic community development organizations.

In addition to offering trainings at several Hispanic early education centers and social service agencies throughout the City this fall, the IPM team has confirmed in-service and conference presentations in the spring of 2009 at the annual Delaware Valley Association for the Education of Young Children (DVAEYC) conference (approximately 2000 attendees) and the School District of Philadelphia's Early Intervention (S.E.E.D.S.) staff training in May (approximately 30 attendees).

## **F. Impacts**

The Pennsylvania Department of Public Welfare (DPW) is responsible for training, technical assistance, licensing and inspections of over 9,000 licensed childcare facilities across the state of Pennsylvania (2005 US Census). The IPM training modules are now included in DPW's "menu" of offerings. This has great potential for positive impact on a large number of childcare staff, children and their families. The final description of the series, as it appears in the early education professional development database for the Office of Child Development (OCDEL) and the Department of Public Welfare for the State of Pennsylvania reads:

Title: Integrated Pest Management (IPM) for Early Education Programs

Core Body of Knowledge (CBK) Code: K7C2

Module I: Pests and Children's Health: Why IPM? (1.5 hrs.)

Module I provides a general overview of the most common pests found in early education environments and a description of what Integrated Pest Management (IPM) involves.

Module II: Pesticides and Alternatives. (1.5 hrs.)

Module II takes a closer look at pesticides and environmental toxins commonly found in early education environments. Participants learn to read labels and troubleshoot actual scenarios that require IPM.

Module III: Developing an IPM Plan for Your Home-Based or Center-Based Program. (1.5 hrs.)

Module III teaches participants how to do a walk-through of their own early education program and helps them design a customized IPM plan based on their pest findings.

Module IV: Implementing Your IPM Plan for a Healthy, Pest-Free Environment. (1.5 hrs.)

Module IV helps participants implement their IPM plan and includes a discussion of how to hire and work effectively with a pest control operator and establish a clear chain of communication among staff with regard to pest control.

Overall, the early childhood education community in Philadelphia, whether Anglo or Hispanic, has responded very favorably, and with a great sense of urgency to the information presented by Ms. Kreilick and the IPM team. While the majority of the early childhood programs in the City use “exterminators” to control pests, those who attend the IPM trainings recognize the importance of working with a pest management professional to shift their approach and begin using less risky products in their early learning environments.

Ms. Kreilick and the IPM team are very grateful for the opportunity to have developed and piloted these training modules. They will have far-reaching, highly beneficial effects on the health and well-being of children, families and teachers in Philadelphia and throughout the State.

## **G. Appendices**

Module I: Pests and Children's Health: Why IPM?

English and Spanish versions

Module II: Pesticides and Alternatives

English and Spanish versions

Module III: Developing an IPM Plan for Your Home-Based or Center-Based Program

English version only. The Spanish version is currently being proofread by a native Spanish speaker for accuracy and will be sent upon completion.

Module IV: Implementing Your IPM Plan for a Healthy, Pest-Free Environment

English version only. The Spanish version is currently being proofread by a native Spanish speaker for accuracy and will be sent upon completion.

Brochure: IPM Module Training

English and Spanish versions