

Abstract

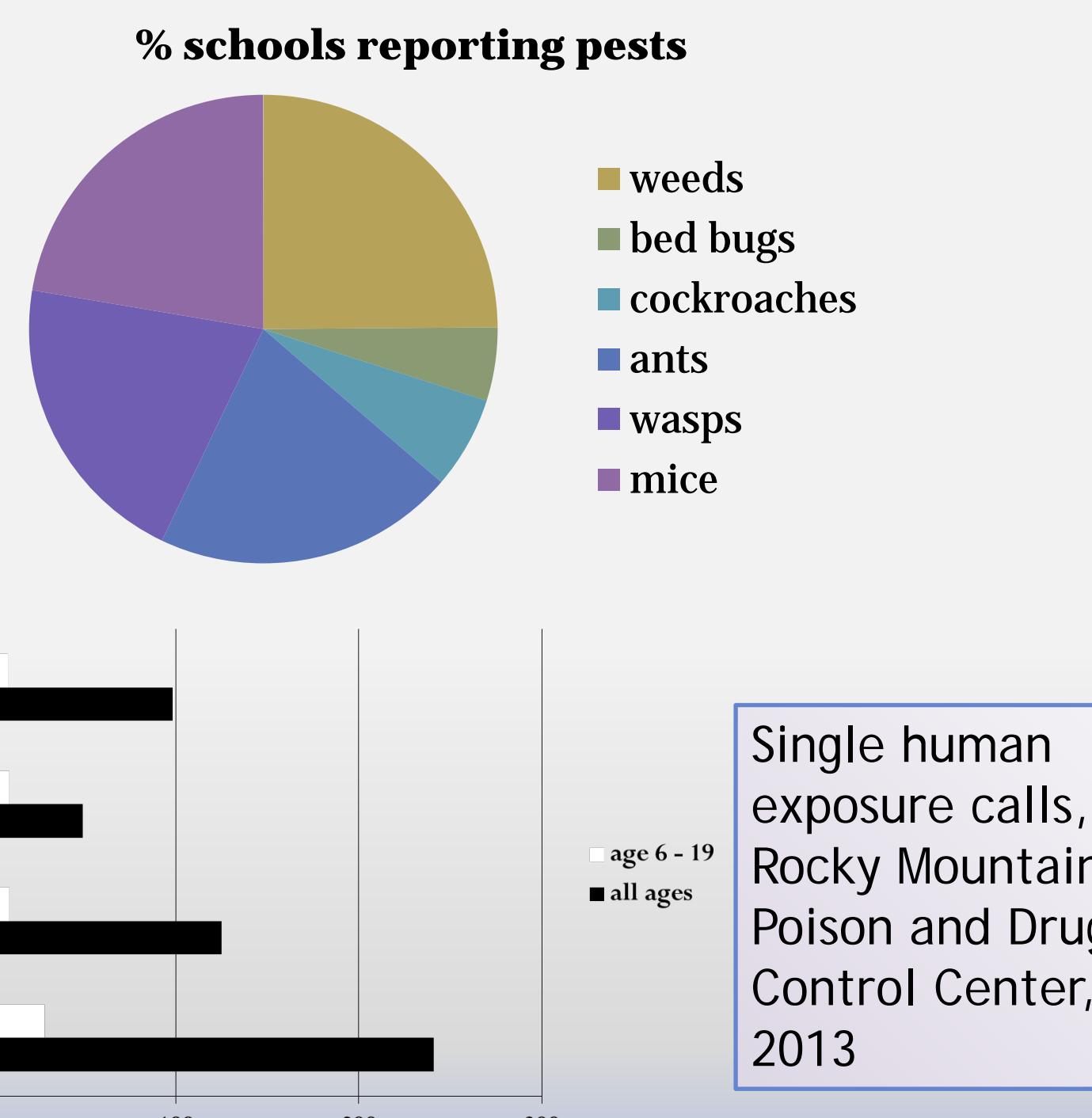
Stakeholder interviews were conducted to assess the “readiness” of public school districts to learn about and implement integrated pest management (IPM). Interviews were evaluated using the Community Readiness (CR) model. The model describes how communication flows or is impeded, where decisions are made in the school hierarchy, information and training needs, and potential obstacles to IPM implementation.

Extension professionals and educators can improve outreach efforts and IPM adoption through a better understanding of culture, opportunities, human health, economic and environmental concerns, and readiness for change.

Logic Model

Situation

Data from surveys, pest assessments and other sources



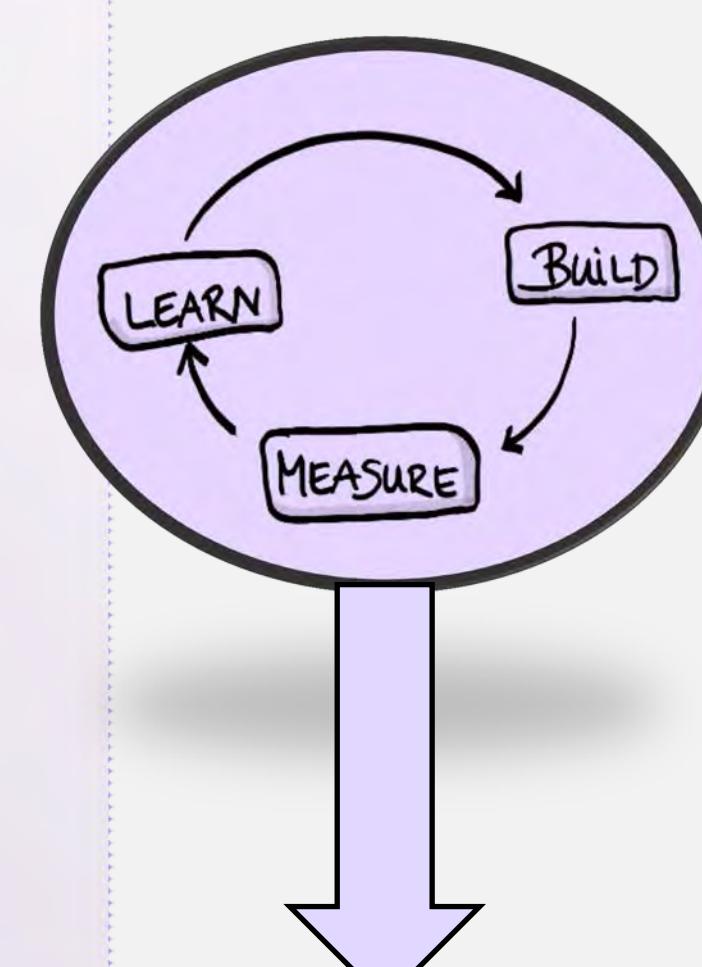
Outputs

Seventy-four interviews conducted and analyzed, based on role and school district student population



Community Readiness Model

Measure attitudes, knowledge, effort, activities & resources of community members and leadership



to assess dimensions of

- current efforts
- knowledge of efforts
- support of leadership
- community climate
- knowledge of issue
- resources

Community readiness levels

- No awareness –not much of a concern
- Denial/resistance – no support using available resources
- Vague awareness – some knowledge that there may be a problem
- Preplanning – something should be done
- Preparation – basic knowledge & some resources
- Initiation – it’s our responsibility and we are beginning to address
- Stabilization – resources provide continuous support
- Confirmation & expansion – leadership plays a key role
- High level of community ownership

Materials & Methods

- Conduct phone interviews of key stakeholders -- 47 individuals representing 6 role categories in large school districts and 27 individuals in administrative and facilities/maintenance roles in small school districts.
- Analyze data using the Community Readiness levels template for coding and rating, by theme and by content.
- Assign Readiness Scores on each dimension.
- Identify other key dimensions to consider, such as communication pathways, authority and decision making, community context (rural, ranching, urban, etc.), patterns of variation across roles and size of district.
- Develop targeted strategies to engage and work with the school district systemically and appropriate to the community culture.
- Evaluate effectiveness of strategies.

Thanks to our many collaborators:



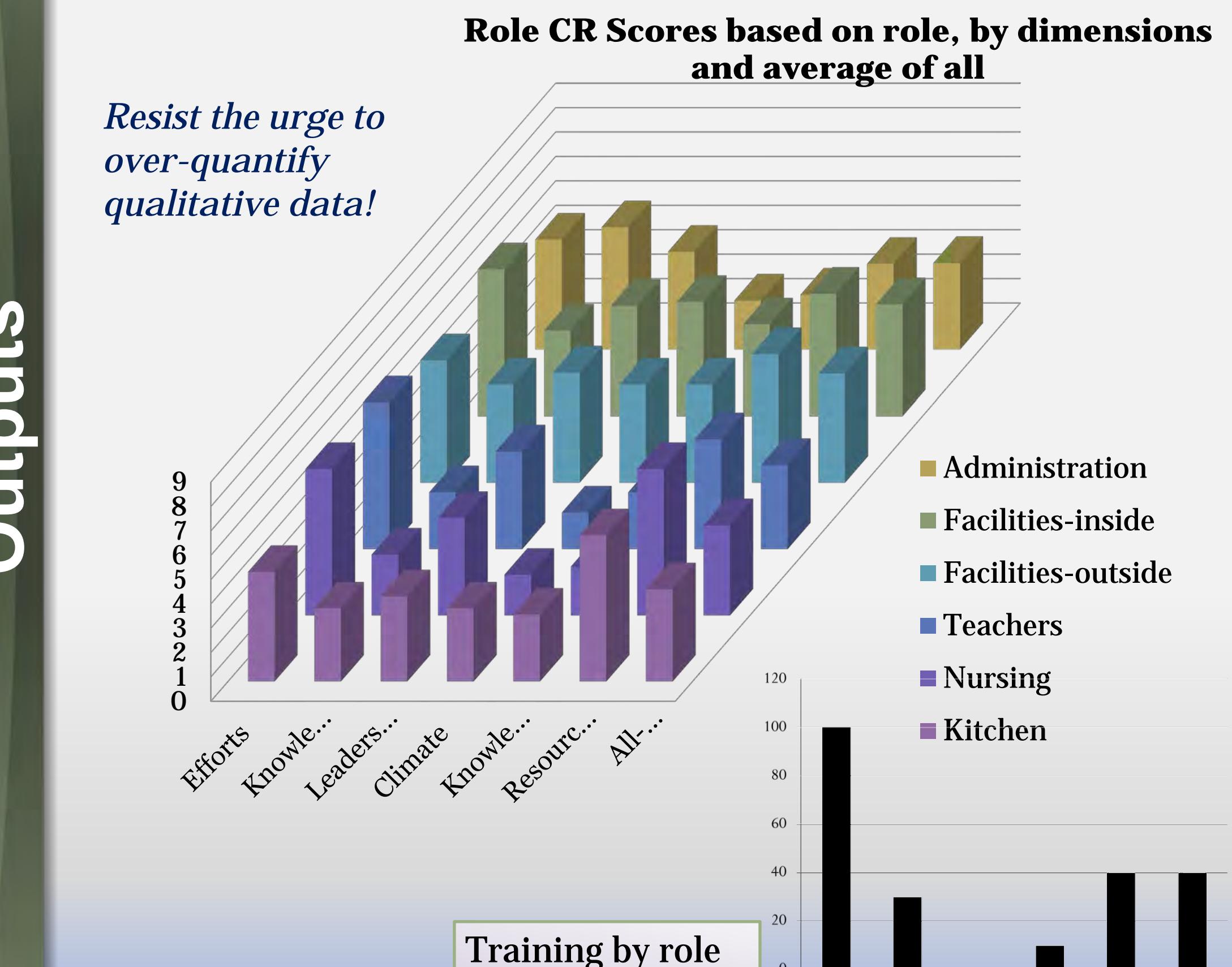
Acknowledgements

This project was funded by the U.S. Environmental Protection Agency, with additional support from the USDA NIFA Crop Protection and Pest Management (CPPM), Applied Research and Development Program Area (ARDP), Colorado State University and Utah State University. Research Assistants from the CSU School of Social Work – Esther Chapman, Kristen Carmen, and Kristi Fairbanks -- contributed to this project.



Outputs

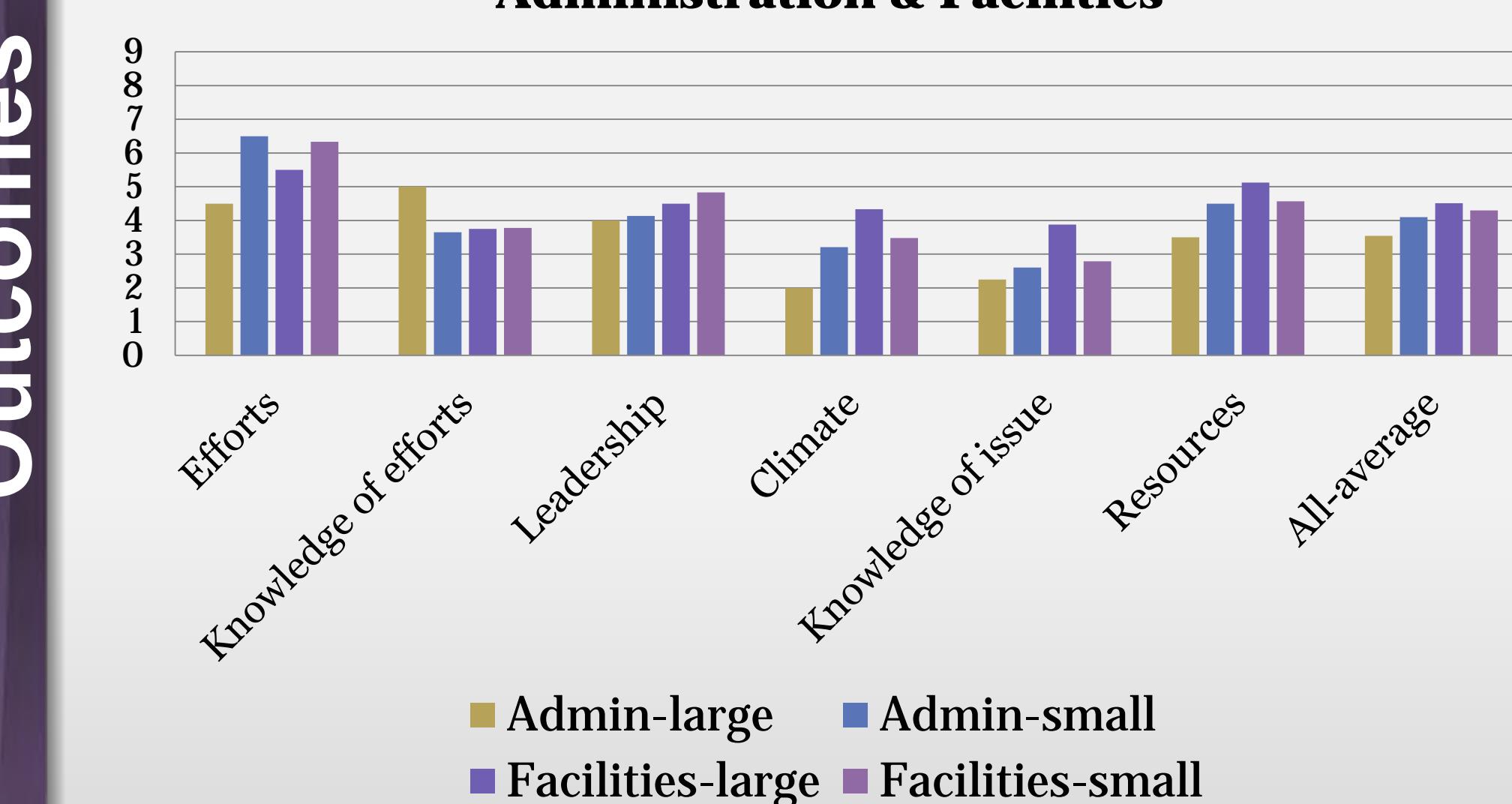
Implemented tailored strategies based on scored and analyzed interviews



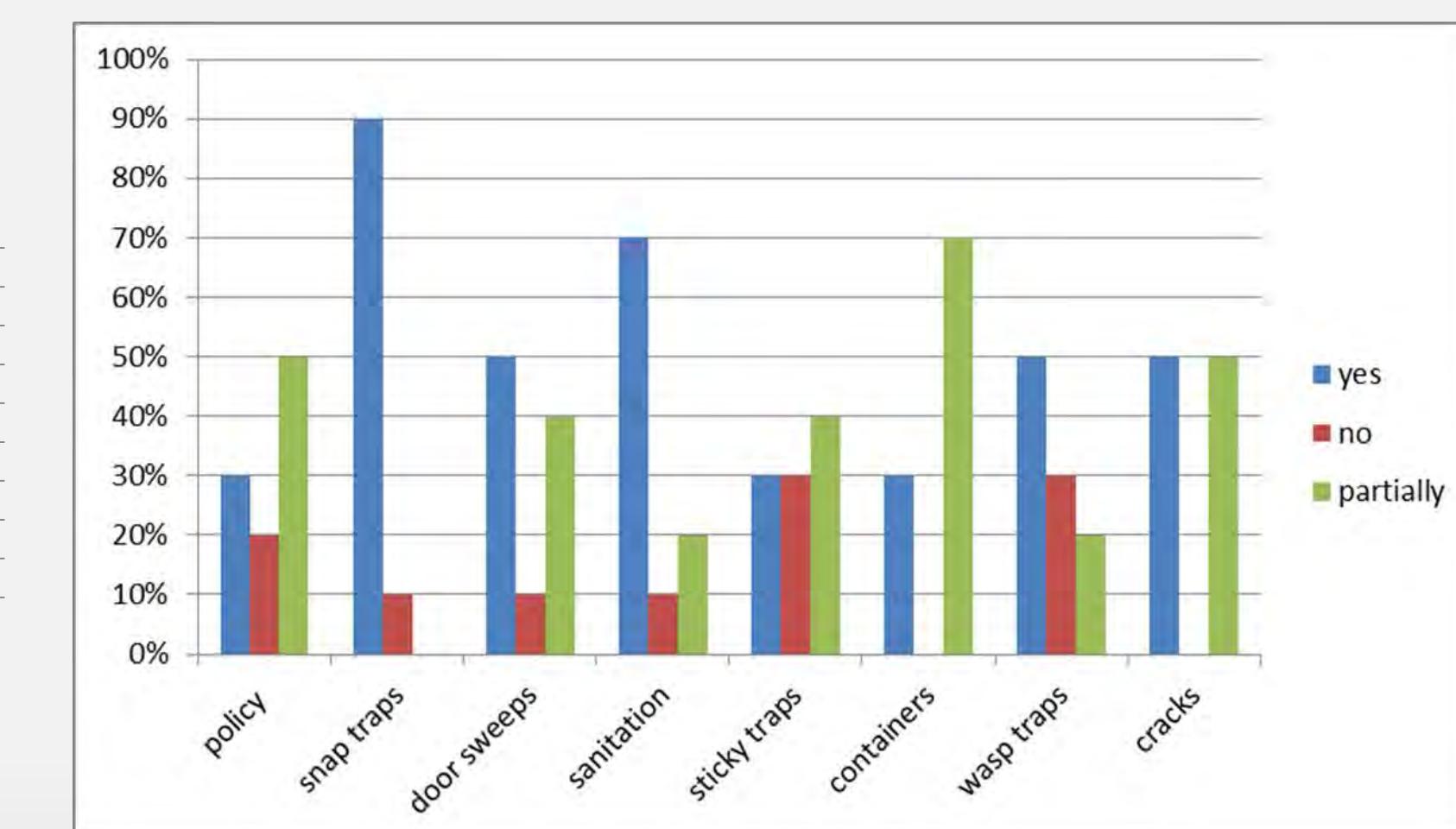
SHORT TERM: Understanding of system variables that influence capacity to change practices

Outcomes

CR Ratings by Large and Small Districts Administration & Facilities



MEDIUM TERM: Improved strategies to provide teaching, training and interventions



LONG TERM: Increased number of school districts adopt IPM practices