

Award Category: Regional IPM Program

Nominee Name: Sherry Glick

Nominee Title:

Nominee Affiliation: US EPA/Office of Pesticide Programs

Nominee E-mail: Glick.Sherry@epamail.epa.gov

Nominee Phone: (702) 784-8276

Nominator Name: Gouge, Dawn

Nominator Company: University of Arizona

Nominator Title: Entomologist

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Supporting Document: SUBMITTED

Vita:

Improving economic benefits related to IPM adoption: Checked

Reducing potential human health risks: Checked

Minimizing adverse environmental effects: Checked

Brief Summary of Nominee's or Program's Accomplishments (500 words or less):

Sherry Glick has been passionately immersed in school IPM for over a decade and pesticide risk reduction activities for over 20 years. Sherry works in the EPA's Office of Pesticide Programs and networks across EPA Offices (e.g. Office of Air & Radiation/Tools for Schools and Office of Children's Health Protection), interacting with a great diversity of government and non-government stakeholders. Ms. Glick works to improve children's health by promoting the adoption of school IPM in all K-12 US public schools through strategically building partnerships and collaborations with other Federal Agencies (CDC, DOD, HHS, Dept. of Education and USDA), IPM experts from Universities (Extension and Academia), USDA supported IPM Centers, NGOs and industry experts.. Through Ms. Glick's ability to energize others, she collaborated with EPA's voluntary programs to recognize school IPM as an integral program to improve children's health. Ms. Glick's efforts resulted in EPA's Tools for Schools Program establishing IPM as a key component to their Healthy Indoor Air Quality Strategic Plan.

Since 2000, Sherry Glick developed and led a School IPM team within the Office of Pesticide Programs. This team designed and published brochures and websites to promote SIPM and was recognized in 2002 with an IPM recognition Bronze Medal award. Even though priorities continually change within EPA, Ms. Glick has consistently and steadfastly forged ahead to promote and advocate for more opportunities to increase the adoption of school IPM for our nation's schools. Recently, more resources have been directed to children's health, and EPA's current administration, including Administrator Lisa Jackson, has made children's health a top priority. Building on EPA's priorities, Sherry Glick and a diverse group of stakeholder teams have worked tirelessly to give school IPM more visibility and even more importantly, to deliver to our nation's children a safer learning environment. The road to recognizing school IPM as a priority has been long and challenging, and EPA and its Administration stand firm on ensuring that school IPM is a top priority. Moreover, the EPA has made a commitment for verifiable school IPM implementation. All ten EPA Regions are involved and engaged with resources to work together in concert to collaborate with stakeholders to work towards realization of school IPM implementation in our nation's schools. With Sherry Glick's personal commitment and dedication to children's health, she has worked tirelessly to have school IPM at the forefront of EPA and a top priority for the Office of Pesticide Programs. Sherry is an inspirational leader, dedicated collaborator, and a determined children's health advocate.

Describe the goals of the program being nominated; why was the program conducted? What condition does this activity address? (250 words or less):

EPA has made a commitment for verifiable school IPM implementation. Sherry has partnered with board stakeholder teams implementing school IPM for over 13 years. Ms. Glick has functioned in many capacities, but most importantly as a leading advocate within her own agency, and as an agency representative interfacing with active stakeholder programs. The EPA goal to support the implementation of verifiable school IPM in public schools by 2015 has been met with great enthusiasm. Startup funds from USDA, and EPA have been used to engage communities, identify priority issues, create IPM awareness, train staff, facilitate the implementation of IPM and evaluate impacts.

Describe the level of integration across pests, systems and/or disciplines that was involved. (250 words or less):

Sherry has been involved in many technical aspects of school IPM. Pest profiles are wide and varied across the country. Sherry has supported efforts to reduce asthma triggers in school environments (rodents, cockroaches, allergenic plants, etc.), improve IAQ efforts, support pesticide safety education programs, and connect stakeholder groups in active states.

Describe the team building process; how did the program being nominated get partners involved? Education and awareness are essential in an IPM program. (250 words or less):

Sherry has served on the national school IPM steering committee since inception. The group includes over 220 professionals from across the country including government officials, university scientists and Extension educators, industry experts, and representatives from non-governmental organizations. Sherry interacts with each regional team and actively networks the EPA school IPM partners with state implementation teams. Sherry participates on monthly conference calls (both the national steering committee and regional working groups) and has been exceptionally efficient at presenting school issues to EPA leaders as well as communicating EPA priorities to stakeholders.

What outcome describes the greatest success of the program?:

Sherry Glick maintains school IPM at the forefront of EPA focus and a top priority for the Office of Pesticide Programs and for the EPA Administration for improving children's health. Significant EPA resources and personnel have been dedicated in 2011 to support School IPM efforts nationally.

Provide evidence of change in knowledge, behavior or condition as a result of the program/individual. (250 words or less):

Since 2006 Sherry has been instrumental in engaging school districts serving more than 2 million students and staff in school IPM programs. The average pesticide use reduction is 69%, while pest sighting report reduction averages 31% (unpublished PRIA project data).

Who or what should receive the most credit for the success of this program? (250 words or less):

Never before has EPA been so invested in school IPM efforts, but from the beginning Sherry has been a steadfast advocate of children's environmental health. The following individuals requested to be included as supporters of this nomination:

Tim Stock (Oregon State University)

Brian Davidson (EPA Office of Chemical Safety and Pollution Prevention)

Ryan Davis (Utah State University)

Kathy Seikel (EPA Office of Children's Health Protection)

Thomas A. Green (IPM Institute of North America Inc.)

Tess Grasswitz (New Mexico State University)

Deborah J. Young (Colorado State University)
Carrie R. Foss (Washington State University)
Lyn Garling (Penn State University)
Al Fournier (University of Arizona)
Zach Bruns (IPM Institute of North America Inc.)
Fudd Graham (Auburn University)
Dawn H. Gouge (University of Arizona)
Norm Leppla (University of Florida)
Rebecca Baldwin (University of Florida)
Mike Merchant (Texas AgriLife Extension)
Rick Melnicoe (University of California)
Lynn Braband (Cornell University)

If selected, suggested Citation for Award Certificate (40 words or less):

Sherry Glick maintains school IPM at the forefront of EPA focus and a top priority for the Office of Pesticide Programs. Sherry is an inspirational leader, dedicated collaborator, and a determined children's health advocate.