

The background of the slide is a green chalkboard. In the lower-left quadrant, two pieces of pink chalk are shown. One piece is standing upright, and the other is lying horizontally next to it. Faint white chalk drawings are visible on the board, including a large, light-colored shape that resembles a stylized letter 'V' or a similar symbol, and some other less distinct marks. The overall lighting is soft, and the colors are muted.

# Developing a Pesticide Use Survey

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# Background

- Why a Pesticide Use Survey?
  - “Comprehensive nationwide information on the amount of pesticides used in the nation’s 110,000 public schools is **NOT** available” (GAO 1999, EPA 2003)



# States Taking the Lead

- EPA has recommended that schools undertake School IPM
- States have developed their own School IPM programs
  - States are collecting much needed baseline data on pesticide use in schools



# Pesticide Use Survey

- Importance of baseline data
  - Provide description of current status, trends
  - Provide means of detecting change once program is implemented
    - Use to determine **program impact** and **program outcomes**





# Pesticide Use Survey

- Assess current knowledge
- Assess current practices
- Develop baseline for impacts
- Determine information delivery avenues
- Demographic information



# Assess Current Knowledge

- General pesticide knowledge
  - Label information

“The label on a pesticide product is...”

- A general guideline
- A detailed advertisement
- A legal binding document
- Extra information
- Don't know

# Assess Current Knowledge

- General pesticide knowledge
  - Toxicity

“Are you aware of the relative toxicity of various pesticides to humans?”

- Yes
- No
- Don't Know



# Assess Current Knowledge

- General pesticide knowledge
    - General use/restricted use products
- “Federal law states that all pesticides must be classified. Which of the following classifications do you think satisfies the law?”
- Safe vs toxic
  - General use vs restricted use
  - (Others)
  - Don't know



# Assess Current Knowledge

- General knowledge of IPM

“Have you heard the term Integrated Pest Management (IPM)?”

- Yes
- No
- Don't Know

# Assess Current Practices

- Written policy for pesticide use

“Does your school have a written policy for pesticide use?”

- Yes
- No
- Don't Know

(AL, IA, MN, PA)

# Assess Current Practices

- Notification policies

“What type of ‘notification of pesticide use’ is provided by the school district for pesticide applications? Please circle all that apply.”

- None
- Written notices to teachers, staff, students
- Signs posted at entrances
- Signs posted on rooms treated
- Pre-treatment notice in school newsletter
- Post-treatment notice in school newsletter
- Maintain list of pesticide sensitive individuals
- Don’t know

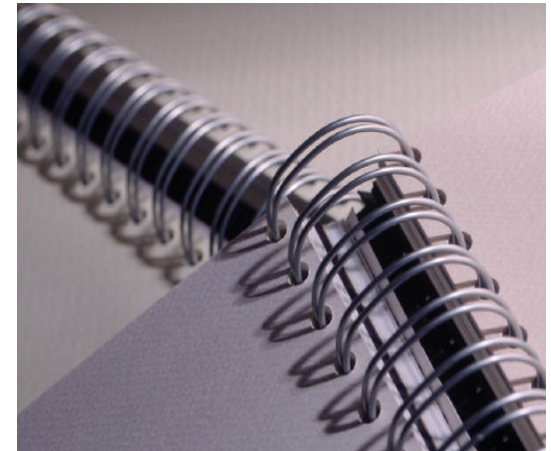
(AL, IA, MN)

# Assess Current Practices

- Written records for pesticide use

“Does your school maintain written records of pesticide applications?”

- Yes
- No
- Don't know







# Assess Current Practices

- Pesticide use decisions

“Who decides which pesticides to use, and when and where they are to be used?”

- Local School Maintenance Supervisor
- Local School Maintenance Staff
- County/District Maintenance Office
- Pest Control Company
- Other

(AL, IA, MN)

# Assess Current Practices

- Pesticide use decisions

“Are principals, teachers, or other employees authorized to purchase or bring their own pesticides for use in the school systems?”

- Yes
- No
- Don't know

# Assess Current Practices

- Pesticide use practices

“Who applies pesticides in your school?”

- District facilities director
- Custodial staff
- Maintenance
- Teacher
- Pest control company
- Parent
- Other (please specify)



(IA, MN)

# Assess Current Practices

- Pesticide use practices

“When are pesticides applied in your school?”

- Before school hours
- After school hours
- During school hours
- Weekends
- Other (please specify)



(AL, MN)



# Assess Current Practices

- Pesticide use practices

“How often are pesticides applied in your school?”

- Not sprayed
- As needed
- Once per month
- Four times per year
- Annually
- Other (please specify)



# Assess Current Practices

- Pesticide use practices

“How long do you keep children and adults out of treated areas after an application?”

- Less than an hour
- 1-4 hours
- 5-8 hours
- 9-12 hours
- 12-24 hours
- Other (please specify)
- Don't know



(IA, MN)



# Assess Current Practices

- Pesticide storage practices

“Where are pesticides stored in your school district?”

- District storage facility
- Locked school storage facility
- Unlocked school storage facility
- Other (please specify)

# Program Impacts

- Economic Impacts
- Environmental Impacts
- Health Impacts







# Economic Impacts

“How much did your district spend on **structural pest control** last year, including both pesticides and labor costs?”

“How much did your district spend on **outdoor pest control** last year, including both pesticide and labor costs?”

# Economic Impacts/Results

“In the Vista de las Cruces School in California, pest management costs went from \$1,740 a year to \$270 (plus labor) for two years.”

*Phil Boise, IPM/Agronomy Programs Manager,  
Santa Barbara, California*

# Environmental Impacts

- Pesticide use practices

“How often are pesticides applied in your school?”

- Not sprayed
- As needed
- Once per month
- Four times per year
- Annually
- Other (please specify)





# Environmental Impacts/Results

“Monroe County Indiana achieved a 92% reduction in pesticide use...”

*John Carter, Director of Planning, Monroe County Community Schools Corporation, Indiana*



# Health Impacts

“Have there been any reported illnesses that could be associated with pesticide applications in the past three years?”

“If yes, what is the total number of illnesses reported in the past three years?”





# Health Impacts/Results

“Monroe County Indiana achieved a 92% reduction in pesticide use...”

*John Carter, Director of Planning, Monroe County Community Schools Corporation, Indiana*

- Documentation of increase in non pesticide management practices
- Documentation of least toxic pesticide use
- Documentation of reduction of pesticide use
- Documentation of established reentry intervals



# Information Delivery Needs

- Source of Information

“How can information about IPM be made available to you...”

- IPM newsletter (paper, Web)
- Training workshops
- Extension publications
- Case studies

# Demographic Information

- How many students are enrolled in your school district?
- How many schools are in your district?
- What is the total number of square feet of the buildings you care for?
- Note: Demographic Information should be collected at the end of the survey

# Writing Good Survey Instruments

- Make survey look professional
- Try to make sections consistent
- Make survey short and concise

*more details tomorrow*



# Success with Surveys

- Sallant and Dillman (1994)
  - Personalized, advance notice letter (optional)
  - Personalized cover letter, survey instrument, return envelope
    - Handwritten signature
    - Illustration on cover of survey instrument
    - Self addressed stamped return envelope
  - Follow-up postcard
  - Personalized cover letter, survey instrument, return envelope





Questions??

*Thank you!!*