

PPDC Farmworker and Clinician Training Workgroup

Overarching Charge Question: How should EPA go about addressing new reporting requirements specified in PRIA 4 for PRIA set-asides for farmworker protection activities?
requirements specified in PRIA 4 for PRIA set-asides for farmworker protection activities?

- a. How should EPA evaluate appropriateness & effectiveness of farmworker protection activities?
- b. How should EPA engage stakeholders in decisions to fund such farmworker protection activities?
- c. How and when should EPA reach out to stakeholders, including farmworker community-based organizations, in their development of analyses on appropriateness and effectiveness of such activities?

Farmworker Training Recommendations

Some of the following recommendations may address more than one of the charge questions listed above. In addition, some of the recommendations would be easier to implement than others, and some would need more time to implement than others. Many of the recommendations would be on-going once implemented.

Highest Priority Recommendations

1. Involve farmworkers, farmworker organizations, and WPS trainers in EPA-funded projects that design, develop, review, and evaluate WPS training materials. This includes membership on advisory committees.
2. Incorporate evidence-based approaches to design and evaluate effective training.
3. Require that farmworker training be provided in an appropriate and engaging format and that it be culturally and geographically relevant. This should result in better retention of the material being presented.

Revising the funding mechanism to support the development of varied training materials for diverse crop systems and farmworker communities could help achieve these goals:

- a. Training is provided in a language the workers understand. (*already a requirement*)
 - b. Training method considers the literacy level of the workers. If necessary, training uses more images and fewer words.
 - c. Training acknowledges the reality of some farmworker situations (e.g., where water, toilets, and emergency help might not be close by).
 - d. Training incorporates relevant crops, pesticides, and types of application instead of a one-size-fits-all approach.
 - e. Training takes into account cultural characteristics of the workers that might make them disregard some of the training recommendations.
4. Conduct a pre-training needs assessment (and follow up on any earlier needs assessments) prior to developing requests for proposals (RFPs).

5. Include farmworkers, farmworker organizations, and WPS trainers in needs assessments.
6. Test effectiveness of different methods of communicating to employers the benefits of WPS training for them and their workers.

Other Recommendations

1. If EPA-funded programs focused on serving farmworker communities have advisory boards, EPA should consider requiring those programs to save 25-50% of advisory board seats for farmworkers – and should provide adequate support to facilitate their full participation.
2. Commit to continuing regular, quarterly meetings with farmworker organizations to receive feedback on farmworker issues related to WPS training.
3. Target farmworker groups when RFPs for WPS training materials go out.
4. Require transparency from funded programs in the development of training materials. (For example, when recommendations from different farmworker communities conflict, transparency in final decisions is important to assure stakeholders that their voices were heard.)
5. Require programs that serve farmworkers to have farmworkers evaluate their activities.
6. Encourage or require refresher training for non-licensed trainers.
7. Emphasize that: 1. training is to be conducted where workers are comfortable, and 2. questions and discussions are to be encouraged during training.
8. Increase WPS training for pesticide inspectors so that they are better equipped for enforcement.
9. Assess the level of compliance with WPS training (*on-going but possibly out of scope for this workgroup*).