

Safety and Health Investment Projects FINAL REPORT REQUIREMENTS

The purpose of the final report of your SHIP project is to:

1. Evaluate and document the achievements, challenges, and shortcomings of the project for the constructive benefit of others interested in learning from SHIP projects; and
2. Provide the Division of Occupational Safety and Health with information that shows:
 - a. The outcomes specified in the project application were met; and
 - b. The grant was used for the purpose(s) for which it was approved and in accordance with relevant WAC rules and any special conditions or requirements; and
 - c. The outputs of the project have been disseminated as specified in the application.

The report format has four sections:

1. Cover Sheet
2. Narrative Report (part I)
3. Financial Information (part II)
4. Attachments (part III)

Please provide complete and detailed information in the final report. If you have questions, please call your SHIP grant manager.

REMINDER!!: All products produced, whether by the grantee or a subcontractor to the grantee, as a result of a SHIP grant are in the public domain and can not be copyrighted, patented, claimed as trade secrets, or otherwise restricted in any way.

SAFETY AND HEALTH INVESTMENT PROJECTS FINAL REPORT

Farm Worker Safety & Health Trainings

2014XE00283

November 17, 2014 – February 29, 2016

Project Manager: Nieves Negrete

nnegrete@kdna.org

Northwest Communities Education Center/Radio KDNA
Washington Growers League

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Author: Nieves Negrete



PART I

Narrative Report

Abstract:

Present a short overview of the nature and scope of the project and major findings (less than half a page).

The overview of the project was to train 470 farm workers in two areas; basic farm safety and tractor training. The basic farm suite for field workers and included information on the Worker Protection Standards (WPS), prevention of heat related illness, safe lifting, and field sanitation and food safety. The stated goal was that NCEC/Radio KDNA would train 120 workers under the basic farm safety portion of the grant. The second part of the project was tractor skills and safety training for equipment operators. For this part of the grant, the goal was to train 350.

One major observation: The basic farm safety training is better suited to be presented early in the year, when growers are hiring workers and they have more time to train. It is almost irrelevant to train workers on basic farm safety at the end of the year when all of the crops have been harvested. This training needs to be offered at the beginning of the agricultural seasons.

The tractor training was well received. Again while growers were anxious to send workers to this training, it should be offered year round. We had many requests for this training and were unable to meet the need as the project ended.

Purpose of Project:

Describe what the project was intended to accomplish.

Before this program, there was not a standardized curriculum that was shared with farm workers. Current safety training is conducted through fastpaced, on-the-job training. This is not conducive for meaningful learning or consistent changes in behavior. There are a high number of tractor accidents that injure or kill operators each year in the state of Washington. As a result of these growing issues, the Northwest Communities Education Center (NCEC)/Radio KDNA and the Washington Growers League (WGL) collaborated to develop a program that could be replicated and scaled across Washington.

Program objectives and goals were developed by the program administrators with the overarching goal of decreasing farmworker related injuries and fatalities in Washington. For any program, it is understood that objectives are to be met within the time frame of the grant. Depending on the program goals, they are fulfilled at some point during the grant or after the grant, which is indicative of its long-term impact.

The program objectives for the SHIP consisted of the following:

1. Train a total of 470 farmworkers
2. Train 350 tractor and equipment operators in a tractor operation skills and safety course
3. Train 120 field workers in the basic farm safety suite (worker protection, pesticide safety, safe lifting, heat-related illness prevention, field sanitation, food safety).

The program goals for the SHIP consisted of the following:

1. Increase farmworkers' awareness of safety issues
2. Increase farmworkers' knowledge of Basic Safety and Tractor Training safety skills
3. Develop a standardized Basic Safety and Tractor Training Safety curriculum that can be used by farmworkers and agricultural organizations
4. Decrease farmworker related injuries and fatalities throughout Washington state.

Statement and Evidence of the Results:

Provide a clear statement of the results of the project include major findings and outcomes and provide evidence of how well the results met or fulfilled the intended objectives of the project.

The goal of the project was to train 470 farm workers in two areas. One component was basic farm safety and health suite for field workers which included Worker Protection Standards (WPS), heat related illness prevention, safe lifting, and field sanitation and food safety. The stated goal was that NCEC/Radio KDNA would train 120 workers under the basic farm safety portion of the grant. The second part of the project was tractor skills and safety training for equipment operators. For this part of the grant, the goal was to train 350. A total of 660 workers were trained.

Tractor and Equipment Safety Training

The Tractor training was eight (8) hours long and held both in a classroom setting and an outdoor field environment. Consideration of multiple learning styles led to the use of audio, kinesthetic, and visual tools. In the classroom, a power point presentation was provided, traditional instruction was employed, and packets of information were handed out to all of the participants. Participants were given the opportunity to practice proper techniques they learned in the classroom through the use of a tractor in large field outside of the classroom.

Basic Farm Safety Training

This training was held in a classroom setting and was conducted with the use of instruction, handouts and power point. The typical duration for this training was half a day. During this time, the topics of heat-related illness prevention, pesticides, field sanitation, and food safety. The standardized curriculum was used for the development of the handouts, pamphlets, and power point.

One major observation: The basic farm safety training is better suited to be presented early in the year, when growers are hired workers and they have more time to train. It is almost irrelevant to train workers on basic farm safety at the end of the year when all of the crops have been harvested. This training needs to be offered at the beginning of the agricultural seasons.

The tractor training was well received. Again while growers were anxious to send workers to this training we simply were not able to provide the number of requested training as the project end. This training should be offered year round.

Some of the comments we received from the workers in informal evaluations included having different different types of tractors and implements and having the training in an orchard setting.

Measures to Judge Success:

If relevant, state what measures or procedures were taken to judge whether/ how well the objectives were met and whether the project or some other qualified outside specialist conducted an evaluation.

Introduction

The Safety for Agricultural Farmworkers through Education (SAFE) Pilot Program was developed in order to address gaps of workplace training among farm workers. Previous to this program, there was not a standardized curriculum that was shared with farm workers. Current safety training is conducted through fast-paced, on-the-job training. This is not conducive for meaningful learning or consistent changes in behavior. There are a high number of tractor accidents that injure or kill operators each year in the state of Washington. As a result of these growing issues, Northwest Communities Education Center/Radio KDNA and Washington Growers League and collaborated to develop a program that could be replicated and scaled across Washington.

Overview of Program Components

The two partners, Northwest Communities Education Center/Radio KDNA and Washington Growers League and strategically formulated several key components, integral to addressing safety needs of farm workers. One component is the development of a standardized safety curriculum that is available in English and Spanish. Both curricula cover the areas of training for tractor skills and safety training for equipment operators and training in basic farm safety and health for field workers. Specifically, the basic farm safety curriculum covers pesticide safety for field workers, heat-related illness prevention, lifting safety, field sanitation, and food safety. Another component is that this curriculum is to be delivered by bilingual/bicultural instructors that are college-educated. Thirdly, the curriculum is packaged in a variety of formats to ensure that it is delivered in a manner that matches a participant's preferred learning style. In this program, there were accompanying power point presentations on each respective topic for those participants who best learn visually. In addition, handouts were developed for participants to follow along and reference after the trainings. For the tractor training module, the participants had the opportunity to simulate safety procedures and situations by learning hands-on with tractors. An additional component that was essential to this program was the approved release by farm owners for participants to receive the training.

Program Administration

Gilbert Alaniz and Mike Gempler provided overall leadership for the Safety for Agricultural Farmworkers through Education (SAFE) Pilot Program. Mr. Alaniz is the Director of Special Programs for the non-profit Northwest Communities Education Center/Radio KDNA. This community-based organization is a trusted resource for agricultural workers throughout the state of Washington. Northwest Communities Education Center (NCEC) has a variety of social improvement programs and is known as a provider and facilitator of services to the farmworker community. NCEC also operates a community technology center and has multiple classrooms for farmworkers and their families, which is used as a learning center.

NCEC/Radio KDNA utilized its broadcast media to promote the trainings.

Mr. Gempler is the Executive Director of the Washington Growers League. Washington Growers League (WGL) is a non-profit organization that has twenty-six years of experience supporting agricultural employers. The Washington Growers League (WGL) took the lead in the development of curriculum for tractor skills and safety training for farmworkers and basic farm safety and health curriculum. The strong, established connection with agricultural employers was one aspect of this program's success.

Program Staffing

Program implementation was made possible by a program coordinator and training instructors. The program coordinator was Nieves Negrete. Her role was to assist with the implementation of the program. This included coordinating the trainings, working with the instructors, and promoting the program, among other responsibilities. Nieves also greeted participants, fielded phone calls, and ensured that each participant had a handout packet.

The two bilingual instructors delivered the training to the participants. Both instructors were fluent in English and Spanish and also came from the same cultural background of the target participants. One bilingual instructor was dedicated to the basic farm safety training program. Another bilingual instructor was dedicated to the tractor safety training program. Both instructors were college educated and had experience teaching various topics. The tractor and equipment instructor had 32 years off teaching experience at the Toppenish School District.

Program Description

The SAFE Program operated from October 2015 until the end of February 2016. Participants were primarily recruited by Radio KDNA advertisements in Spanish, word of mouth referrals, recommendations by farm owners, WGL website, and local postings. The majority of the trainings were offered at the site of NCEC/Radio KDNA. Trainings were also offered in Granger, Toppenish, Sunnyside, Walla Walla, and Othello.

Tractor and Equipment Safety Training

The tractor training was held both in a classroom setting and an outdoor field environment. Consideration of multiple learning styles led to the use of audio, kinesthetic, and visual tools. In the classroom, a power point presentation was provided, traditional instruction was employed, and packets of information were handed out to all of the participants. Participants were given the opportunity to practice proper techniques they learned in the classroom through the use of a tractor in large field outside of the classroom.

Basic Farm Safety Training

This training was held in a classroom setting and was conducted with the use of instruction, handouts and power point. The typical duration for this training was half a day. During this time, the topics of heat-related illness prevention, pesticides, field sanitation, and food safety. The standardized curriculum was used for the development of the handouts, pamphlets, and power point.

Community Collaborations

Existing partnerships were leveraged to support the intent of the program. This allowed the SAFE Program to extend its reach and offer the training in additional locations. These included Heritage University and Inspire Development Centers.

Heritage University is located in Toppenish, Washington and has received designation from the Department of Education as a Hispanic-Serving Institution. Accordingly, Heritage University targets individuals from farm working backgrounds. The college is also well respected in the community. Holding trainings at Heritage University is noteworthy because of its location near multiple farms where farm laborers work.

Inspire Development Centers, formerly Washington State Migrant Council, has a longstanding history of serving migrant and economically disadvantaged individuals and families.. They have centers throughout Washington that are strategically located in agricultural hubs. Inspire Development Centers offer a range of wellness, educational, and social services.

Program Objectives, Goals, and Quality

Program objectives and goals were developed by the program administrators with the overarching goal of decreasing farmworker related injuries and fatalities in Washington. For any program, it is understood that objectives are to be met within the time frame of the grant. Depending on the program goals, they are fulfilled at some point during the grant or after the grant, which is indicative of its long-term impact.

The **program objectives** for the SHIP consisted of the following:

1. Train a total of 470 farmworkers
2. Train 350 tractor and equipment operators in a tractor operation skills and safety course
3. Train 120 field workers in basic farm safety suite (worker protection, pesticide safety, lifting safety, heat-related illness prevention, field sanitation, food safety).

The **program goals** for the SHIP consisted of the following:

1. Increase farmworkers' awareness of safety issues
2. Increase farmworkers' knowledge of Basic Safety and Tractor Training safety skills
3. Develop a standardized Basic Safety and Tractor Training Safety curriculum that can be used by farmworkers and agricultural organizations
4. Decrease farmworker related injuries and fatalities throughout Washington.

In addition, the program director and program coordinator were interested in learning about the quality of the training. In order to determine this, a set of questions was developed as part of a survey. Survey questions were as follows:

1. What did you like about the training?
2. Do you have any recommendations on how to improve materials and presentation?
3. Do you have any recommendations on how we can improve the training?
4. How would you rate the presenter? (1-5)

Data Collection Strategy

A combination of quantitative and qualitative methods were used to determine if program objectives and goals were met or on track to be met. Furthermore, the program director and program coordinator were interested in learning about the quality of the trainings as perceived by the participants. These questions sought to uncover feelings, values, and perceptions. As such, a qualitative method lends itself to data collection methods that are geared towards answering these types of non-quantitative questions. Data collections methods consisted of surveys, interviews, and observations.

The observations consisted of two Tractor Safety trainings and two Basic Farm Safety trainings totaling four observations that informed this evaluation. The trainings lasted several hours. During the observations, random participants were interviewed in-between instruction modules.

Data Analysis Plan

As familiarity with the data increased, information was categorized through a coding process. This encompassed looking at frequently used words or phrases, identifying patterns, and for emerging themes, such as through text or observed behavior. Subsequently, themes were categorized.

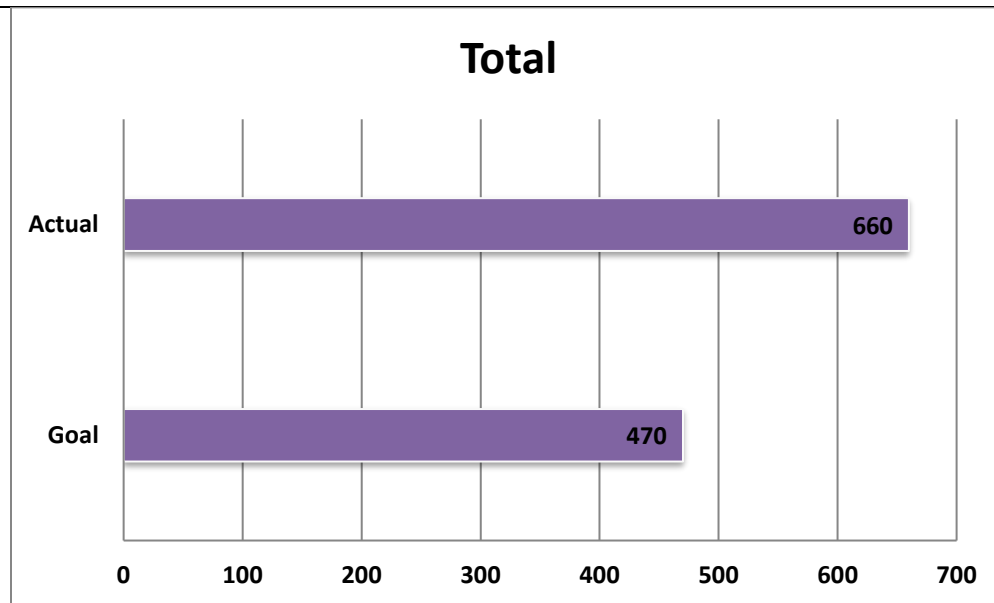
Once categories were established, patterns and connections were identified in respect to the categories. Specific ways that this was accomplished included combining larger categories, finding relationships within categories, and noting the frequency of identified themes.

Finally, data was interpreted by objectively inferring conclusions. It is at this point that responses were examined to determine if they aligned with the objectives, goals, and training quality questions.

Findings

Surveys, interviews, and observations were used to determine if the program objectives and goals were met. These data sources also determined program quality and uncovered additional findings that can inform the next iteration of this program.

Objectives

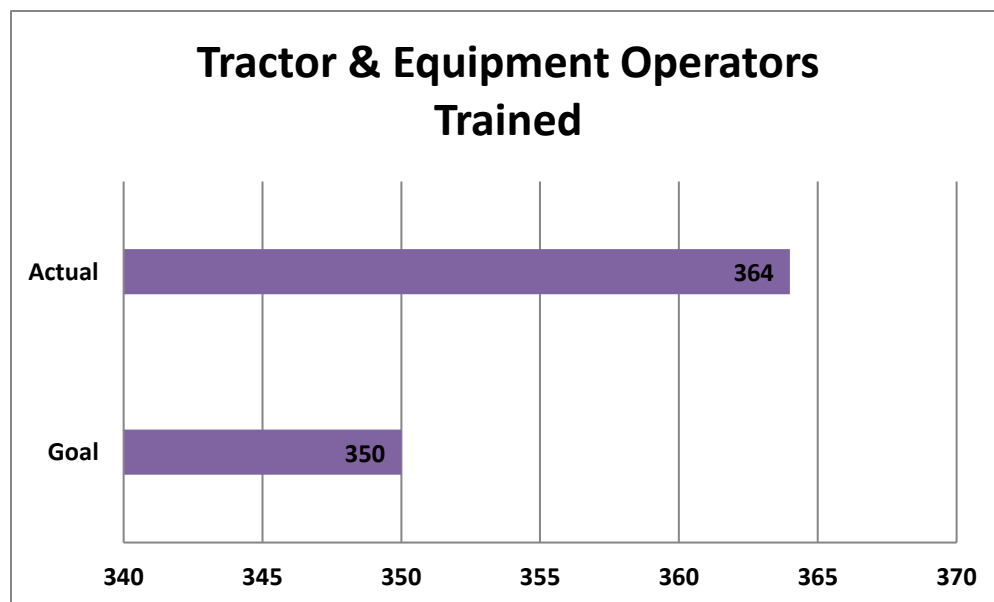


Evaluation of Objective 1: Train a total of 470 farm workers

The program **exceeded** this objective by training 660 farm workers.

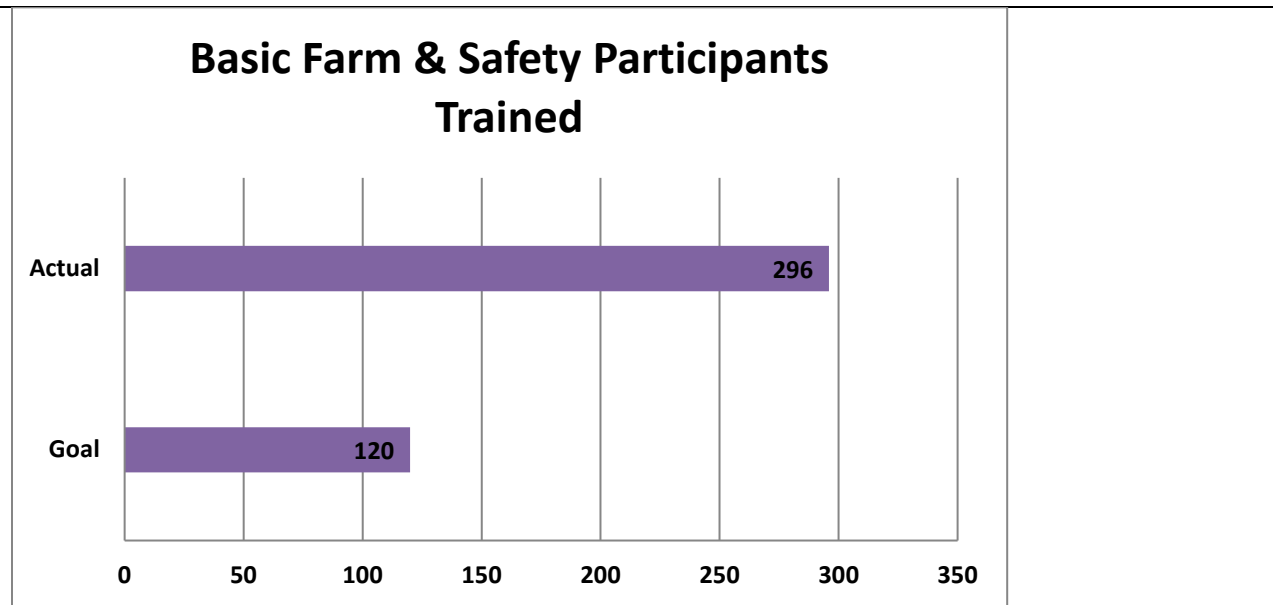
Evaluation of Objective 2: Train 350 tractor and equipment operators in a tractor operation skills and safety course.

The program **exceeded** this objective by training 364 tractor and equipment operators.



Evaluation of Objective 3: Train 120 field workers in basic farm safety course

The program **exceeded** this objective by training 296 participants in basic farm safety.



Goals

Evaluation of Goal 1: Increase farmworkers' awareness of safety issues

The program **met** this goal. Many participants noted in their surveys that their awareness of safety issues increased as a result of this training. One participant commented, "The training was beneficial to our futures."

Evaluation of Goal 2: Increase farmworkers' knowledge of Basic Safety and Tractor Training safety skills.

The program **met** this goal. Observational, interview, and survey data served as sources for this assertion. For example, one participant offered his experience from this training, "I learned about the different chemicals and how to protect myself."

Evaluation of Goal 3: Develop a standardized Basic Safety and Tractor Training Safety curriculum that can be used by farmworkers and agricultural organizations. The program **met** this goal by developing a standardized training curriculum. In performing a reviewing of the handouts, pamphlets, and power points it was determined that the curriculum was standardized and could be used by various instructors and organizations.

Evaluation of Goal 4: Decrease farmworker related injuries and fatalities throughout Washington.

The program **met** this goal. The source for this assertion is the multiple interviews with program participants. Many participants stated that the training taught them the importance of taking precautions and how to take precautions in the workplace. A participant stated after the training, "I learned more about working better in the fields and preventing accidents."

Quality

In reviewing the surveys filled out by participants, content analysis was performed to

interpret meaning and extract major themes from text data. Several major themes emerged in reference to participants' perception of the quality of the training.

Basic Skills Farm Safety Survey Responses

1. What did you like about the training?

The majority of the participants surveyed were satisfied with the basic skills and safety training. For participants who did offer suggestions, several themes about the training were repeatedly found in survey responses. They are ranked in order of frequency below.

A. Clarity by the instructor - "That it was clear and well explained."

The clarity of the instructor was the number one response to participant's positive view of the training. Many participants commented on his teaching delivery that was easy to understand.

B. Handouts - "What I liked were the explanations in the pamphlets and the figures that indicate the dangers."

Handouts were the second most popular part of the Basic Skills and Safety training. In fact, there were several participants who stated that they wanted additional handouts to review at home.

C. Information - "Very informative. I learned a lot about pesticides and how to be more careful when dealing with chemicals."

In addition to the training being informative according to participants, many of the responders stated that their awareness of the potential dangers increased.

D. Language - "Everything was good information from the training because it was in the Spanish language."

Having the training in Spanish enabled the communication barrier to be reduced and learning to occur.

2. Do you have any recommendations on how to improve materials and presentation?

For this question, the majority of participants stated that they were pleased with the training and did not have recommendations. For those that offered recommendations, themes were coded and categorized, which are noted in order below.

A. Color code safety handouts - "I think it's beneficial to add some color content to the pamphlets, which results in highlighting the important principles."

There were a significant number of participants who felt that adding color to the safety handouts would aid in their learning.

B. More videos - “Add videos after examples.”

This secondary theme illustrates that the use of videos was helpful and that participants wanted more videos in the training.

C. Power point handouts - “Handouts of the power points so that we can follow along and take notes.”

Several participants seemed to learn better through a combination of visual cues and writing notes.

3. Do you have any recommendations on how we can improve the training?

Many participants responded favorably to this survey question by stating that the training was fine as it was. For those participants who did offer suggestions, a number of themes emerged. They are ranked in order below.

A. More interaction with peers - “That it was a little more interactive.”

Many participants commented that learning with the co-workers and in smaller groups was or would be helpful. This cohort-based model learning approach has been used in various educational settings with proven success.

B. More time - “I think more time.”

Although the training covered several hours, participants were still engaged and wanted to learn more about Basic Farm Safety topics.

C. Having managers and supervisors present - “I think that the training was good, but what’s lacking is that supervisors and managers are not present.”

A significant percentage of participants thought that including managers and supervisors in this training would be beneficial.

4. How would you rate the presenter? (1-5)

The participants were surveyed to rate the presenter on a scale of 1 (Poor) to 5 (Excellent). The average rating of this question for the Basic Skills Safety instructor was **4.79**. Based on these survey results, it can be stated that the Basic Skills Safety presenter was perceived to deliver the instruction in a highly favorable manner.

Tractor and Equipment Safety Training

1. What did you like about the training?

A large percentage of participants were satisfied with the training. When asked to specify what they liked about the training, a number of common themes emerged.

☐ **Hands on training** - “I liked that I learned how to drive a tractor.”

The primary theme for this question was the hands-on training. Many of the participants viewed the hands-on training with the tractor as helping them to learn the safety concepts. A participant commented, “Honestly, the practice with the tractors was good to learn more about the machinery.” Furthermore, the hands-on training supported the classroom instruction. This is evidenced by the following quote, “The materials were very detailed and explained very well. They became even better after the hands on training because the experience connects with the materials and makes the training more memorable.

☐ **Interaction with peers** - “The practice and all of the participation of all the co-workers with their comments and experiences.”

The second most prevalent theme as noted by the participants was the interaction with their peers. In observing the tractor trainings, I saw that the instructor encouraged peer discussion as another teaching method. This theme is support by interviews with various participants who stated that they learned a lot from their peers.

☐ **Materials** - “I liked the manual. The information provided in the pamphlet was interesting and important.”

A significant number of participants cited the materials as being beneficial to their learning. The following quote supports the fact that participants will review what they have learned and share what the materials with others, “very helpful and get to keep so I can read again and again plus share with others.”

2. Do you have any recommendations on how we can improve our materials and presentation?

Nearly all the participants were pleased with the materials and presentation. However, there were a few suggestions that were categorized into the following themes shared below.

☐ **More groups** - “In groups, we can all share each other’s experiences and learn from each other.”

This theme is indicative of the benefit of peer learning or cohort-based instruction. Additional comments from this theme suggest that smaller groups are conducive to more interaction.

☐ **More pictures and checklists** - “More pictures in the pamphlets.”

This common theme supports the fact that many participants from this training are not only kinesthetic learners, but also visual learners. In addition, the desire for checklists suggests the desire to learn a method that will facilitate memorization.

3. Do you have any recommendations on how we can improve our training? “That the managers are present.”

An overwhelming percentage of participants thought that the training was well laid out and informative. In addition to liking the training, there were also a smaller percentage of participants who had suggestions to improve the training.

☐ **Include Supervisors and Manager** - ““Everything was very good and how they explained. Only that managers should be called so that they can come to the trainings too.”

In asking probing for further, participants desired for their supervisor in hopes that they may have a better understanding of what is being requested of farm workers during their job.

4. How would you rate the presenter? (1-5)

The participants were surveyed to rate the presenter on a scale of 1 (Poor) to 5 (Excellent). The averaged rating of this question for the Tractor Equipment and Safety Skills instructor was **4.94**. This indicates an extremely high rating of participant satisfaction with the instructor.

Summary

The SAFE Pilot Program proved to successfully meet its program objectives and goals. Moreover, the overall training quality was perceived to be high by program participants. Quantitative and qualitative data support these conclusions. Specific qualitative data used to measure success were open-ended questions in surveys, interviews with program participants, and training observations. Although the majority of participants were satisfied with overall training, the survey questions revealed noteworthy themes. These themes confirmed the assumptions of NCEC/Radio KDNA and WGL when they crafted the program design. Likewise, the survey yielded informative themes that can inform and strengthen this program if replicated.

The standardized curriculum was viewed as a valuable resource for many participants. The ability to take the material home to review and to share with others deepened their knowledge acquisition. Hundreds of participants were taught safety protocols, but the fact that the curriculum was standardized ensures that participants across the board receive the same information. Several suggestions emerged from the surveys, which may strengthen the curriculum. One such suggestion was to add color to the materials, particularly to the pesticides pamphlets.

Another strong recommendation that surfaced in both the Basic Skills and Safety surveys and the Tractor and Equipment surveys was for supervisors and managers to be present during the trainings.

As stated earlier in this report, one of the reasons for this desire was so that they supervisors and managers would have a better understanding of the multiple safety

precautions required of them.

The theme of the materials and instruction delivered in Spanish was another components of the program that was applauded by participants. Further adding support of this claim were the observations. Both instructors were not only bilingual, but they were bicultural. Coming from the same background of the participants was helpful in establishing trust with them. Participants felt comfortable asking questions and sharing their experiences. The value of this cannot be overlooked.

Both instructors received a great deal of compliments as noted in the surveys. Reasons for this included clarity, use of examples, and explanations. It was also observed that the instructors would periodically ask participants questions during their trainings to test their knowledge. In particular, the tractor training would not only ask questions, but asked to explain the why, in order to ensure that participants understood. Case scenarios were also used and found to be useful for participant learning.

Interviews also revealed that working in small groups, such as with the tractor training sessions were beneficial to the participants. Observations also indicated that when an individual did not know how to conduct a procedure, that others provided guidance in a supportive manner. This type of co-operative learning was not anticipated during the development of this project, but it is worth incorporating in similar programs in the future.

An additional theme worth further consideration is incorporating more time into the trainings. The primary reason for this recommendation by participants was so that they had more time to learn through repetition, especially for the tractor training.

The combination of instruction, power point, handouts, and hands-on trainings proved to be one of the most successful components of the program according to survey data. Adding to these multiple instructional approaches was the recommendation to include short movies in the presentation. It is recommended that if this program were to transition from a pilot program to a full program, that these themes and recommendations be reviewed and intentionally integrated.

It was clearly observed that if given the opportunity to participate in a program that teaches overall farm safety that individuals will attend and genuinely learn. One participant that was interviewed stated that he travelled from Pasco, Washington to learn proper safety procedures. He felt that it was not only important for him to know, but that he had the obligation to share with others as a result of this training.

Relevant Processes and Lessons Learned:

Specify all relevant processes, impact or other evaluation information which would be useful to others seeking to replicate, implement, or build on previous work

AND

Provide information on lessons learned through the implementation of your project. Include both positive and negative lessons. This may be helpful to other

organizations interested in implementing a similar project.

Some of the questions asked the workers were:

1. What did you like about the training?
2. Do you have any recommendations on how to improve materials and presentation?
3. Do you have any recommendations on how we can improve the training?
4. How would you rate the presenter? (1-5)

Basic Farm Skills & Safety

The class size for the basic farm training was 30 people. The curriculum is solid and well received by those who attended the training. At the beginning of the project we had the Worker Protection Standards (WPS) first on the curriculum but it was suggested the topic was a little heavy and even, perhaps, dull to have at the beginning of the training. Thereafter, the order of the training was changed and the WPS was moved to the end of the trainings; it flowed better.

Even though the basic farm training was well received, not many growers sent their workers even though it was promoted on Radio KDNA, at the WorkSource offices and listed on the Washington Growers League (WGL) website. After much thought we came up with one possibility as to why this happened; the training was offered too late in the season. It might be better to provide the training at the beginning of the agricultural year, say February, when growers are hiring workers and have to provide training. Our training started in October by then many of the workers had left or been laid off. Timing is everything.

Additionally, I attended several basic farm trainings and while the information is solid and the powerpoint presentation helpful, it needed something else to hold people's attention; something more interactive.

Tractor Skills & Safety

This training was sought after by many growers; 38 growers sent their workers. Our last training was February 16, 2016, and we are still receiving requests. This training should be offered year round. We had originally budgeted for 20 room rentals, however, we wound up scheduling 24 trainings. Because the training necessitated hands on instruction, we tried to limit the class size to 15 although on several occasions we went over the limit due to the demand. Some of the comments we received from the workers in informal evaluations included having different different types of tractors and implements and having the training in an orchard setting as well as providing an obstacle course as part of the training.

Pilot Project

The project's concept was/is excellent and based on its main purposes is to increase and

improve the knowledge and safety of the agricultural worker. At the time this proposal was written nothing of its kind had been offered before and therefore no training curriculum existed. As a result of this project, more than 600 people were trained. Although the idea behind the project was sound, the original plan had some kinks in it and changes were made along the way to make it better...that's the purpose of a pilot project; to improve on the concept as it goes along. Some of the obstacles we encountered were:

The original budget did not include a line item for copying the curriculum, translations or marketing. Corrections were made as needed. We learned that when preparing a budget, you need to think of every possibility scenario and plan for it.

Personnel: Originally the project had a registration aide position was removed from the budget because the duties were absorbed under the coordinator position.

Subcontractors: The curriculum line item was increased because we underestimated the time it was going to take to not only write it but also format both English and Spanish versions of the materials.

Publication: Factor in this item if you are going to promote a project. Some of the issues that arose were copying costs. The tractor curriculum included handouts and those handouts had color pictures. It was important the handouts be in color to show the the actual instrumentation.

Translation: We were originally going to translate both curriculums into Spanish in house but due to the technicality of the tractor materials those were outsourced to a professional translator. The basic farm translations were done in house with staff who are native Spanish speakers. This is an important issue especially if you are going to provide training materials in a language other than English. We even translated the evaluations as well as the labels on the folders.

Equipment: We had the good fortune of having a receptive equipment dealer in the area who loaned us the use of a field and orchard tractor as well as implements for the training. The training would not have been very successful without equipment. One thing to consider is if you are going to use equipment, make sure you have a place to store it overnight and, don't forget insurance.

Product Dissemination:

Outline of how the products of the project have been shared or made transferrable.

All the training attendees received the curriculum and handouts in their language of preference. The curriculum was also put on a powerpoint presentation that corresponded with the written materials.

Feedback:

Provide feedback from participants, trainees, individuals who have used your products/processes, as well as any reports from an independent evaluator on the project.

A combination of quantitative and qualitative methods were used to determine if program objectives and goals were met or on track to be met. Furthermore, staff was interested in learning about the quality of the trainings as perceived by the participants. These questions sought to uncover feelings, values, and perceptions. As such, a qualitative method lends itself to data collection methods that are geared towards answering these types of non-quantitative questions. Data collections methods consisted of surveys, interviews, and observations.

We provided all attendees with a simple evaluation produced in house and both components of the project received very favorable feedback.

“Everything was good information from the training because it was in the Spanish language.” Having the training in Spanish enabled the communication barrier to be reduced and learning to occur.

“That it was a little more interactive.” Many participants commented that learning with the co-workers and in smaller groups was or would be helpful.

“I think that the training was good, but what’s lacking is that supervisors and managers are not present.” A significant percentage of participants thought that including managers and supervisors in this training would be beneficial.

A participant commented, “Honestly, the practice with the tractors was good to learn more about the machinery.” Furthermore, the hands-on training supported the classroom instruction. This is evidenced by the following quote, “The materials were very detailed and explained very well. They became even better after the hands on training because the experience connects with the materials and makes the training more memorable.

Project's Promotion of Prevention:

Explain how the results or outcomes of this project promote the prevention of workplace injuries, illnesses, and fatalities?

We firmly believe that both trainings provided important and relevant information to all who attended. In basic farm, they learned how to lift safely to prevent injuries, the causes of heat related illnesses and how to avoid from suffering from heat related illness and possible fatality. They also learned how about the WPS and especially what to do in case of sexual harassment in the workplace.

Those attending the tractor portion of the project, learned how to properly drive a tractor, when to use Rollover Protective Structures (ROPS) as well as the basics of a hydraulic and power take off (PTO) systems. While many of the workers had previously used a tractor, the training gave them the rationale behind the safety precautions.

Uses:

How might the products of your project be used within the target industry at the end of your project?

Is there potential for the product of the project to be used in other industries or with different target audiences?

The training materials can be used in the agricultural industry as well as any industry with line workers or where tractors are used; which include, trucking companies, maintenance workers even office workers to some extent due to the areas covered in the basic farm skills and safety component. Although the name of the training should be changed to something more universal.

Organization Profile:

For awarded organizations, to include partners and collaborators, provide a brief description of each organization. Mission, vision, and purpose for each of the organizations who applied (this includes partners and collaborators) for the grant.

Northwest Communities' Education Center (NCEC), was the lead agency in this grant and therefore responsible for the implementation of the project and all reporting duties. NCEC's mission statement is as follows:

Northwest Communities' Education Center (NCEC), will provide education by using information in response to the cultural and informational isolation of Hispanics and other disadvantaged communities. NCEC, with its radio station, KDNA, will utilize the radio to produce quality radio programming to help these communities overcome barriers of literacy, language, discrimination, poverty and illness. In this way, NCEC will empower our communities to more fully participate in our multiethnic society.

Washington Growers League (WGL) was NCEC's partner and was our agricultural expert. The WGL has twenty-six years of experience supporting agricultural employers. Their mission statement reads:

Washington Growers League is a non-profit, non-partisan association formed exclusively to assist and represent agricultural employers on labor and employment issues. We are the labor specialists in the industry and provide vital human resource services to agricultural employers in Washington state.

Members of the Washington Growers League can rely on assistance from a professional staff with expertise in the legal, housing and safety requirements unique to the agricultural industry.

Additional Information

Project Type <input type="checkbox"/> Best Practice <input type="checkbox"/> Technical Innovation <input checked="" type="checkbox"/> Training and Education Development <input type="checkbox"/> Event <input type="checkbox"/> Intervention <input type="checkbox"/> Research <input type="checkbox"/> Return to Work <input type="checkbox"/> Other (Explain):	Industry Classification (check industry(s) this project reached directly) <input checked="" type="checkbox"/> 11 Agriculture, Forestry, Fishing and Hunting <input type="checkbox"/> 21 Mining <input type="checkbox"/> 22 Utilities <input checked="" type="checkbox"/> 23 Construction <input checked="" type="checkbox"/> 31-33 Manufacturing <input type="checkbox"/> 42 Wholesale Trade <input checked="" type="checkbox"/> 44-45 Retail Trade <input checked="" type="checkbox"/> 48-49 Transportation and Warehousing <input checked="" type="checkbox"/> 51 Information <input type="checkbox"/> 52 Finance and Insurance <input type="checkbox"/> 53 Real Estate and Rental and Leasing <input type="checkbox"/> 54 Professional, Scientific, and Technical Services <input type="checkbox"/> 55 Management of Companies and Enterprises <input type="checkbox"/> 56 Administrative and Support and Waste Management and Remediation Services <input type="checkbox"/> 61 Educational Services <input type="checkbox"/> 62 Health Care and Social Assistance <input type="checkbox"/> 71 Arts, Entertainment, and Recreation <input type="checkbox"/> 72 Accommodation and Food Services <input type="checkbox"/> 81 Other Services (except Public Administration) <input type="checkbox"/> 92 Public Administration
Target Audience: Farm workers and grower representatives.	
Languages: English and Spanish	
Please provide the following information - - <i>(information may not apply to all projects)</i>	
# classes/events:	53
# hours trained	279
# students under 18	68
# workers	592
# companies represented	38
# reached (if awareness activities)	
Total reached	660
List, by number above, industries that project products could potentially be applied to. 11, 23, 31-33, 42, 44-45, 48-49, 51	
Potential impact (in number of persons or companies) after life of project? This would impact hundreds of people as there is a large turnover in farm workers not to mention other fields of employment.	
Have there been requests for project products from external sources? Yes <i>If Yes, please indicate sources of requests:</i> Grower representatives have requested the information in both English and Spanish to use in training their own employees.	

PART II

Financial Information Budget Summary

Project Title: Farm Worker Safety & Health Training

Project #: 2014XE00283

Report Date: February 22, 2016

Contact Person: Nieves Negrete

Contact #: 209.854.2222

Start Date: November 14, 2014

Completion Date: February 29, 2016

1.	Total original budget for the project	\$ <u>119,046.00</u>
2.	Total original SHIP Grant Award	\$ <u>119,046.00</u>
3.	Total of SHIP Funds Used	\$ <u>118,428.52</u>
4.	Budget Modifications (= or - if applicable)	\$ <u>0</u>
5.	Total In-kind contributions	\$ <u>36,000.00</u>
6.	Total Expenditures (lines 3+4+5)	\$ <u>154,428.52</u>

Instructions:

- Complete the Supplemental Schedule (Budget) form first (on the next page).
- The final report must include all expenditures from date of completion of interim report through termination date of grant.
- Indicate period covered by report by specifying the inclusive dates.
- Report and itemize all expenditures during specified reporting period per the attached supplemental schedule.
- Forms must be signed by authorized person (see last page).
- Forward one copy of the report to **Caprice Catalano, SHIP Grant Manager** at **PO Box 44612, Olympia, WA 98504-4612**

PART II (Continued)

Financial Information

Supplemental Schedules (Budget)

Project Title:	Farm Worker Safety & Health Training		
Project #:	2014XE00283	Report Date:	February 22, 2016
Contact Person:	Nieves Negrete	Contact #:	509.854.2222
Total Awarded:	119,046.00		

ITEMIZED BUDGET: How were SHIP award funds used to achieve the purpose of your project?

	Budgeted for Project	Amount Paid Out	Difference
A. PERSONNEL	59,695.00	59,379.26	315.74
Explanation for Difference and other relevant information: We allocated more money than necessary for the basic farm safety but went over in tractor leaving a balance of \$315.74.			

	Budgeted for Project	Amount Paid Out	Difference
B. SUBCONTRACTOR	30,325.00	30,324.48	\$0.52
Explanation for Difference and other relevant information: After all the expenditures, only \$.52 cents remained in the line item.			

	Budgeted for Project	Amount Paid Out	Difference
C. TRAVEL	500.00	443.56	56.44
Explanation for Difference and other relevant information: There were only three trips, Mattawa, Othello and Walla Walla.			

	Budgeted for Project	Amount Paid Out	Difference
D. SUPPLIES	4,050.00	4,283.50	(233.50)
Explanation for Difference and other relevant information: At the end of the project, after calculating all the costs, this figure was equaled out by the overages in other categories.			

	Budgeted for Project	Amount Paid Out	Difference
E. PUBLICATIONS	12,976.00	12,497.72	478.28
Explanation for Difference and other relevant information: The overages in one category was taken into account to reduce the overages in others when we finalized the budget.			

	Budgeted for Project	Amount Paid Out	Difference
F. OTHER	11,500.00	11,500.00	0
Explanation for Difference and other relevant information:			

	Budgeted for Project	Amount Paid Out	Difference
TOTAL DIRECT COSTS	107,546.00	106,928.52	617.48
	Budgeted for Project	Amount Paid Out	Difference
TOTAL INDIRECT COSTS	11,500.00	11,500.00	0
	Budgeted for Project	Amount Paid Out	Difference
TOTAL SHIP BUDGET	119,046.00	118,428.52	617.48

	Budgeted for Project	Amount Paid Out	Difference
G. IN-KIND	36,000.00	36,000.00	0
Explanation for Difference and other relevant information:			

I hereby certify that the expenditures listed on this report were made with my approval:

Date

Signature of Project Manager

PART III

Attachments:

Provide resources such as written material, training packages, or video/ audio tapes, curriculum information, etc. produced under the grant.

Also include copies of publications, news releases, curriculum, posters, brochures, etc.

The above information should also be provided on a CD or DVD for inclusion in the file.

- DVD: must be in an MP4 format
Other video files must be provided in uncompressed source files.
- Publications:
PDF of publication should be provided. SHIP also needs the original publishing documents (design documents), .eps, and .psd (if any illustrations/graphics are used)

REMINDER!!: All products produced, whether by the grantee or a subcontractor to the grantee, as a result of a SHIP grant are in the public domain and can not be copyrighted, patented, claimed as trade secrets, or otherwise restricted in any way.