

EL Chapp Construction Hispanic Action Protection Plan We Speak Safety Nosotros Hablamos Seguridad

SHIP GRANT #2009XC00129

03/08/2011 05/27/2011 (ext. 07/15/2011)

Margie Weinberg, Project Manager

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The Smart Association
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206-523-90445 or
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July 15, 2011

Margie Weinberg, Author



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The SMART Association is solely responsible for the content of and views expressed in this report and related materials unless they have been formally endorsed by the Washington State Department of Labor and Industries.

PART I

❖ Organization Profile

Founded in 1992, the Smart Association is a non-profit business association providing companies with resources to manage and control risk in Washington State for their companies and their workers. Smart promotes safety through services such as on site safety reviews, accident investigations, educational materials, training classes, and pro-active claims management.

Our vision is to remain a committed advocate and resource for employers, focused on increasing safety awareness and improving safety practices throughout the state. To this end, the Puget Sound Area Safety Summit is sponsored and administered by Smart. Comprised of a network of government, business and labor that meets monthly to offer topics related to developing methods and solutions to address and improvement workplace safety.

❖ Abstract

Training and material developed with this SHIP grant award have resulted in a bi-lingual English/Spanish construction safety handbook. Designed to be used by English speaking job-site supervisors, this allows for communication to Hispanic workers in their own language, thereby breaking down language barriers, aborting unsafe work, and teaching safe and acceptable construction work practices. A partial list of subjects covered includes ladder safety, electrical safety, personal protective equipment, and fall hazards.

Initially surveys and focus groups provided the subject matter desired by the industry to be included in the booklet. Drafts and samples of ideas for formatting and layout were also reviewed by stakeholders. Companies and safety professionals reflected through focus groups and training classes repeatedly that this tool would be very helpful.

The accompanying classroom training discusses cultural and social norms of the growing Hispanic immigrant construction population. The booklet instruction simulates work environments with scenarios that allow a user to demonstrate a sense of confidence in using the book to communicate prior to going out to the construction site.

Final product development was approved by Labor and Industries with assistance provided by an assigned technical advisor. Through this partnership, accuracy within existing field standards was assured, abiding to

the scope of the grant project. L&I also provided a translation advisor, supporting and verifying the existing project translator's work.

Contractors are definitively looking for help in communicating safe work with their Hispanic workers on jobsites. Use of the book can improve employer-employee relations by demonstrating efforts to support worker safety. Outreach was conducted through various channels, such as the Puget Sound Area Safety Summit, direct contact with construction company members of SMART, outreach to the Associated General Contractors (AGC) and the Master Builders Association (MBA), and Labor and Industries.

❖ Purpose of Project

The overall strategy is to provide a tool that would assist in breaking down language barriers between English speaking management representatives, who are responsible for safety and their Hispanic speaking workers so that its use may contribute to reducing accidents and illness. Reach and teach low-literate and illiterate Hispanic workers with critical safety and health information

Goals:

- Offer contractors a communication tool to stop unsafe activities and offer corrective proper action/protection to Spanish speaking construction workers**

- Increase awareness of proper action and effective protection**

- Eliminate risky behaviors**

- Assist employers with communicating safety practices on the job-site to low literate workers**

- Provide a user friendly Book that English speaking contractors can use as a means to "pick up" key Spanish construction safety and health terms**

- Improve employer-employee relationships by efforts of communicating safety in Spanish, and understanding the cultural**

- Provide workers a tool to learn key safety phrases in English**

"Key to an effective safety program is a workforce that understands the risks, observes management's commitment, and accepts their own role in preventing accidents and injuries".

Workers stated repeatedly in early feedback that management's use of the booklet and attempts at speaking Spanish to their workers would be both a catalyst for improving relations and increased safety awareness as accomplishments.

❖ Statement of the Results Evidence of the results



Concrete Work

Trabajo de Concreto
Tra-ba-jo de Con-cre-to

HALT
DETENTE
De-ten-te

THIS IS DANGEROUS **ESTO ES PELIGROO**
Es-to es pe-li-gro-so

STOP WORKING **PARE DE TRABAJAR**
Pa-re de tra-ba-jar

Avoid skin contact with wet cement

Evite el contacto del cemento con la piel

E-vi-te el con-tac-to del ce-men-to con la piel

Contact can cause serious skin problems

Contacto con la piel causa serios problemas

Burns can come from concrete or lime bags

El cemento y la cal pueden causar quemaduras químicas

Rinse skin exposed to concrete immediately!

Lava la piel expuesta al cemento inmediatamente!

Only use water or mild soaps. Do not use solvents.

Solo usen agua y jabón. No usen solventes.

This project completed milestones set forth in the work plan that resulted in an English Spanish construction safety tool booklet (EL Chapp), for use on jobsites and an accompanying classroom training that highlights effective communication styles and an understanding of the cultural and social norms of this population of workers and provided exercises on use of the booklet.

Milestone One: surveys and focus groups to determine we are on the right track with what should be covered in the bi-lingual booklet.

Milestone Two: Draft two sections, translate, search for appropriate accompanying photo, and submit for review to Labor and Industries. Incorporate changes/suggestions, test at two test sessions, and determine evaluation methods.

Milestone Three: continue to develop the remaining 10 sections, edit, layout, translations, and photos, develop accompanying classroom power point training.

Milestone Four: Both phases are completed and evaluation methods determined and approved. Booklet goes to printing and outreach to conduct classroom training take place.

Feedback from participants has been positive. The pocket size, the topics covered, the layout, the durability; all make it user friendly. Often suggesting that for the first time, supervisors feel they have a tool to communicate to non English speaking or low literate Hispanic workers about what they were doing wrong and how to correct it. The inability to communicate effective safety and health information is an urgent problem that this project helps address. (see **Feedback** section below with summary of participant comments)

Over 70 companies representing trades such as electrical, roofing, painting, drywall, carpentry, landscaping, laborer, concrete, refinery, ironwork, sheet-metal, mechanical, glaziers, utilities, and asphalt; in industrial, commercial, marine and homebuilding industries participated. Schools, trades training programs pre-apprenticeship, and apprenticeship program instructors all attended classes many as representatives to take material back to train additional supervisors in the field.

It was nice to see you today! Would it be possible to send me some more English-Spanish Handbooks that we received today? 10 would be great.

Thank you,

Julie McKinney
Office Manager
Northwest Linings & Geotextile Products, Inc
juliem@northwestlinings.com

Subject: English - Spanish Handbook

Brett asked me - to ask you - if we could get about 25 of those handy little green handbooks Can we do that?

Patti Morris

Esary Roofing & Siding Co Inc

*Hi Margie,
Thank you for coming out to our office to do the El Chapp Foreman Training today. Here is a copy of the Sign In Sheet that you requested. (17)*

Have a great weekend!

*Sarah Balivet / Office Manager
Howard S. Wright
501 Eastlake Avenue E, Suite 100
Seattle, WA 98109 USA*

Our target population and scope of project; reach 150 employers, safety and health representatives, and construction supervisors. In turn, this will make use of the booklets to communicate to 1500+ Hispanic workers on jobsites in Washington State. This project makes available this communication tool far longer than the scope of the grant time frame, for the 3,000+ booklets printed are finding their way into the hands of contractors and supervisors time after time and on to jobsites for "speaking safety" and can continue for as long as the public finds it helpful.

"El Chapp"
We Speak Safety "Nosotros Hablamos Seguridad"
English - Spanish Construction Handbook SHIP Grant # 2009XC0019

Name

Company

On _____ I attended SMART Classroom Instruction on the “El Chapp” We
date

Speak Safety Nostros Hablamos Seguridad Construction Safety Handbook, comprised of exercises, and a presentation on What do we Know about our Growing Hispanic Workforce?

I intend to use the training materials in turn to train company foremen, superintendents and other designated safety staff. I estimate training approximately _____ in
how many??

the next six to twelve months. I in turn will provide SMART feedback on how we are implementing use of the Handbook in the field.

The EL Chapp booklets have also found a following in the classroom. Classes being taught to Hispanic workers about trades and related safety; (pre-apprentice and apprenticeship programs,) and classes teaching English to these workers have found the booklets useful to incorporate into learning modules.

Margie,

The evaluations are in the mail but I wanted to send you a quick email regarding my thoughts about El Chapp. Since CITC began using the book back in January 2011 I have seen the apprentices' confidence rise while speaking with their other classmates and their instructors. Many of them have mentioned to me that what they have learned while studying the book has helped them with their communication skills at work. The book has been a valuable tool for Spanish and English speakers alike. The confidence that the apprentices' have gained will continue to become stronger and help them succeed in the area that they have chosen to make their career. This confidence will lead to better understanding and more communication on the jobsite.

Please contact me with any further questions or if you need any further information from me.

*Adriana Gamboa
Apprenticeship Coordinator
Construction Apprenticeship Training Committees
1930 116th Ave NE
Bellevue, WA 98004
Phone: 425.285.2325*

Hello Margie

The Vice President for Instruction (Curt Freed) is requesting 24 of these books (We Speak Safety) to be used by our ESL students (English as a Second Language) to use in the I-Best program as they prepare to go into the trades.

Thank you,

*Christy R. Runyon
Executive Assistant
Office of the Vice President for Student Services
Columbia Basin College
crunyon@columbiabasin.edu*

The EL Chapp booklet has potential application beyond both the intended construction trades, and workers in the State of Washington. Others have expressed interest in adapting the format, style, general conceptual idea for other work activities, other jurisdictions and other languages.

*"I have a request for significant numbers of phrasebooks as handouts at Safety Fests in Idaho.
How many can you supply? The demographic would have logistical issues with travelling to SMART in Seattle for training."*

-Adam Gerson (OSHA- Region 10)

❖ Measures to judge success

Our stated objective was to reach companies of all sizes and trades throughout the state and to address their safety issues in terms of bi-lingual safety communication. Initially surveys were conducted (see below example), and then focus groups; to determine if we where we were headed was supported by the industry. As development was under way, Labor and Industries provided technical support as well as a key group of participants which met bi monthly in the development of the chapters and formats.

The goals of the project were; develop a booklet; reach our target audience –employers of Hispanic workers, reduce language barriers, offer contractors a means to communicate safety and health information, assist these employers in improving the health and safety of Washington Hispanic construction workers, present a user friendly tool that can aid in “picking up” construction related language skills for both employers and employees. See

the Hispanic workers learn and make safer decisions following communication/instruction.

To determine if we were meeting our objectives and providing the projected outcomes, we evaluated the program first by means of training sessions *Reaction Assessment*; trainee's perception of the quality and usefulness of the training and program by class evaluations regarding relevancy and instruction, secondly by *Learning Assessment* which included self assessment of learning new skills, knowledge, and performing new tasks during the training that were taught (ie using the book to speak Spanish), this also gave us a tool for validating the training material itself. Thirdly, a field training *Impact Assessment* whereby we have followed up with attendees asking are they using the book, has it increased their confidence with communicating, have they stopped unsafe acts?

Additionally, the numbers of employer representatives, as well as ESL students and trade apprenticeship coordinators which participated in training classes, and requested "EL Chapp" booklets and training materials demonstrated to SMART that the grant was fulfilling its charter.

❖ Relevant processes and Lessons Learned

Surveys and focus groups in the early stage of a project, get "buy in" from the industry, assist in determining you are on the right track and covering the issues important to your intended audience.

TOPIC	TALLY	NOTES
Fall Related Hazards	35	•
Excavations/Trenches	26	•
PPE	37	•
First-Aid	28	•
Material Handling	24	•
Weather	22	•
Respiratory Protection	26	•
HAZCOM	25	
Confined Spaces	27	
Traffic/Vehicles	28	•
Concrete Work	21	•
Electrical Hazards	30	•

Power Tools	34	•
Housekeeping	19	•
Demolition	19	
Ladders	24	
Other	7	<ul style="list-style-type: none"> • Can't park there • Don't stand there • Where is your PSE? • Use sanican only • crane safety • debris disposal and recycling • CPR-First Aid

Lessons & Recommendations In the case of bi-lingual material it is highly recommended a native speaker for both languages is used in developing material. Translations are done in the common blue collar wording, not using sophisticated phrases, and the material is initially in the native language and then translated to English, this can provide some new insights into how you may want to state something because of how it may translate.

Considering potential pitfalls and external factors prior to beginning a project can open doors later when dealing with them. As an example, we encountered individuals who stated they felt strongly it was the responsibility of the workers to learn English and not the contractors job to learn to communicate to them in their own language (even though that is contrary to law) in my research I discovered there was a period in the early 1900 where many schools taught in English and German because so many immigrants spoke only German and many feared this country would become a two language country, yet a generation later proved that to not be so. I was able to use this story in classrooms.

The inclusions of using a participatory learning model to become familiar with the EL Chapp booklet was key to success as attendees in classroom sessions demonstrated speaking spoke translated words and demonstrated their ability to use the EL Chapp booklet to communicate about unsafe work practices seen in the power point.

AND

Networking as part of outreach, be willing to consider opportunities and resources that may not have been in your original planning. In our case; adult ESL students, ESL construction classes, pre-apprentice and apprenticeship programs can provide inroad to more than your original scope of outreach.

On the other hand, the “program” consisted of both the EL Chapp bi-lingual construction safety booklet and classroom training on the cultural aspects of this workforce and demonstrating familiarity in use of the booklet. Unfortunately in many cases those who attended classes took several additional copies back and “passed them out or on” to others in their companies or to subcontractors with Hispanic workforces without providing or conducting the classroom portion of the program. At this juncture, we can’t control what happens once they leave the classroom. So, though discouraged, we still have honored all requests from companies, schools and so on for additional copies of the booklet to pass along.

The EL Chapp booklets have also made it to Idaho, Mexico, Oregon, Utah, California, and British Columbia by someone picking up the booklet and sending it on!



Hard hat decals are known to be worn proudly by most construction workers and in the past projects I have worked on have always been well received. Given this, we designed and produced the We Speak Safety / Nosotros Hablamos Seguridad decals. The idea being supervisors maybe don't speak Spanish, but with the EL Chapp bi-lingual safety booklets they could speak Spanish Safety! Somehow wearing that may have been seen as intimidating by insinuating a greater aptitude for the language then they really felt comfortable stating. So the interest in taking the decals at training classes was disappointing.

There would be added value by having native speakers recorded and the audio possibly imbedded in the presentation. This was garnered from feedback by a small percentage (10 - 15%) that felt hearing the words spoken fluently would help in later pronunciation attempts. I would

recommend this may be worth further consideration in future bi-lingual projects.

❖ **Product Dissemination**

Accesses to the training and booklets will continue to be available through both the SMART website and Labor and Industries. Additional outreach and access will continue at the monthly SUMMIT meetings sponsored by the Smart Association. The Smart Association also hosts Claims 101 classes across the state for new construction company members and interested contractors free of charge. The booklets and classroom power point will be available at those training classes for distribution. Initially 250 EL Chapp booklets have been given to the Master Builders Association for distribution to their member construction clients with Spanish speaking workforce, as well as to the Associated General Contractors.

In addition, the booklet design is available in its Adobe Acrobat form and can be modified by other industries or for other languages in the same format. This makes this tool greatly available and adaptable for future use.

The design program material has been forwarded to the Aerospace apprenticeship program to be modified in content and translated into Vietnamese. The booklet and disk of the power point training have been provided to trades apprenticeship programs and vocational trade schools.

❖ **Feedback**

Training Class and EL Chapp Booklet

"The book is excellent"

- revealed cultural differences I was unaware of
- basic phrases right at hand
- demonstrated employers concern
- consider a project for agri-business
- gives the contractors confidence to begin communicating in Spanish
- all people give you the benefit of the doubt if you try
- very well organized primer
- material shows pronunciation
- good job of providing common phrases
- better than what we had which was nothing
- it's going to take more than 45 minutes for us to use this
- ppt good as to cultural beliefs, loyalty, etc. which break down barriers
- only effective if uses in tandem with English
- provides a start to effectively communicate
- valuable tool

- more help (in class) with pronunciation
- helps show you care
- if they use it!
- a great learning tool
- will get implemented ASAP
- going to pass on
- workers will see that I am trying
- cultural aspects are important even for English speaking
- awesome presentation
- communication can be done with this book
- I am excited about this book
- simple phrases to stop work and come over here
- could have used this years ago
- better than I thought
- you should use the formal "you"
- non aggressive communication
- how they put family first
- very informative
- gain trust and respect
- useful cultural info
- making this available to the public is very beneficial
- need to use to be effective
- book is clean and simple to use
- write a book now for Hispanics with key construction terms in English
- very well done
- useful info to help keep our sites safe
- great resource with simple tools
- shows making an effort
- will help us realize more safety
- site photos helpful
- great tool to roll out at new hire
- we are hiring more bi-lingual workers
- too many topics for a small booklet
- layout makes it easy to use
- I will encourage all I come in contact with
- a lot of action placed in words
- great concept
- as I learn, they will learn too
- showing I am trying
- a small step toward ensuring a safer work place
- an advantage
- will be slow going but if used will help a lot
- will help supervisors
- suggest adding a lock out tag out section

- pocket friendly
- easy to arrange
- sturdy
- best booklet on construction yet I have seen
- red box on each topic is a must, very well thought out -

"EL Chapp"

We Speak Safety "Nosotros Hablamos Seguridad"

Training Class Evaluation English- Spanish Construction Safety Handbook
SHIP Grant # 2009XCOO19

Objectives	Excellent	Good	Okay	Poor	Examples
Reduce language barriers, improve relations with the Hispanic construction workforce	54%	40%	6%	1%	(see comments)
Helpful way to communicate safety & health messages bi-lingually	57%	39%	3%		
Workers gain awareness of proper, safe actions and worker protections	47%	41%	3%		
Offers workers a means to learn key safety related phrases in a second	48%	38%	7%		

language					
Provides a communication tool to stop unsafe activities and offer corrective solutions	41%	40%	9%		
Educate employers on cultural differences	87%	21%	2%		
Instructors Presentation	91%	7%		1%	

Field Use Feedback Follow Up

Have you used the El Chapp English Spanish booklet to communicate to a worker?

Have you used it 1 time 1-5 times or more?

What areas of the Booklet or type of situations have you addresses [Ladders, fall protection, PPE etc??]

Have you shared it with any other contractors or subs for their workforce?

If you had a say in changing the book what would you suggest?

Best Regards,

Smart Association

❖ Project's promotion of prevention

Hispanics have elevated risk and higher frequency of accidents and fatalities on construction sites and studies show language barriers contribute to this. Improving safety communication will improve health and safety for these workers.

Subsequent to initial job-site orientations [which may be provided in Spanish to the Hispanic workforce], once on the job and daily activities occur many English speaking contractors will now have a tool to speak in Spanish to address unsafe work with this booklet. Use of the book promotes the idea that my employer cares about my safety, and impacts behavior. Feedback from field use has indicated telling a worker to put on fall protection, use of improper ladder, use of safety glasses, the more PPE is used the more the statistics show reduction in accidents.

❖ Uses

The products can continue to be used with the booklets that are currently printed. The MBA, as an example may want to modify the classroom training to cover more residential construction safety issues. The Department of Labor and Industries may want to use the material to provide to construction safety compliance and consultant field managers who don't speak Spanish yet deal with safety issues. Vocational schools are incorporating use of the booklet in ESL classes for construction trade classes.

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

"Looking forward to translating it to Vietnamese and adding some aerospace, machining and manufacturing language too".

Andrea Anderson

Program Manager

Aerospace Apprenticeship Program

6770 East Marginal Way South, Bldg A

Seattle WA 98108

There is definite interest in use of the booklet in agri-business but to date no one has actually stepped forward to take on that as a project. Utah and Idaho have requested the booklet for construction workers to review with OSHA regulations for Hispanic construction workers.

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"/> Other (Explain):		Industry Classification (check industry(s) this project reached directly) <input 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 type="checkbox"/> 31-33 Manufacturing <input type="checkbox"/> 42 Wholesale Trade <input type="checkbox"/> 44-45 Retail Trade <input type="checkbox"/> 48-49 Transportation and Warehousing <input 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: English speaking contractors and their representatives			
Languages: English and Spanish			
Please provide the following information - - (information may not apply to all projects)		List, by number above, industries that project products could potentially be applied to. 11, 21, 22, 31-33, 48-49, 55, 72,	
# classes/events:	26		
# hours trained	556		
# companies participating in project	27		
# students under 18(over 18 however)	-18Na + 18 (205)		
# workers	415		
# companies represented/votech schools/associations/JATCs represented	189	Potential impact (in number of persons or companies) after life of project? In its current format, impossible to say, a single book already distributed maybe used repeatedly for communication on several construction projects. An additional 1500 books are still available for distribution. If you used the theory of 7 x 7 for impact then one could say 10,500 individual persons from those 1500 not yet out in the field.	
# reached (if awareness activities)	1064		
Total reached	1506		
Have there been requests for project products from external sources? OSHA for Idaho, Utah non profit, , to develop for their ironworkers and laborers, California employer, aerospace apprenticeship, many trades apprenticeship instructors, vocational schools			

PART II

SAFETY AND HEALTH INVESTMENT PROJECTS
SHIP Final Expenditure Report
Budget Summary

Project Title:	CHAPP" Construction Hispanic Action Protection Plan... EL Chapp We Speak Safety Nostros Hablamos Seguridad		
Project # :	2009XC00129	Report	Date:
		07/15/2010	
Contact Person:	Margie Weinberg	Contact #:	206-523-9044 or 206-812-2817
Start Date:	03/082010	Project Completion	
	<u>FINAL REPORT</u>	Date:	07/15/2011

1.	Total budget for the project		\$ 191,583.
2.	Total SHIP Grant Award		\$ 167,483.
3.	Total of SHIP Funds Used		\$ 167,482.
4.	Budget Modifications (if applicable)		\$ _____
5.	Total In-kind contributions		\$ 24,100
6.	Total Expenditures (Lines 3 + 4 + 5)		\$191,582.

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 schedules
- Forms must be signed by authorized persons (see last page)
- Forward one copy of the report to (Name), **SHIP Project Manager, PO Box 44612, Olympia, WA 98504-4612.**

SAFETY AND HEALTH INVESTMENT PROJECTS
SHIP Final Expenditure Report
Supplemental Schedules (Budget)

Project Title: CHAPP" Construction Hispanic Action Protection Plan... EL Chapp
We Speak Safety Nostros Hablamos Seguridad

Project # : 2009XC00129 **Report** **Date:**
07/15/2011

Contact Person: Margie Weinberg **Contact #:** 206-523-
9044 or 206-812-3817

Total Award \$: \$167, 483.

ITEMIZED BUDGET -- How were SHIP award funds used to achieve the purpose or your project?

	Budgeted for Project	Amount Paid Out	Difference
A. PERSONNEL	\$ 120,665.	\$ 124,647.06.	(\$ 3982.06)

This grant has extended from mid March 2011 thru mid July 2011 for a grant period of 16 months which required mostly labor costs to continue. With surplus monies from **C. Travel** +\$133713, and **D. Supplies** +\$733.53, and **F. Other Indirect costs** not used +\$1796.15 we were able to use these funds to pay the over costs on labor. Travel to Spokane and labor costs for fulfilling ongoing requests for training material as well as final accounting round out the need for these funds..

	Budgeted for Project	Amount Paid Out	Difference
B. SUBCONTRACTOR	\$ 7010.	\$ 6725.	\$ 285.

We did not use an outside translator as our safety staff included a native Spanish speaking person. The cost of the design and layout editor consultant was higher than originally anticipated with several edits, however still within the budget category amount. The excess will be used to cover overruns in the **E. Publications** category.

	Budgeted for Project	Amount Paid Out	Difference
C. TRAVEL	\$ 4173.	\$ 2835.87.	\$ 1337.13.

: We anticipated higher costs for travel, partly given the rising costs of gas. Many meetings were held via e-mail and documents sent back and forth over the internet in the design phases. We utilized meetings where large numbers of employers gathered to offer classes and info on the "EL Chapp" booklet and accompanying power point, which also reduced significant travel related expenses.

	Budgeted for Project	Amount Paid Out	Difference
D. SUPPLIES	\$ 5800.	\$ 5066.47	\$ 733.53

Some office supplies were donated from the Smart Association offices. This money was then able to

support additional labor cost.

	Budgeted for Project	Amount Paid Out	Difference
E. PUBLICATIONS	\$24,624.	\$ 24,793.75	(\$ 169.75)

Second and final printing costs were a little higher than originally budgeted, but we received additional books in the last printing. Excess funds from **B. Subcontractors** made up the difference.

	Budgeted for Project	Amount Paid Out	Difference
TOTAL DIRECT COSTS	\$ 162,272.	\$164,068.15	(\$ 1796.15)

	Budgeted for Project	Amount Paid Out	Difference
INDIRECT COSTS	\$5210.	\$ 3413.85.	\$ 1796.15.

Upon being offered a parttime job with SMART as Executive Director, I split my time on the grant and on Smart business. Therefore having an office at headquarters, I reduced my rent applied to the grant for my home office.

	Budgeted for Project	Amount Paid Out	Difference
TOTAL SHIP BUDGET	\$ 167,483.	\$167,483.	\$.00

	Budgeted for Project	Amount DONATED-	Difference
F. IN-KIND	\$ 24,100.	\$ 24,100.	NA

Explanation for Difference:

I hereby certify that the foregoing report is true in all respects and that the expenditures have been made with the provisions of the SHIP grant and for the purposes approved:

Grantee Organization and Mailing Address The Smart Association 1711 S. Jackson St Seattle,WA 98144	Name and Title of Principal Officer Margie Weinberg
--	---

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

PART III

Attachments:

1)

NOTICE TO MEMBERS OF GRANT & REQUEST TO COMPLETE SURVEY

, "Can you demonstrate for me how to use a lanyard?", "Have you been fit tested for a tight-fitting respirator?" & others

To be in compliance, it is simply not enough to have your new hire orientation and accident prevention program translated into a Spanish DVD or have someone on site to translate it for you. In order to teach safety, reduce accidents and increase compliance we need to *reach across communication barriers*. Contractors will have an effective tool to communicate. Workers will gain understanding of construction English, as information is given in **both** Spanish and English.

In other words, **we may not speak Spanish**, but "**WE SPEAK SAFETY**" "Hablamos de Seguridad"

Members are being asked to assist the project team in an advisory capacity; to participate in developing the Communication Tool Book, focus sessions, testing, and class sessions.

PLEASE HELP US OUT BY TAKING THE SURVEY at:

<http://surveymonkey.com/we-speak-safety>

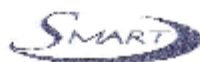
Add your input to the key areas and issues you would like to see addressed.

Please contact Brian Ducey in the SMART Education Center for further information.

bducey@smartwa.org

Direct phone 206-812-3819

Mobile phone 206-595-2385



An association delivering smart choices to smart employers

☐ Concrete Work

Examples/Issue:

☐ Electrical Hazards

Eg: make sure cords are grounded, keep off any wet ground, look for cuts in cords

Examples/Issue:

☐ Power Tools

Eg: where is the guard?

Examples/Issue:

☐ Housekeeping

Eg: keep tools off stairs,

Examples/Issue:

☐ Demolition

Examples/Issue:

☐ Ladders

Eg: step ladders should be fully opened, don't stand on top rung of step ladder,

Examples/Issue:

☐ Other

Examples/Issue:

☐ Other

Examples/Issue:

Name

Company

Contact Info

Email:

Phone:

Please indicate if we may contact you regarding focus groups and/or test trainings during the development of this project. As little as one hour can make a difference!

☐ Yes! I would like to get involved.

Please send your completed form via email to bduccy@smartwa.org, or fax to 206-298-4269 or mail completed form to the SMART Association, 130 Nickerson St. Ste 304, Seattle, WA 98109. For further information please contact Brian Ducey in the SMART Education Center at bduccy@smartwa.org or phone 206-812-3819.

Thank you!!

Funding and support for this project has been provided by the State of Washington, Department of Labor & Industries, Safety & Health Investment Projects (SHIP)

SAMPLE OF INITIAL WORK PRODUCT with FOCUS GROUPS FOLLOWING SURVEYS

Chapter 1

Fall Protection/Fall Prevention

Floor Openings

Cover, Securer, Label (use pictures from page 6 and 7)

Write the word **"HOLE"** on the cover.

Handrail must be used over 3 risers high.

Make guardrail if more than 4 feet high

Use Toe Board or Toe Kick if 4 feet High

Fall Protection Systems

Full Body Harness if working above 10 feet

Or a monitor system

Or a controlled access zone

Or permanent guard rail system

Ladder Safety

Choose the Correct Ladder For the Job

Must Use Three Point Contact

Must Face Ladder always

Keep Ladder 10 feet from power lines

Scaffold Safety

Erect And Dismantle Only With Competent Person

Do Not Alter Scaffolding

Do Not Remove Planking

Only Work on Platform

Climb Only on Approved Surfaces

Do Not Climb on Cross Members

Do Not Overload scaffold with materials

Keep scaffold 10 feet from power lines

HARD HAT DECAL GRAPHIC



4)

OUT REACH DIALOGUE/RECRUITMENT

The SMART Association L&I Ship Grant “El Chapp” Update
We Speak Safety Nostrosos Hablamos Seguridad

Following months of research, discussions, surveys, focus groups, translations, sample testing, and L&I approval, the bi-lingual English Spanish Handbook on *communicating about unsafe acts and safe work practices* to construction workers is ready to roll off the press and into your hands!

Along with the 12 tabbed sections in the English Spanish Handbooks covering types of construction work activities and hazards, the book opens with some simple useful communication phrases to assist in creating trust and opening dialogue. The Handbook has numerous photos to also assist in communicating; for both the English speaking contractor and the Spanish speaking workers.

In addition, the 45 minute to 1 ½ hour accompanying Power Point point out interesting facts about our growing Hispanic workforce, offers insight into certain language barriers, cultural differences and norms, and explores simple translation techniques. Several exercises in the classroom training are designed to utilize the **We Speak Safety Nostrosos Hablamos Seguridad** Phrase book so contractors can familiarize yourselves with using the Handbook in the field when coming upon unsafe work practices to assist you in stopping work and redirecting the worker toward safer work practices. Copies of the L&I approved bi-lingual “EL Chapp” phrase book are free combined with the classroom training.

Classes can be scheduled by any organization with contractor members, at any location as the material is FREE and in the public domain, the goal is to

reach as many contractors in Washington State with this important tool. Call 206-812-3819 to schedule and for more information.

Funding and support for this project has been provided by the State of Washington, Department of Labor & Industries, Safety and Investment Projects.

5)

SMART NEWSLETTER ARTICLE



*AN ASSOCIATION DELIVERING
SMART CHOICES TO SMART EMPLOYERS*

SMART Education Safety Classes

Bilingual Construction Safety Phrasebook Training

The "El Chapp" English Spanish Handbook covers 12 areas of construction safety and health, and offers bi-lingual phrases with pictures to communicate risks, hazards and safer work habits to the Hispanic workforce.

Primarily intended for use by residential /commercial construction superintendents, foremen, and safety officials

This FREE 1 hour presentation offers insights into the growing construction Hispanic workforce, including language barriers, cultural differences & norms. We explore simple translation techniques and introduce the "El Chapp" Safety Phrase Book .

Copies of "El Chapp" are FREE with attendance at this FREE Classroom training.

Produced under a grant from Washington State Labor and Industries and the Safety and Health Investment Projects

Cost: FREE

Date: February 4th (8am - 9:am)

Location: SMART Education Center - SEATTLE

Contact Information

Registration:
Online at
www.smartwa.org

SEATTLE Location:

Note new Address
SMART Education Center
1711 S. Jackson St
Seattle, WA 98144

LACEY Location:
SMART Education Center
975 Carpenter Rd NE #201
Lacey, WA 98516

For questions or registrations:
P: (206) 812-3824
F: (206) 298-4250
education@smartwa.org

Complete schedule information is
available on the SMART Education
website: [Click Here](#)

Sign up Online

Contact Brian Ducey for more information

- bducey@smartwa.org
- 206-812-3819

Visit us today at
www.smartwa.org

1711 S. Jackson St . Seattle, WA 98144 . Phone: 206-812 3824. Fax: 206-298-4250

6)

FINAL CLASS ANNOUNCEMENT



WE SPEAK SAFETY
("NOSOTROS HABLAMOS SEGURIDAD")



Attend our Final Grant presentation that offer you insights into the growing construction Hispanic workforce, including language barriers, cultural differences & norms. Simple translation techniques and introduction of the "El Chapp" Safety Phrase Book .

Copies of "El Chapp" are FREE with attendance at this FREE Classroom training.

The "El Chapp" English Spanish Pocket size Handbook covers 12 areas of construction safety and health and offers bi-lingual phrases to communicate about risks, hazards and safer work habits. In addition the handbook opens with simple useful communication phases. Numerous photos throughout the

chapters also assist in communication. Anyone on site can benefit whether the general or subcontractor in communicating safety practices.



This SMART grant project, "El Chapp" funded by the Department of Labor and Industries and the Safety and Health Investments Project (SHIP)

**June 7th, 2011 (Tuesday) 8:00am – 9:30 am Seattle
1711 South Jackson Dt. Seattle WA
Smart Training Center Classroom
Register on-line at smartwa.org or call 206-812-3819**

7)



An association delivering smart choices to smart employers

SMART EDUCATION CENTER

1711 S Jackson St
Seattle, WA 98144
206-812-3824

******* REGISTERED STUDENT INSTRUCTIONS*******

Class: Bilingual Construction Safety Phrasebook training, "El Chapp"

Date: March 2, 2011

Time: 8am-9am

Classes start promptly. In consideration of other students, please plan to arrive on time.

Refreshments will be provided.

Parking: There will be plenty of parking in our very own parking lot located on the west side of our building (look for the SMART parking sign).

Driving Directions:

Directions from I5 (Southbound from north of downtown Seattle)

Take the I-90 E/DEARBORN ST/AIRPORT WAY exit, EXIT 164, toward BELLEVUE/SPOKANE/4TH AVE S.

Take the DEARBORN ST. exit. (On your right hand side)

Turn LEFT onto S DEARBORN ST. (Go about ½ mile East)

Turn LEFT onto RAINIER AVE S

Turn RIGHT onto S JACKSON ST. (Not S. Jackson Street Pl. which is right before S. Jackson St.)

1711 S JACKSON ST is on the RIGHT.

Your destination is just past 17TH AVE S. If you reach 18TH AVE S you've gone a little too far

Directions from I5 (northbound from South of downtown Seattle)

Take the DEARBORN ST/JAMES ST exit, EXIT 164A, toward MADISON ST.

Turn RIGHT onto S DEARBORN ST. (Go about ½ mile East)

Turn LEFT onto RAINIER AVE S

Turn RIGHT onto S JACKSON ST. (Not S. Jackson Street Pl. which is right before S. Jackson St.)

1711 S JACKSON ST is on the RIGHT.

Your destination is just past 17TH AVE S. If you reach 18TH AVE S you've gone a little too far

Directions from I. 90 westbound

After you go through the Mount Baker Tunnel towards Seattle

Take the NORTH RAINIER AVE. exit, EXIT 3B.

Turn SLIGHT RIGHT onto RAINIER AVE S. (Go about ½ mile north)

Turn RIGHT onto S JACKSON ST. (Not S. Jackson Street Pl. which is right before S. Jackson St.)

1711 S JACKSON ST is on the RIGHT.


Your destination is just past 17TH AVE S. If you reach 18TH AVE S you've gone a little too far

We look forward to seeing you soon!

**ACCOMPANYING "EL Chapp" POWER POINT
(SAMPLE)**

WHAT DO WE KNOW

About our growing Hispanic workforce ?



Workers were classified as Hispanic if they are of Mexican, Puerto Rican, Cuban, of Central or South American descent or of other Spanish culture or origin.

Continuing Hispanic Immigration

- 650,000 2010
- 761,000 2015
- 871,000 2020
- Foreign born 5-1 Hispanic vs European, Korean, Russian, African nations
- 57% birthplace is Mexico
- 27% Latin America



Source: U.S. Census Bureau, 2008

Rapid growth

- New workers
- About 2.3 million construction workers were born in foreign countries
- Highest number of foreign born outside of agriculture
- 84% of foreign born Hispanic workers report that Spanish is spoken at home
- Disproportionate risk
- Distinct challenges





Photo by David W. Hays


Injury rates

- Statistics show injury and fatality rates as much as 40 % higher for foreign born workers
- OSHA's statistics show that **one fourth** of the fatalities the agency investigates are related to language or cultural barriers.



Distinct Challenges

- Language barriers
- Cultural barriers
- Social norms – values and customs
- Misunderstandings
- Training
- Literacy
- Trust (relationship) fear of reprisal





Language Barriers

- Unknown terms
- Lack of language skills to communicate
- Improper words make confusion




Cultural Barriers

- "The Hispanic male cannot stay at home; he needs to have a job... It's part of the Hispanic culture. ... (They) don't understand the system of unemployment, and always need to be working"*

Cultural Barriers

- "If you tell an American (Caucasian) worker that he could get sick and die if he doesn't wear a respirator, you will motivate him (to wear one). With Hispanic workers (whose culture places a high importance on "family"), you need to say, "If you fail to wear this respirator, you could get sick and be unable to provide for your family.""*

