

Strategic and Implementation Plans for School Integrated Pest Management

Federal Fiscal Years 2012-2014



September 6, 2012

Statement of Concern

Protecting children's health is a top priority for EPA Administrator Jackson. In 2010, the various EPA Offices made commitments to the Administrator and Deputy Administrator in support of this priority. The Office of Chemical Safety and Pollution Prevention (OCSP) launched an initiative to achieve greater adoption of Integrated Pest Management (IPM) in schools as part of its commitment to protecting children's health. OCSP committed to stepping up its work with partners both inside and outside of the Agency, including other EPA Offices, EPA's ten Regions, other federal agencies, states, local governmental entities, tribes, universities, industry, and non-governmental organizations dedicated to IPM adoption.

Children in the United States continue to face risks arising from pests and exposure to pesticides in school settings. They may contract diseases vectored by biting insects; suffer asthma attacks from allergens or triggers from cockroach and rodent infestations; and be exposed unnecessarily to pests and pesticides in schools.

Background

More than 53 million children and 6 million adults in this country spend a significant portion of their days in more than 120,000 public and private schools. Full implementation of Integrated Pest Management is cost effective, reduces exposure to pests and pesticides, and reduces pesticide use and pest complaints. Unfortunately, however, it is estimated that a relatively small percentage of U.S. K-12 schools currently have verifiable IPM programs.

IPM is a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks. IPM provides an opportunity to create a safer and healthier learning environment by helping to manage pests and reducing children's exposure to pesticides. An effective school IPM (SIPM) program uses common sense strategies to reduce sources of food, water, and shelter for pests in school buildings and grounds.

Because protecting children's health is a top priority, EPA encourages school officials to adopt IPM practices to reduce children's exposure to pests and pesticides.

EPA Invests in School IPM

Since 1996, EPA has invested over \$3.2 million in extramural resources to support over 40 demonstration, outreach, and educational projects on SIPM. This investment has yielded many successes, beginning with the Monroe Model for SIPM and expanding to SIPM coalitions throughout the country involving many stakeholders including university extension, pest management professionals, health departments and other IPM supporters.

In the mid-1990's, the Monroe County Community School Corporation (MCCSC) developed a school IPM program. Like most school districts, MCCSC used scheduled, monthly pesticide sprayings to control pests. A 1994 Indiana University study of MCCSC's pest management practices led to a pilot IPM program at three MCCSC elementary schools. The multi-step program relied on communication, partnership, and sound pest management. It aimed to effectively control pests, reduce or eliminate pesticides used in schools, educate staff and students about pests in their schools, and demonstrate the IPM concept.

The success of their pilot program led MCCSC - using two \$30,000 EPA grants - to expand the program district-wide. With the IPM program, now known as the *Monroe Model*, in place, MCCSC has seen a 90 percent reduction in pesticide use, pest problems, and pest control costs. Money saved from reduced pesticide use enabled MCCSC to hire a district-wide pest management coordinator. In addition to safeguarding student health, the reduced pesticide use helped protect the environment by decreasing the likelihood that pesticides might inadvertently run-off into nearby rivers and streams. MCCSC's work has become a model not only for Indiana school districts, but for the Nation's many schools seeking to adopt IPM programs. Since 2007, the Monroe Model has positively impacted over 1 million children nationwide as it has been adopted by other school districts.

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Through a Pesticide Registration Improvement Renewal Act (PRIA2) grant in 2008, the IPM Institute of North America led an effort to initiate and reinvigorate SIPM coalitions throughout the nation. The goal of the project is to implement high-level IPM in all school districts nationwide by 2015 by increasing coordination and engaging school professionals to incorporate IPM in their professional roles and organizations. In conjunction with this effort, they established regional working groups that mirrored the USDA Regional IPM Centers to lead SIPM demonstrations in new states and create self-expanding coalitions in more experienced states. Each of these four working groups identified one or more states in which to initiate a coalition: Missouri, Nebraska, Illinois, Indiana and Ohio in the North Central region; Pennsylvania and Vermont in the Northeastern region; Alabama and North Carolina in the Southern region; and Colorado, Arizona and Washington in the Western region. While these coalitions are at different stages of development, each includes diverse stakeholders, such as pest management professionals. The project has reported many successes and impacted some 3 million children and staff through high level IPM programs.

EPA Announces Its School IPM Program

In December 2010, EPA's Office of Chemical Safety and Pollution Prevention (OCSPP) launched an initiative to promote the expanded use of IPM in schools and increasing the number of schools utilizing verifiable SIPM programs. This effort was intended to accelerate the move from demonstration to implementation in EPA's SIPM work. The ultimate goal is to ensure that the millions of children in our Nation's schools benefit from the protection afforded by the increased adoption of IPM practices in verifiable SIPM programs. The Agency recognizes that its strategic goal cannot be met by acting alone. EPA must utilize its resources also to assist and enable strategic partners to promote increased adoption of SIPM.

EPA is developing its SIPM program using meaningful, sustainable, and measureable elements that offer tangible results and are well documented. EPA is working to create the circumstances where the adoption of IPM by schools is more likely – enrolling advocates and allies to help spread the word and develop tools; compiling existing tools for easy access; filling gaps where tools or information do not exist; creating the business case for SIPM adoption, whereby school districts can more easily recognize that an IPM program reduces pest management and energy costs over time; and encouraging schools to adopt IPM.

The ability to evaluate and accurately determine the level of adoption and robustness of a SIPM program is important in assessing the program's impact. Defining IPM and its verifiable elements creates a basis upon which any school can be evaluated. At a March 2011 meeting, Office of Pesticide Programs (OPP) and Regional management and staff developed a definition of verifiable SIPM and crafted a vision and mission statement.

Verifiable school IPM is an *ongoing* activity that includes these documentable elements:

- Understanding your pests
- Setting action thresholds for key pests – knowing when to take action against key pests
- Monitoring for pests, their locations and populations
- Removing conditions that allow pest infestation
- Using one or more effective pest control methods including sanitation, structural maintenance, and nonchemical methods in place of or in combination with pesticides

The Agency recognizes that IPM is practiced along a continuum and that positive results are attributable through other similarly positive changes in behavior.

Strategic Plan

School IPM Vision and Mission

EPA's vision is that all of the Nation's children be covered by a verifiable and ongoing school IPM program. We will build partnerships and collaborations to promote and support school IPM, demonstrate the value of school IPM, and provide information about the tools available to schools interested in developing their IPM program.

Strategic Approach

This document addresses the Agency's strategic approach and implementation plan over a three-year timeframe – fiscal year 2012 through 2014. It will be revisited in 2014 to determine needed changes or refinements.

EPA will lead national SIPM efforts, in collaboration with other EPA school-related programs, federal agencies, states, universities, and non-governmental organizations. EPA's efforts will be led by the Biopesticides and Pollution Prevention Division's Environmental Stewardship Branch in the Office of Pesticide Programs along with the Regional SubLead for School IPM.

The Regional SubLead for SIPM serves as a focal point for communication and coordination between Headquarters (Office of Pesticide Programs) and the Regional Offices. EPA Region 7 (Kansas City) currently serves in this capacity.

To achieve greater adoption of IPM practices and verifiable SIPM programs, EPA will establish and strengthen partnerships both within and outside of the Agency, including other EPA Offices and schools programs (such as the Office of Children's Health Protection, Office of Air and Radiation's Indoor Environments Division (Tools for Schools), the Office of Pollution Prevention and Toxics (lead, asbestos and PCBs in schools), EPA's Regional Offices), other federal agencies, states, local governmental entities, tribes, universities, industry, and NGOs dedicated to IPM adoption. Alignment and coordination within the Agency will be critical to the success of this effort. SIPM activities will be integrated with the Office of Children's Health Protection (OCHP) Clean, Green and

Healthy Schools efforts, State School Environmental Health Program Guidelines, and the Model Healthy School Guidance.

Given the challenges school systems face in adopting IPM, including budgetary considerations, EPA will work on several fronts to help meet the needs of schools nationally. EPA will compile existing information and tools into a single, accessible location for school officials looking to adopt an IPM program. Current and previous grants outcomes will serve as demonstrations to lead other school districts to implement IPM. We will also draw upon existing partnerships through the Pesticide Environmental Stewardship Program and the stakeholder-led SIPM working groups while developing partnerships with new stakeholders in education and pest management.

Regional School IPM Coordinators

School IPM Coordinators in each EPA Region play a key role in encouraging schools to adopt IPM practices and verifiable, documentable, and sustainable IPM programs. The Regional Coordinators are well positioned to provide a visible and approachable field presence to schools within their Regions. They draw on existing relationships with SIPM change agents, states, and tribes in their Region. Coordinators in each Region also allow SIPM activities to be tailored to address regional concerns yet focused on the national goal for implementation.

Structure

Each EPA Regional Office is provided one full-time equivalent (FTE) by the Office of Chemical Safety and Pollution Prevention. These FTE are designated the Regional School IPM Coordinators. The Regional Coordinators report directly to the Regional managers. The Regional Managers work collaboratively with OPP through the OCSPP Lead Region and Regional SubLead for School IPM.

Roles and Responsibilities

The Regional Coordinators maintain close communication and coordination with each other and Headquarters. This allows ideas, outreach materials, and coordination opportunities to be shared. Regularly scheduled conference calls facilitate communication and continuity. The Regions also provide input on national assistance agreement selections by participating on review committees. The Regions will focus on SIPM activities including:

- Increasing the demand for SIPM programs by drawing upon and expanding the influence of key stakeholders including State Departments of Education, State Departments of Agriculture, State Associations of School Facility Managers, and State Departments of Health and Environments. Regional experience has shown collaborations with these organizations are more likely to provide greater opportunities for rapid expansion of SIPM over the next 3-years in states that do not have current legislative mandates to drive adoption.
- Creating partnerships with stakeholders including the state associations of school administrators, state PTAs, state associations of school boards, state structural pest control boards, and the local Service Employees International Unions
- Conducting training sessions, outreach activities, or assessments
- Providing SIPM templates
- Participating in SIPM meetings/calls
- Responding to technical assistance calls/requests
- Sponsoring SIPM events
- Conducting outreach to pest management professionals
- Coordinating with other school-centered groups
- Coordinating outreach opportunities at the Regional level with other EPA school programs for delivery to school districts a range of human health issues in schools and the business case for addressing these issues
- Directly soliciting school districts
- Contributing to the development of an annual Regional SIPM workplan

Center of Expertise for School IPM

One of the key strategies to realize national implementation is the creation of a Center of Expertise for School IPM. The Center will provide leadership and expertise to effectuate the goal of ensuring that millions of children in our Nation's schools benefit from IPM practices and verifiable IPM programs.

Structure

The Center is organizationally part of OPP's Biopesticides and Pollution Prevention Division (BPPD), but will be located in the EPA Region 6 office in Dallas, Texas. The Center will be comprised of one senior (Lead) position and at least two staff positions. It will be established in early FY13 using three new OPP FTE. EPA Headquarters (OPP/BPPD) is leading implementation and will provide leadership and oversight within the governance structure. The governance structure will include:

- OPP, in consultation with the OCSPP Lead Region and Regional SubLead for School IPM, will provide the chain of command, mission resources, administrative support, and guidance to establish the Center.
- The Center staff will report to BPPD's Environmental Stewardship Branch.

Roles and Responsibilities

The Center of Expertise will focus on a wide range of SIPM activities including:

- Developing/refining national program direction
- Gathering data and establishing a national baseline
- Coordinating Regional activities to achieve national goals
- Administering national competitions and assistance agreements
- Providing technical support to the Regions and their partners
- Developing/maintaining web-based resources
- Managing publications and outreach materials while relying on existing materials, to the extent possible, and identifying and filling gaps as necessary
- Coordinating with other EPA national programs including OCHP and Environmental Justice

Objectives

The objectives of the Agency are to:

- Create demand for SIPM programs by providing information on the business and human health benefits of this approach for schools.
- Empower school systems to adopt IPM practices and establish sustainable IPM programs by providing technical assistance, tools, and informational resources
- Create ways to communicate with, document interactions with, and report progress made with schools
- Enhance stakeholder involvement with the Stakeholder-led National and Regional School IPM Working Groups
- Formalize a broad stakeholder group into a working network by leveraging the network to increase national results and recruit new school districts and school-related organizations into the network

- Strengthen collaborative relationships with Federal partners to leverage our efforts
- Align and leverage the SIPM program with OCHP’s Clean, Green and Healthy Schools efforts and other Agency schools programs.

Implementation Plan

Activities for each SIPM objective are presented below. EPA will place an emphasis on wholesale activities that create demand for SIPM programs, leverage resources, and expand our SIPM allies. In the wholesale approach, EPA will enroll larger organizations, states, universities, and non-governmental organizations to advocate for SIPM and help school systems with IPM adoption. EPA will minimize retail approach efforts that involve working directly with individual schools and stakeholders to provide small-scale training, assessments, etc. Because SIPM is a collaborative effort, partnering and coordination with other entities results in the biggest gains when it comes to getting schools to adopt IPM practices and verifiable, sustainable IPM programs.

Implementation activities in the plan are intended to allow the Regions flexibility within the national framework as they develop their Regional workplans. EPA recognizes that SIPM is at different levels of execution in each state. Regions will need to combine their knowledge of individual state progress with the flexibility this plan provides to design activities that will most effectively further the program objectives. Some states currently have little to no SIPM activities occurring. Other states have many activities occurring or have already adopted SIPM guidance and/or legislation. Some states have a strong stakeholder base and recognized change agents while others do not. These varying situations require EPA’s approach to implementation to remain flexible enough to meet the needs of the states.

Note: All strategic areas below are presented in three distinct tiers based upon resources. Activities from higher tiers should not be undertaken unless lower tier activities have been addressed.

Tier 1 (baseline activities) describes what can be done with current resources - 10 Regional FTEs, 3 Headquarters FTEs for the Center of Expertise, and ~\$30K for travel.

Tier 2 (additional activities if Regions have funds and Tier 1 activities have been addressed) is reflective of the Regions having OCSPP Environmental Program Management (EPM) funds for either hiring NOWSEE employees and/or funding assistance agreements.

Tier 3 (additional and Tier 1 and 2 activities have been addressed) activities if HQ has EPM funding) represents activities that can occur if EPA Headquarters has funding to continue school IPM grants.

Establish a Center of Expertise for School IPM

Tier 1

- Establish a Center of Expertise (CoE) for School IPM with 3 FTE located in Dallas, TX. *(HQ, Region 6, Region 7)*
- Work with Regional School IPM Coordinators to gather school district level baseline information on the adoption of verifiable IPM practices in U.S. (including territories) public schools. *(CoE, Regions)*
- Set activity-based measures (Appendix) for fiscal year 2013 to increase the percentage of schools that adopt IPM practices and verifiable SIPM programs. *(HQ, CoE, Regions)*
- Update the EPA IPM website (or develop a SIPM warehouse) to provide resources that describe the business and human health cases supportive of SIPM. Information should be in multiple formats and available to the public, teachers, institutions, etc. Utilize successful program formats such as *Energy Star*, and model their format for development of the program (e.g. low/no cost pest management options and mailer ideas to schools interactive websites, etc.) *(CoE)*

Tier 2

Not Applicable

Tier 3

- Compile and evaluate *iPest Manager* data to develop measures of success and market implementation of SIPM to other school districts across the nation. *(CoE, Stakeholders)*
- Administer a national competition for SIPM assistance agreements. *(HQ, CoE)*
- Manage SIPM assistance agreements. *(HQ, CoE)*

Create Demand for School IPM and Empower Schools by Providing Technical Assistance, Tools, and Resources

Tier 1

- Provide marketing materials compiled and developed by the Center of Expertise explaining the business and human health cases for SIPM. *(CoE, HQ, Regions)*
 - Coordinate the delivery of the business and human health case for SIPM with other EPA school programs to leverage their resources. *(CoE, HQ, Regions)*
- Compile and provide list of experts who may provide direct technical assistance to schools developing and implementing IPM programs. *(CoE, Regions)*
- Compile and distribute to partners and school districts a compendium of past EPA grants that demonstrate successful and verifiable SIPM programs. *(CoE)*
- Continue and refine development of an online library of existing SIPM resources and tools for easy, no-cost access by school officials. This would include sample documents on verifiable IPM, best practices for working with pest management professionals, pest presses, etc. *(CoE)*
- Evaluate existing Regional materials for possible inclusion in the national SIPM online library managed by the CoE. *(Regions)*
- Evaluate existing national materials and vet proposed Regional materials for inclusion in the national SIPM online library. *(CoE)*
- Develop Region-specific information on key pests for use by school districts. *(CoE with Regional input)*
- Develop any needed SIPM outreach materials. *(CoE with Regional input)*
- Develop support packets and fact sheets on pilot projects to disseminate by mail to rural school districts with limited resources and travel. *(CoE)*

- Advertise the availability of warehouse through email, mailings, web postings, conferences, trainings. *(CoE)*
- Provide training and technical assistance to school districts (in consideration of travel funds). *(Regions)*
- Initiate and participate in outreach opportunities with school district staff, school boards, PTA organizations, parents, and students to increase awareness among the school community. *(Regions)*

Tier 2

- Assist schools/districts with site implementation, evaluation, and reporting within the Agency's overall wholesale approach. *(Regions)*
- Additional outreach to school districts, university extension, and SLAs more than a day's drive outside of the Regional Office cities. *(Regions)*
- Provide financial, material, and human resources to implement proven approaches *(CoE, Regions)*
- Coordinate, fund, and manage regional SIPM grants. *(Regions)*
- Create Region-specific awards and incentive programs to recognize and encourage schools to continue with and expand their IPM programs. *(Regions)*

Tier 3

- National and Regional training coupled with nationally and regionally funded demonstration projects. *(Regions, CoE)*
- Communicate/advertise the availability of assistance agreements for SIPM projects. *(CoE, Regions)*
- Participate in assistance agreement review panels. *(CoE, Regions)*

Document Communication and Report Progress

Tier 1

- Create lists of school contacts. *(Regions, CoE)*
- Develop a system for tracking interactions with school districts. *(CoE)*
- Maintain an updated list of progress in school districts to capture the level of SIPM adoption (ranging from adoption of some practices to the establishment of a sustained and verifiable SIPM program). *(CoE with Regional input)*

Tier 2

- Include activities related to regional assistance agreements on progress lists. *(Regions)*

Tier 3

- Include activities related to national assistance agreements on progress lists. *(CoE)*

Grow the Stakeholder-led School IPM Working Groups

Tier 1

- Participate in national and regional stakeholder meetings with an emphasis on opportunities requiring little or no travel. *(Regions, CoE)*
- Participate on the stakeholder-led IPM Working Groups. *(Regions, CoE)*
- Serve an advisory role on the stakeholder-led School IPM Working Group. *(HQ, CoE)*

- Serve on the Regional stakeholder-led IPM Working Groups: *(Regions)*
 - Region 1, 2, 3 will serve on the Northeast School IPM Working Group
 - Regions 4 and 6 will serve on the Southern School IPM Working Group
 - Regions 5, 7, and 8 will serve on the North Central School IPM Working Group
 - Regions 6, 8, 9 and 10 will serve on the Western School IPM Working Group
- Develop coalitions with state health departments, state school nurses associations, state PTAs, universities, and state children’s health and school organizations. *(Regions)*

Tier 2

- Participate in face-to-face meetings with National stakeholder-led School IPM Working Groups members and affiliated coalitions. *(Regions)*
- Participate in coalition demonstration projects funded through the stakeholder-led Working Groups. *(Regions)*

Tier 3

- Participate in face-to-face National stakeholder-led Working Group meetings, coalition trainings, and meetings affiliated with the National stakeholder-led School IPM Working Group. *(CoE)*

Grow and Effectively Leverage the Stakeholder Network

EPA will maximize a wholesale approach toward SIPM implementation by enrolling larger organizations, states, universities, and non-governmental organizations to advocate for SIPM and help school systems with adoption. EPA will minimize retail approach efforts that involve working directly with individual schools, stakeholders to provide small-scale training, assessments, etc. However, a small number of demonstration schools or school districts local to the Regional Offices may be used to build successes and demonstrate approaches and the value of SIPM to those schools. Formalizing stakeholders into a working network will help increase and sustain national results. Working together, EPA and the network of stakeholders can recruit and enroll new schools and large influencing organizations to join the network so that increased adoption of SIPM will be realized.

Tier 1

- Develop a list of and initiate contact with states, universities, and NGOs with whom EPA can collaborate with on SIPM efforts. *(CoE with Regional input)*
- Develop and populate a national database of key contacts. *(CoE with Regional input)*
- Establish partnerships with national school-related organizations, such as the school facility managers associations, state and National Association of School Administrators, state and national PTA, state and national Education Association, and National Service Employees International Union to ensure a wholesale approach to selling SIPM. *(CoE for national organizations; CoE for state organizations)*
- Develop a list of and initiate contact with state and local entities that serve schools. *(Regions)*
- Participate in conferences located near their Regional Office cities, webinars, and exhibits at outreach events. *(Regions, CoE)*
- Support and strengthen existing state programs. *(Regions)*

Tier 2

- Foster regional events and information sharing that convenes stakeholders and are tailored to address regional needs. *(Regions)*
- Support regional meetings with state and local officials as well as other stakeholders to create and encourage collaboration and supportive networks for healthy schools within the Regions. *(Regions)*

Tier 3

- Compile business and economic data sets of information that supports the Agency's vision and demonstrates the strong benefits of verifiable SIPM. *(CoE)*
- Create a set of outreach messages on the business case to help further engage the business sector, change agents, and stakeholders. This may take the form of a literature review or market analysis. Finalize this with a brochure that appeals to the market place and school officials. *(CoE)*
- Create a platform or mechanism to gather feedback, case studies, and real life scenarios on SIPM implementation. *(CoE)*

Align School IPM with Other EPA School Programs

Tier 1

- EPA will continue to collaborate with the Office of Children's Health Protection (OCHP) and their Clean, Green and Healthy Schools efforts. This will allow EPA to build outreach through OCHP's leadership, promote SIPM adoption through OCHP's networks, and create special partnerships. *(CoE, HQ)*
 - OPP will continue to participate on the OCHP work group for Clean, Green and Healthy Schools which includes representation from the various EPA programs with school-related elements such as Tools for Schools, Sun Wise, and Energy Star. *(HQ)*
 - OPP will continue to work with OCHP to finalize the Clean, Green and Healthy Schools vision/mission statements and objectives. *(HQ)*
 - OPP will continue to serve on the Agency's review team for the U.S. Department of Education's Green Ribbon Schools program. *(HQ, CoE)*
- Identify and contact other EPA school-related programs for potential collaboration on IPM efforts (e.g., asbestos, lead, PCBs). *(CoE)*
 - Cross-train staff in other EPA school programs to effectively deliver information on SIPM in the course of their contact with school-related organizations. *(CoE, Regions)*

Tier 2

- Regions will be engaged and participate in OCHP activities sponsored in and around the EPA Regions which will include training and meeting/events. *(Regions)*

Tier 3

- Alignment with OCHP and other EPA Healthy School Programs will continue to evolve. With additional funds from both the Regions and Headquarters, joint conferences could be sponsored and educational brochures with One EPA consistent messaging could be developed. *(CoE)*

Build Strong Relationships with Federal Partners

Solid relationships with our Federal partners are key to ensuring coordination of efforts, maximizing opportunities to leverage resources, and effectively utilizing the strengths of each organization. Relationships need to be cultivated and strengthened with several relevant federal partners including Centers for Disease Control and Prevention, Department of Agriculture, Bureau of Indian Affairs, Department of Defense, Department of Education, Bureau of Indian Education, Department of Health and Human Services, and Department of Housing and Urban Development.

Tier 1

- The Center of Expertise will develop a list of and initiate contact with other federal agencies to collaborate with on SIPM efforts. *(CoE)*
- Participate in meetings of the Regional IPM Center-sponsored School IPM Working Groups. *(Regions, CoE, HQ)*
- Participate in meetings of the Regional IPM Center steering/advisory committees and grant review panels. *(Regions, CoE, HQ)*
- Explore opportunities created by the Green Ribbon Schools Program to develop a stronger relationship with the Department of Education as we work together for healthier schools. *(HQ)*
- Participate in Federal IPM Coordinating Committee meetings as a means of garnering and leveraging support for SIPM efforts *(HQ)*

Tier 2

- Participate in SLA-sponsored trainings and meetings. *(Regions)*

Tier 3

- Leverage the federal workgroups to make progress on healthy school environments and SIPM. *(CoE, HQ)*
- Engage with federal partners. *(HQ)*

Appendix - National Program Manager Measures for School IPM Success

The Office of Pesticide Program's National Program Manager (NPM) Guidance serves as the framework for activities intended to help OPP meet its goals and objectives and accomplish the Agency's mission. OPP's NPM guidance strongly supports the Agency's Strategic Plan and the priorities established by Administrator Jackson. Specifically, the OPP/Regional partnership supports three 2011-2015 EPA Strategic Plan objectives:

- Objective 1 of Goal 2 (Protecting America's Waters) – Protect Human Health
- Objective 4 of Goal 3 (Cleaning Up Communities and Advancing Sustainable Development) – Strengthen Human Health and Environmental Protection in Indian Country
- Objective 1 of Goal 4 (Ensuring the Safety of Chemicals and Preventing Pollution) – Ensure Chemical Safety

In addition, Administrator Jackson outlined her seven top priorities in January 2010. The Administrator's priorities have been incorporated within the 2011-2015 EPA Strategic Plan as strategies, two of which are relevant to the work done under the OPP/Regional Partnerships:

- Working for Environmental Justice and Children's Health
- Strengthening State, Tribal and International Partnerships

School IPM has been identified as an OPP Cross-Regional priority in FY2012 and FY2013. In making this program a priority, EPA will decrease exposure of children to pests and pesticides through increased adoption of IPM practices and verifiable, sustainable IPM programs in public/tribal school officials (grades K-12). Through the Cross-Regional Strategies school officials will be encouraged through numerous channels to adopt IPM practices to decrease exposure of children to pests and pesticides. These practices will include providing technical assistance, conducting IPM outreach and training, and funding or otherwise supporting school IPM outreach and training programs.

FY2012 General Program Measure

The number of children (public/tribal schools grades K-12) currently covered by a verifiable school IPM program.

This is a Non-Commitment Measure.

FY2013 Regional ACS Measure

Number of activities conducted to encourage public school officials at the elementary through high school levels to adopt verifiable and sustainable IPM practices, such as providing technical assistance and conducting or otherwise supporting outreach and training programs.

Beginning in FY13, an activity-based measure has been proposed that focuses on specific activities to be undertaken to advance the adoption of verifiable school IPM. These activities could include the number of:

- partnerships created with stakeholders
- training sessions, outreach activities, or assessments conducted
- school IPM templates provided
- school IPM meetings/call participated in
- responses to technical assistance calls/requests
- school IPM events sponsored
- outreach to pest management professionals conducted
- coordination with other school-centered groups
- schools directly solicited