

The University of California Cooperative Extension and UCR's Center for Conservation Biology present:

ADVANCES IN DESERT WEEDS

Desert Weed Management Symposium

July 16, 2011- 9am to 3:30pm

University of California, Riverside, Palm Desert Graduate
Center in Palm Desert, California

[http://saharamustard.ucanr.org/
Advances_in_desert_weeds/ADW.html](http://saharamustard.ucanr.org/Advances_in_desert_weeds/ADW.html)

THE THEME OF THIS YEAR'S SYMPOSIUM:

We will be going to weed school and earning our management "degree."

The symposium will cover weeds that are encroaching the desert region of Southern California, Arizona and Southern Nevada. This conference will provide information for land managers, biologists and the public to improve their management skills and knowledge.



Red Brome encroaching on Anza-Borrego State Park



Phacelia flowers



Sahara Mustard

Chris McDonald, Natural Resource Advisor
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Carl Bell, Invasive Plant Advisor
cebell@ucdavis.edu (760) 815-2777 (cell)

Program

	Title	Time
Registration (Continental breakfast)		8:30
Carl Bell UCCE San Diego	Introduction	9:00-9:15
Jodie Holt UC Riverside	Weed Ecology and Biology	9:15-10:15
Chris McDonald UCCE San Bernardino	Ecology of Seed Banks	10:15-10:45
Break		10:45-11:00
Cheryl Wilen UCCE South Coast & UC IPM	Integrated Pest Management	11:00-11:30
Milt McGiffen UCCE Riverside	Chemical Weed Management	11:30-12:00
Lunch		12:00-1:00
Carl Bell UCCE San Diego	Pesticide Equipment and Calibration	1:00-1:30
Cameron Barrows UC Riverside	Sahara Mustard Management	1:30-2:00
Bill Neill Riparian Repairs	Four Decades of Controlling Tamarisk In Desert Riparian Areas	2:00-2:30
Annie Kearns Mojave National Preserve	Weed control without a budget!	2:30-3:00
Chris McDonald UCCE San Bernardino	Wrap-up and Questions Eat some cookies on the way out!	3:00-3:15

To receive 5 hours of California DPR CE credits please enter the following on your scantron:

Meeting Code: M-0712-11

Date: 6/16/11

Meeting Name: Advances in Desert Weeds

Location: Palm Desert, CA

Welcome to Weed School!

Several non-native exotic weeds have established in the southwestern deserts to the detriment of native plants and animals, and can cause economic harm. Our theme for the Advances in Desert Weeds Symposium is to go back to school, weed school. Our goal for today is to give you the information you need to improve management of weeds in desert ecosystems and earn a management “degree.” The program and individual talks are designed to give you a review of and current information regarding invasive plant management. We begin with a review of plant biology and plant ecology. Building upon this information is a review of management tactics and equipment. We continue with examples of managing different invasive plants. Last but not least, we finish with some ideas about managing weeds given current budget constraints.

After listening to today’s talks you should be able to answer the following questions:

- What makes a plant invasive?
- Why are invasive weeds spreading?
- How can I better manage invasive plant populations in a cost-effective manner?
- For how many years will I need to manage an invasive plant?
- What are the effects of invasive plants on desert ecosystems?
- What variety of techniques can I use to control invasive plants?

We thank you for taking the time out of your busy schedule to attend this symposium and hope you can use this information to improve your management skills and knowledge.

Do not hesitate to contact us if you have any additional questions or management needs that were not addressed today.

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Weed Biology and Ecology

Jodie S. Holt--Botany and Plant Sciences, UC Riverside, jodie.holt@ucr.edu

Botany or plant biology is the study of organisms in the plant kingdom. Botany includes the disciplines of taxonomy (classification), anatomy (plant structure), morphology (plant form), biochemistry (cellular function), and physiology (functioning of the organism). At the structural level, plants consist of cells, which are grouped into tissues, which are grouped into organs, which together make up the plant body. Plant tissues that are particularly important targets for weed control are meristems (zones of cell division), epidermis (with the waxy cuticle), and vascular tissues (transport tissues of xylem and phloem). Plants can be annual, living less than one year, biennial, living up to two years, or perennial, living more than two years. While annual and biennial plants are herbaceous, perennial plants can be herbaceous or woody. An important distinction among flowering plants is whether they are dicots or monocots, since these two classes of plants differ at the cellular, tissue, and organ level and thus respond differently to weed control.

Plant ecology is the study of organisms in relation to their environment, and encompasses many sub-disciplines including physiological, population, and community ecology. Physiological ecologists study the macro- (large-scale) and micro- (small scale) environments of plants. The environment includes abiotic (physical and chemical) and biotic (living) factors, all of which affect plant growth, abundance, and distribution. A population is a group of individuals of one species, which can differ from other populations of the same species depending on the environments in which they live. Population ecologists study demography, or changes in population size and structure with time. Plant demography is complicated because of the unique characteristics of organisms that are rooted to the ground, including modular and indeterminate growth, vegetative (asexual) forms of reproduction, and effects of competition. Plant communities, or assemblages of plants of many species, have unique properties including composition, physiognomy, habitat, functional groups, keystone species, and assembly rules.

Invasion biology is the study of the introduction, life history, characteristics, and ecological impacts of organisms that occur and spread outside their native range. Invasive plants are a subset of weeds, or plants out of place that interfere with human activities. Weeds and invasive plants interfere with both managed lands (agricultural) and wild lands. The invasion process begins with introduction of a (usually exotic) species, establishment, naturalization, and spread. Plant introductions can be deliberate or accidental; in fact many invasive species were deliberately introduced but subsequently escaped and spread beyond their intended range. A lag period of time typically follows the introduction of an exotic species before it spreads from its point of introduction; this provides an opportunity for early detection and rapid response measures to be initiated. The invasibility of plant communities depends on invader and community properties, and these also offer opportunities for weed prevention and control.

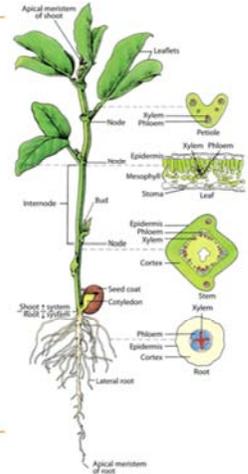
Plant Anatomy—Tissues

- Groups of cells with common origin that perform a particular collective function
 - Meristems—zones of cell division
 - Unique to plants
 - Epidermis—outer layer, shoot has a cuticle
 - Vascular tissue—conduction
 - Ground tissue—various inner tissues
- Some tissues are herbicide targets



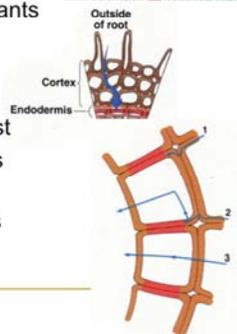
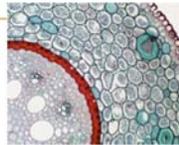
Plant Anatomy—Vascular Tissue

- Xylem
 - Conducts water and minerals
 - Roots upward to shoots
- Phloem
 - Conducts sugars = carbohydrates = photosynthates
 - Source to sink
 - Source = site of production or storage
 - Sink = site of use
- Vascular bundles



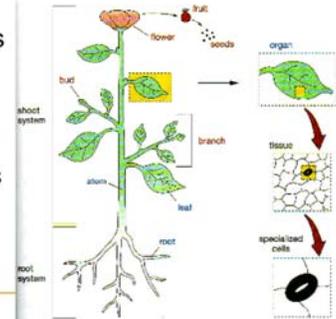
Plant Anatomy and Weed Control

- Apoplast = All nonliving parts of plants
 - Cell walls
 - Intercellular spaces
 - Nonliving cells (xylem)
- Water flows freely through apoplast
- Symplast = all living parts of plants
 - Cytoplasm of living cells
- Casparian strip in root endodermis forces water through symplast



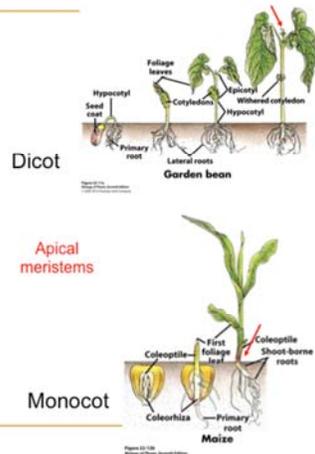
Morphology—Plant Organs

- Groups of tissues that perform a specific function
- Aboveground organs
 - Stems
 - Leaves
 - Buds and flowers
- Belowground organs
 - Roots
 - Storage organs
 - Reproductive organs



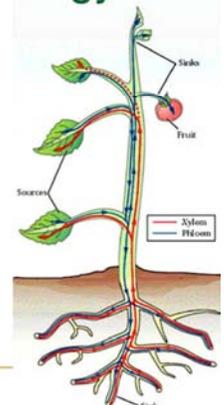
Plant Organs

- Dicots
 - Broad leaves
 - 2 cotyledons
 - Veins radiate
 - Tap root
 - Flowers in 4's or 5's
- Monocots
 - Narrow leaves
 - 1 cotyledon
 - Veins parallel
 - Fibrous roots
 - Flowers in 3's



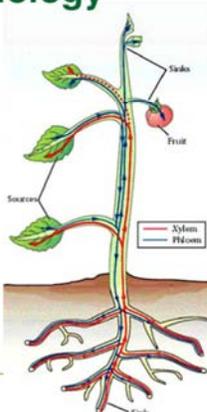
Plant Function—Physiology

- Translocation = transport of carbohydrates
 - Occurs in phloem (symplast)
 - Mechanism = source to sink flow
 - Storage organs may be sources or sinks
 - Systemic, foliage applied herbicides move this way

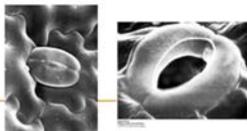


Plant Function—Physiology

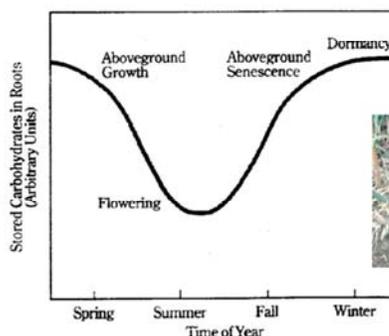
- Transpiration = evaporation of water through leaves
 - Occurs in xylem (apoplast)
 - Driving force for uptake and transport of water and minerals from soil
 - Regulated in leaves by stomata
 - Uptake regulated in roots by endodermis (Casparian strip)
 - Systemic, soil-applied herbicides move this way



Stomata on leaf surface

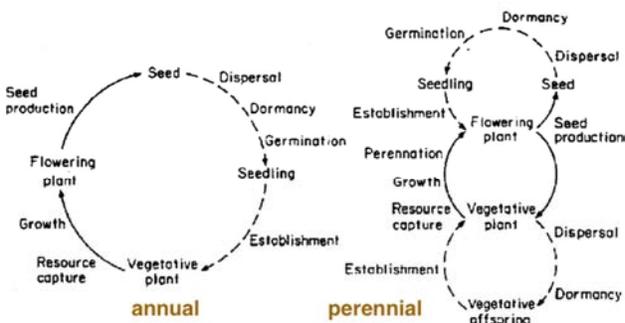


Seasonal Progression of Stored Carbohydrates in Roots of Perennial Plants

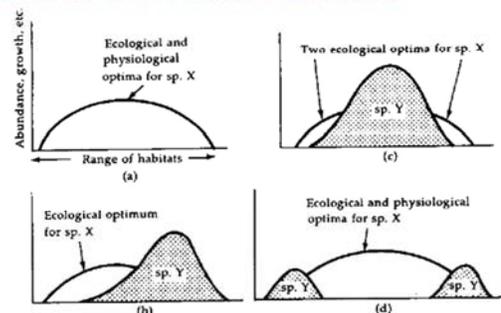


Plant Growth and Development

- Phenology = seasonality of life cycle events

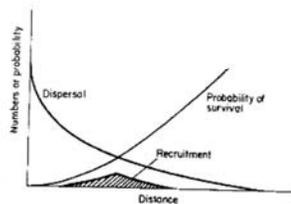


Physiological Ecology—Where Do Plants Grow?



Plant Distribution

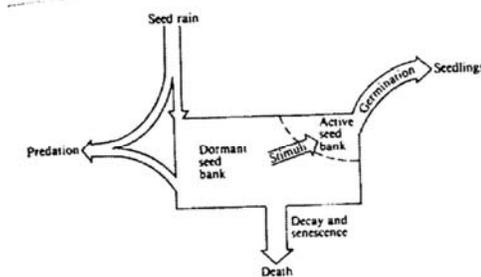
- Density = number per unit area
- Distributions are regular, random, or clumped
 - Most plants are clumped
 - Reasons—environmental heterogeneity, dispersal near parents



Seed Ecology



Seedbank model showing deposits and withdrawals:



Integrated Pest Management

Cheryl Wilen--Area IPM Advisor, UCCE and UC Statewide IPM Program, cawilen@ucdavis.edu

Integrated Pest Management (IPM) is the basis of all pest management programs. IPM includes the use of a suite of methods to suppress pests based on pest biology and pressure. Methods fall into 5 categories:

Mechanical Physical Cultural Biological Chemical

Chemical control is not the first tool that is considered but may be part of the overall pest management program and is covered by other speakers at this meeting.

Mechanical methods involve the use of tools or machines to manage pests. For weeds in natural areas, this would include mowing, disking, hoeing, tree removers and other equipment. It also includes chain saws and loppers that may be used to remove seed heads.

Physical methods are those that physically manage weeds. The options here include solarization and mulching. Solarization is generally effective for reducing the weed seed bank and also to treat piles of weeds that have been removed so that seeds and vegetative propagules are neutralized. Burning or flaming also fall into this category but I rarely recommend it for southern California due to chance of starting a wildfire.

For weed management in natural areas, cultural methods are a bit harder to incorporate into a weed management program as a method to initially control invasive plants. However, it is very effective to help suppress weeds after most have been removed. Cultural methods include revegetation with desirable species to effectively compete with the invasive plants.

Finally, biological control is effective in a limited number of species. Biocontrol is the use of one living organism to control another. While most examples of the method of pest control are for insect management, there are a few insects that can suppress weeds, generally by killing the seed or bore into stem while still on the plant. Goats and sheep can also be considered as biocontrol agents if the definition is considered in the broadest sense. Animals can be an effective tool for weed management but must be cared for and moved periodically. Seed dispersal and consumption of toxic plants may also become issues. If goats or sheep are to be used, it is best to contract with a company that manages the animals for that purpose.

In order to implement a true IPM program, one needs to become very familiar with the problem(s) at hand. Specifically, the biology of weed you want to manage. Dispersal of seeds, timing of germination, emergence, and flowering, and what the growth stages are will help determine how and when to impose treatments. Additionally, knowledge of the environmental requirements for germination and growth and the plant's response to competition can help a land manager exploit potential "weaknesses" and reduce it's likelihood of germination and spread.

Additionally, IPM practitioners should be prepared to integrate or stack methods, often trying new ideas in concert with methods already in practice.

Finally, land managers need to accept that managing weeds, whether in cropping systems or

Herbicide Sprayer Calibration

Carl Bell--Regional Advisor - Invasive Plants, UCCE, cebell@ucdavis.edu

Herbicides are very useful tools for control of invasive plants and restoration of degraded natural habitats; but they are far more useful when they are used correctly. In the case of herbicides, correctly means using the right herbicide at the right rate to kill the target weeds. Picking the right herbicide requires thorough knowledge of the herbicide label, along with consulting other informational sources and materials. Applying the herbicide at the right rate requires calibrating spray equipment.

To calibrate is defined simply as making something right. When you put one pound of apples on a grocery store scale, it is calibrated correctly when the display says one pound. Likewise, when you are filling up your gas tank, the pump display should show the true amount of gasoline you are getting. These scales and pumps are tested regularly to make sure they are calibrated accurately, and there is an official sticker on the device as proof.

Herbicide labels have instructions on how much herbicide to apply for effective control. These are called rates and they are expressed in a quantity, a measurable amount of weight (e.g. Pounds) or volume (e.g. Quarts), over an area (e.g. Acres). For example, a glyphosate label may say, "to control annual grasses apply 1-2 quarts per acre in sufficient water to thoroughly wet the plants." In order to apply this recommended rate, the herbicide sprayer must be calibrated. Sprayer calibration is a process that determines the amount of spray solution (i.e. The combination of water, herbicide, surfactant, dye, etc.) applied per acre. There are numerous ways to calibrate the sprayer; a very simple, no-math method is included on the following page. Once you know the volume of spray solution applied per acre, referred to as GPA (gallons per acre), you simply add the recommended quantity of herbicide for each gallon of water in the spray tank and apply it to the weeds.

Working with colleagues Milt McGiffen Jr. and Cheryl Wilen, we have conducted field workshops on this calibration method. In the process, we have collected data on actual application practice for about 80 individuals in southern California. A percent concentration is not a rate because it does not include any information about the spray volume applied. The data we have collected allows us to illustrate the difference. For example, a one percent solution of glyphosate when applied at 25 GPA delivers one quart of herbicide per acre. At 50 GPA the rate is two quarts per acre; at 100 GPA the rate is four quarts per acre. The intended rate for a one percent solution of glyphosate is supposed to be one quart per acre according to the Monsanto label. Our data showed that most individuals were applying at least twice that much herbicide per acre with a backpack sprayer and about four times that much herbicide with a hose-end sprayer. This apparently routine over application of herbicide wastes money and leaves more herbicide in the environment than it should. Calibration is the way to solve this problem.

Easy, No Math, 128th Acre Broadcast Sprayer Calibration

Carl E. Bell, Cheryl Wilen, and Milton McGiffen, Jr.

University of California Cooperative Extension

Invasive Plants in Southern California

<http://groups.ucanr.org/socalinvasives/>

Herbicide sprayer calibration	
Step 1	Measure out the 128th acre calibration area: two suggested sizes are 10' by 34' or 18.5' by 18.5'
Step 2	Spray the calibration area with water evenly while recording the amount of time to complete the spray; Time _____
Step 3	Spray water into a bucket for the same amount of time. Measure the amount of water in the bucket in ounces; this will equal the gallons per acre (GPA) that the sprayer is applying. Put this value in Step 3 in the formula below.
Herbicide Rate Calculation	
Step 4	Total volume of herbicide spray tank in gallons. Put this value in Step 4 below.
Step 5	From the herbicide label, determine the amount of herbicide product to be applied per acre in ounces. Put this value in Step 5 below.
Step 6	Divide Step 4 by Step 3, this will determine the amount of acres sprayed per tank load. Put this value in the box labeled Step 6 below.
Step 7	Multiply Step 5 times Step 6, this will determine the amount of herbicide to be added to each tank load.

$$\text{Step 4 } \frac{\text{_____}}{\text{(spray tank volume)}} \div \text{Step 3 } \frac{\text{_____}}{\text{(GPA)}} = \text{Step 6 } \frac{\text{_____}}{\text{(acres per tank load)}}$$

$$\text{Step 5 } \frac{\text{_____}}{\text{(oz herbicide per acre)}} \times \text{Step 6 } \frac{\text{_____}}{\text{(acres per tank load)}} = \text{Step 7 } \frac{\text{_____}}{\text{(herbicide per tank load in oz.)}}$$

Notes:

1. This works for both liquid and dry herbicides measured in ounces. (1 gallon = 128 oz, 1 quart = 32 oz, 1 pint = 16 oz.)
2. If the area to be sprayed is less than the area that a full tank load will spray, reduce the amount of water and herbicide by the same proportion as the reduction in area to be sprayed. (1 acre = 43,560 square feet.)
3. Each person spraying should do their own calibration and spray mixing.
4. Surfactants are added to the spray mix on a percent volume basis. Multiply the recommended percentage by 128 to determine ounces per gallon of mix. For example, 0.5% surfactant X 128 = 0.64 oz (its OK to round up to the nearest ounce, so 1 oz per gallon of mix).

ADVANCES IN DESERT WEEDS SYMPOSIUM, 2011

This symposium has been brought to you by:
UC Cooperative Extension
and UC Riverside's
Center for Conservation Biology

WE THANK YOU FOR ATTENDING

UC's 64 Cooperative Extension offices are local problem-solving centers. More than 400 campus-based specialists and county-based farm, natural resource, home, and youth advisors work as teams to bring the University's research-based information to Californians. CE is a full partnership of federal, state, county, and private resources linked in applied research and educational outreach. CE tailors its programs to meet local needs. CE's many teaching tools include research, meetings, conferences, workshops, demonstrations, field days, video programs, newsletters and manuals. Thousands of volunteers extend CE's outreach, assisting with nutrition and 4-H youth development programs along with Master Gardener, California Naturalist, Master Food Preserver, and Master Food Shopper education.

The Center for Conservation Biology (CCB) is a University of California Riverside organized research unit. Our mission is to assist in the conservation and restoration of species and ecosystems by facilitating the collection, evaluation, and dissemination of scientific information. Many activities of the Center are regional, centered on the diverse species and habitats that form the natural heritage of southern California, but other activities extend far beyond this regional focus. The research and other activities of the Center ultimately provide cultural, economic, and aesthetic benefits locally and globally.



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