

SMART Academic Year Activities for Mentor and Students

The attached outline of expectations may look like a lot but we want to provide you with a clear structure to work with, and some suggestions to make the program work effectively. ***We are here to help with all of these steps and welcome any and all suggestions.***

The bullets below list the basic student requirements for the program. As mentors your job is to ensure that the student meet these. The detailed list of mentor activities attached gives specific detailed recommendations for structuring your SMART program.

- Meet weekly with the school stormwater group organized by your teacher
- Commit to 2 hours per week to include activities such as: retrieve and analyze data to inform stormwater solutions in your community, connect with community water partners, discuss water issues, plan outreach activities
- Provide weekly updates on website, briefing us on your activities
- Collect and enter data on a weekly basis
- Provide a written summary (capstone) project at the end of the academic year indicating your role in managing stormwater in your community

SMART Mentor Activities for Academic Year

- I. AUGUST: Identify possible sampling site(s) - Consider when selecting sites:
 - A. How near is it to your school; logistics of students sampling there
 - B. Possible pollutant sources nearby, or interesting sites to look at
 - C. Check out your watershed on Google Maps
- II. Meet with your group once a week
 - A. First meeting:
 1. Finalize site(s)
 2. Discuss research questions about site and rationale for choosing
 3. Decide on sampling schedule and responsibilities:
 - a) **Emphasize that sampling right before and after a rainstorm is ideal**
 - b) Everyone needs to participate! Work should amount to about 2 hours a week
 4. Consider appointing individuals for: meeting minutes, data entry

- B. Suggested activities at meetings include:
 - 1. Retrieve and analyze data
 - 2. Discuss plans for connecting with community water partners
 - 3. Discuss media related to water issues
 - 4. Plan outreach activities in your community
 - 5. Discuss Capstone projects (individual or group? topics?)
- C. In meeting, complete weekly update on sister site.
 - 1. School Name
 - 2. List of students in attendance (pre-formatted with checkboxes)
 - 3. Update on activities. Should generally reflect what took place at the meeting and could include: ideas for future meetings, connections with community partners or professionals, outreach activities.
- III. Mentor students in Capstone projects
 - A. Including time for one-on-one advising is strongly encouraged
- IV. Assist in outreach activities. Your group should be involved in an outreach event **at least twice during the academic year.** Suggestions for outreach venues include:
 - A. City government
 - B. K-8 school, students in your school not in SMART program
 - C. Science Fair, Water conference or event
 - D. Community group--non-profit or industry
- V. Integrate stormwater management and research concepts
 - A. Water properties, water cycle, hydrology, watersheds
 - B. Biodiversity and ecosystems, water quality indicator species, macroinvertebrates
 - C. Pollution: non-point and the stormwater issue
 - D. Engineering design, environmental engineering
 - E. Water & environmental chemistry, water testing
 - F. Data gathering: water sampling field work, other sources of data
 - G. Data analysis and conclusions
 - H. Solution design and implementation plan
- VI. Assist in implementing solutions, e.g. coordinating with partners in tangible remediation