**MS4 Permit Minimum Control Measure #1: Education and Outreach – Part III**

Meeting Requirements for Residents and Businesses and Institutions Audiences with No Impairments or TMDLS or Miscellaneous (2 per audience per permit term)

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| **Residential Audience – choose 2** |
| **YR** | **Objective** | **Partner Activities & Products** | **MS4 Responsibilities** | **Measurement** | **Anticipated Outcomes** | **Provider & Status** |
| **?** | ◾ Residents understand how stormwater impacts water quality and what they can do to reduce impacts. | ◾ ***Stormwater Videos:*** Collect short videos on various stormwater topics and write SOP for using short educational videos. | ◾ Promote Videos and track video viewing | ◾ Videos will include watching and behavior change survey (SNHPC provided) | Increase in awareness of actions to decrease stormwater impacts to water quality and potential to adopt actions to reduce impacts increases. | SNHPC and NHDES? |
| **?** | ◾  | ◾ See: Pennichuck and Amherst Watershed Education in schools: <https://pennichuck.com/source-water-protection/about-pennichuck-watershed/watershed-school-education-program/> and videos <https://pennichuck.com/source-water-protection/about-pennichuck-watershed/watershed-videos/> ◾ See Florida Stormwater and Me videos etc. <http://www.stormwaterandme.org/index.asp>See Uconn NEMO site at: <http://nemo.uconn.edu/ms4/index.htm> | ◾  | ◾  |  |  |
| **?** | ◾  | ◾  | ◾  | ◾  |  |  |
| **?** | ◾  | ◾  | ◾  | ◾  |  |  |
| **?** | ◾  |  |  |  |  |  |

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| **Businesses and Institutions Audience – choose 2** |
| **YR** | **Objective** | **Partner Activities & Products** | **MS4 Responsibilities** | **Measurement** | **Anticipated Outcomes** | **Provider & Status** |
| **?** | ◾ Students understand how stormwater impacts water quality and what they can do to reduce impacts  | ◾ ***NHDOT Stormwater Model and Trailer:*** Write SOP for NHDOT stormwater model to attend school event.  | ◾ Follow SOP to host NHDOT stormwater model | ◾ Number of students participating◾ Survey teachers and/or students on change in understanding | Increase in awareness of actions to decrease stormwater impacts to water quality and potential to adopt actions to reduce impacts increases. | NHDES, NHDOT |
| ◾ ***Enviroscape Stormwater Model:*** Write SOP for using Enviroscape model in classrooms. | ◾ Follow SOP for using Enviroscape model. | ◾ Number of students participating◾ Survey teachers and/or students on change in understanding | NHDES Watershed Assistance and Drinking Water |
| ◾ ***Project Wet Teacher Training:*** Write SOP and contact information on identifying school teachers already attending Project Wet Training (NHDES) or hosting SW topic tailored training in area of MS4 schools and partnering with other MS4 schools. (could also subsidize teachers attending training). (go to principals, or science teachers, or other teachers – 5th grade NGSS focuses on water – goal is to have town staff in workshops) **OR** have the DPW or other town/city staff trained.  | ◾ Follow SOP for participating in Project Wet Training (DES) | ◾ Number of students participating◾ Survey teachers and/or students on change in understanding? | NHDES Drinking Water Program (Project Wet Coordinator)  |
| ◾ ***Gundalow Educational Sails:*** Write SOP for identifying students attending Gundalow classroom activities and/or subsidize class to attend.  | ◾Follow SOP for participating in Gundalow classroom  | ◾ Number of students participating◾ Survey teachers and/or students on change in understanding? | NHDES and Gundalow Company |
| ◾ ***NHDES Drinking Water Festival:*** Write SOP for identifying schools already attending NHDES Drinking Water Fair (competition) and Water Festival and/or how to get your schools to attend. (no cost). (go to principals, or science teachers, or other teachers – 4th grade NGSS focuses on water) | ◾ Follow SOP for participating in NHDES Drinking Water Festival |  | NHDES Drinking Water ( Project Wet Coordinator) |
| **2** | ◾  | ◾  | ◾  | ◾  |  |  |
| **3** | ◾  | ◾  | ◾  | ◾  |  |  |
| **4** | ◾  | ◾  | ◾  | ◾  |  |  |
| **5** | ◾  |  |  |  |  |  |