

Volunteer Stream Monitoring Training Manual 2015



HOOSIER
RIVERWATCH



*Education
Monitoring
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INDIANA DEPARTMENT OF ENVIRONMENTAL MANAGEMENT





Indiana Department of Environmental Management

www.idem.IN.gov/riverwatch

www.HoosierRiverwatch.com

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Welcome to Hoosier Riverwatch

About the Program

Hoosier Riverwatch is a program of the Indiana Department of Environmental Management (IDEM), Office of Water Quality. The program began in Indiana in 1997 to increase public awareness of water quality issues and concerns by training volunteers to monitor stream water quality. The State of Indiana has a surface area of approximately 36,532 square miles. There are about 63,000 miles of rivers, streams, ditches and drainage ways in Indiana. In addition, there are approximately 35,673 miles of surface waterways in Indiana greater than one mile in length.

The mission of Hoosier Riverwatch is: “To involve the citizens of Indiana in becoming active stewards of Indiana’s water resources through watershed education, water monitoring, and clean-up activities.”

We accomplish this mission through the following goals:

- Educate citizens on watersheds and the relationship between land use and water quality.
- Train citizens on the basic principles of water quality monitoring.
- Promote opportunities for involvement in water quality issues.
- Provide water quality information to individuals or groups working to protect water resources.
- Support volunteer efforts through technical assistance, and providing monitoring equipment, networking opportunities, and educational materials.

Hoosier Riverwatch staff will assist you and your organization in understanding the importance of protecting local streams. Voluntary participation is the key to success of any statewide stream monitoring and education program. This manual provides information to help you begin a successful water quality monitoring program.

For more information about Hoosier Riverwatch, a schedule of upcoming workshops, or to sign up to receive the *Riffles & Pools* newsletter, go to: www.idem.IN.gov/riverwatch or contact us at:

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Table of Contents

Chapter 1

Intro to Water Quality Monitoring.....	6
How do Volunteers Get Started?.....	6
Monitoring Parameters.....	7
Equipment Application Program.....	7
Safety.....	9

Chapter 2

Designing a Water Monitoring Study.....	13
What is Your Stream Address?.....	13
Hydrologic Unit Code Areas.....	14
Sediment impacts on streams.....	17
Watershed Inventory.....	18
Study Design.....	19

Chapter 3

Habitat Assessment.....	22
Site Map & Stream Flow.....	28

Chapter 4

Chemical Monitoring.....	32
Units of Measurement and Indices.....	36
Chemical Monitoring Data Sheet.....	37
Water Quality Index Instructions.....	38
<i>E. coli</i> Bacteria.....	61
<i>E. coli</i> Testing Instructions – <i>Coliscan Easygel</i>	62
<i>E. coli</i> Testing Instruction – <i>3M Petrifilm</i>	64

Chapter 5

Benthic Macroinvertebrates.....	66
Macroinvertebrate Identification Key.....	77
Macroinvertebrate Adults Key.....	78

Chapter 6

Aquatic Invasive Species (AIS).....	79
Exotic Invasive Mussels.....	79
Asian Carp.....	80
Invasive Aquatic Plants.....	81

Chapter 7

Hoosier Riverwatch Database.....	82
Introduction.....	82
Register New User.....	82
Enter Data.....	85
Search Database.....	87
Datawatch.....	89
My Favorites.....	91
Saving and Loading Groups of Sites.....	91
Chart Parameter Averages.....	92
Review Data by Site.....	94

Chapter 8

Data Analysis, Action & Evaluation.....	96
Habitat Parameters for Selected Macroinvertebrates.....	98

Appendix A

Equipment for Water Quality Monitoring.....	105
How to Make Your Own Equipment.....	107
Where to Purchase Equipment.....	110

Appendix B

Macroinvertebrates Identification Key.....	112
--	-----

Appendix C

How to Prevent Water Pollution?.....	131
--------------------------------------	-----

Appendix D

Chemistry Ranges, Averages and Q-Values.....	133
--	-----

Appendix E

Glossary.....	139
---------------	-----

Appendix F

Water Quality Targets.....	143
Useful Contacts.....	147

Appendix G

References.....	150
-----------------	-----

Appendix H

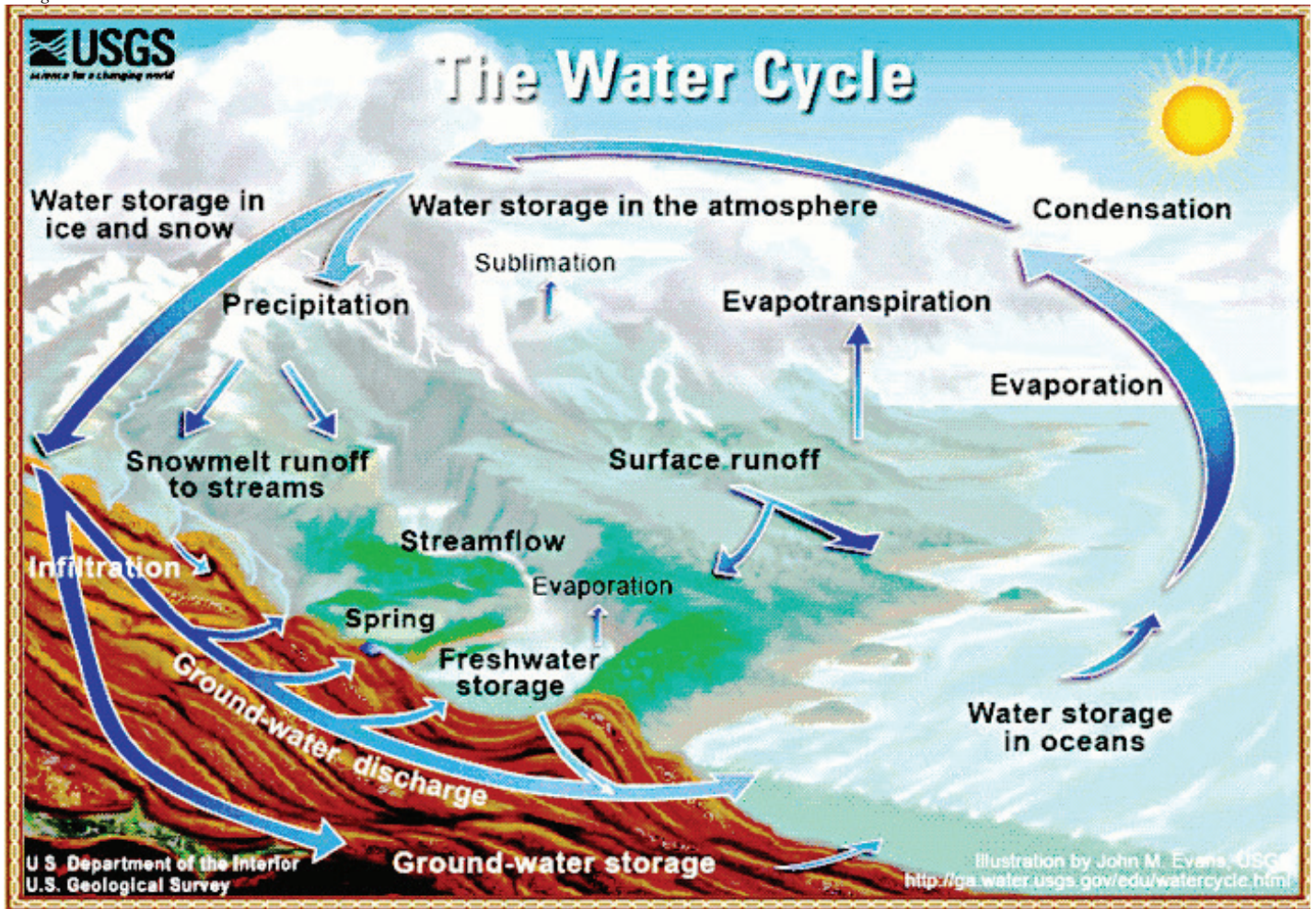
Extra Data Sheets.....	152
------------------------	-----

Chapter 1 - Introduction to Water Quality Monitoring

How do Volunteers Get Started?

Water is important for many reasons, from recreation to irrigation for agriculture. Further, plants and animals rely on clean water. Water covers over 70% of the Earth's surface and makes-up 50 – 80% of every living thing. Fresh, clean, drinkable water constitutes only one half of one percent of all the Earth's water. Even so, we all have a responsibility to manage and maintain our water resources and one way we can accomplish this is through water quality monitoring.

Figure 1



The amount of water on Earth is the same at all times and has been the same throughout the history of the Earth. The state of water can change (liquid, solid, gas) as it moves through the water cycle (Figure 1), but the total amount of water doesn't change.

Monitoring Parameters

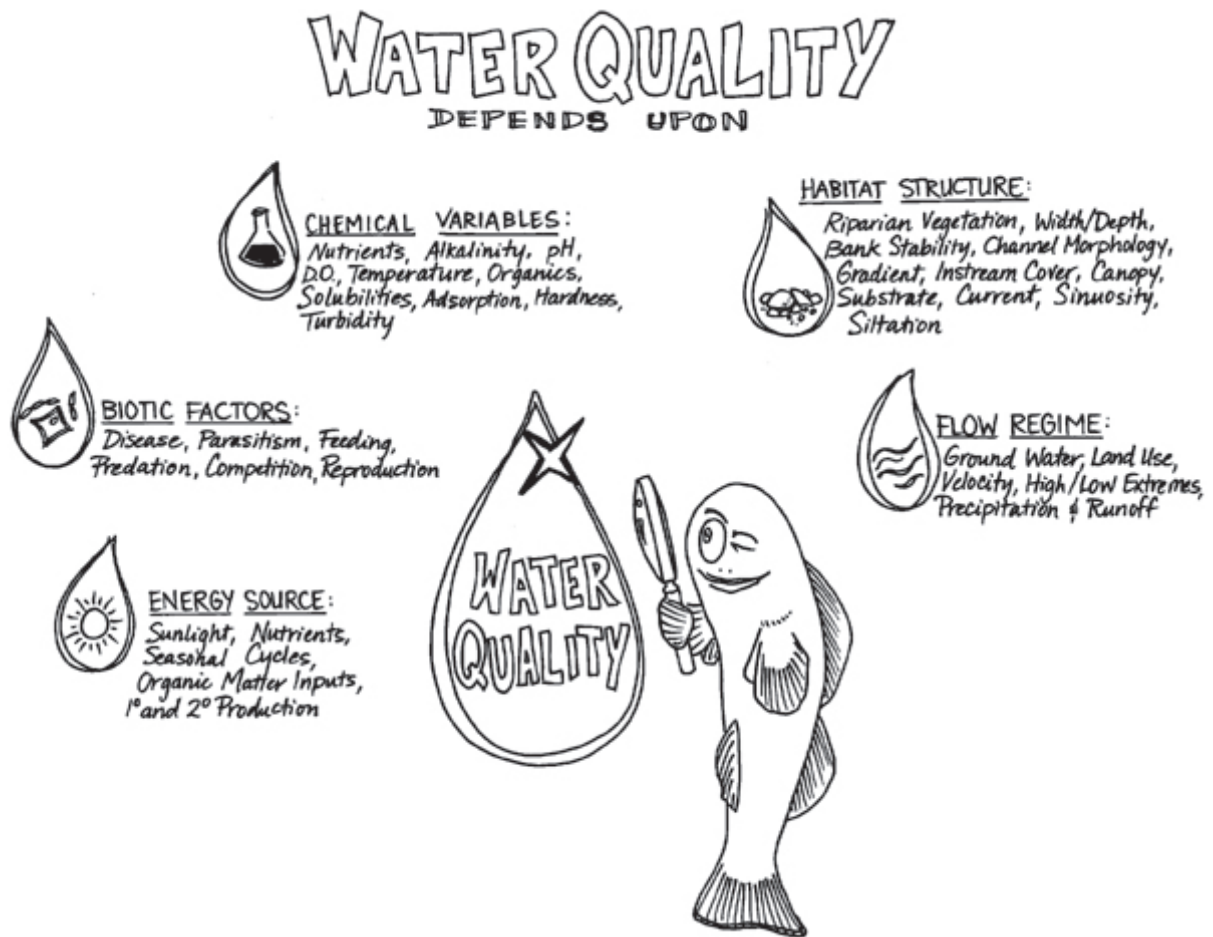
Water quality is determined by a variety of factors (Figure 2). However, due to time and resource constraints, Hoosier Riverwatch volunteers only monitor a fraction of the possible parameters.

Habitat - Land use, Substrate, Flow, Depth, Riparian Vegetation, Stream Shape, Erosion

Chemical - Dissolved Oxygen, *E. coli*, Nitrate, Turbidity, Phosphate, pH, BOD, Temperature change

Biological - Benthic Macroinvertebrates

Figure 2



Training Workshops

To start a successful local Hoosier Riverwatch monitoring program, you should attend a training workshop and thoroughly read this manual. **Volunteer Stream Monitoring Training** introduces citizens and educators to water quality monitoring utilizing physical, chemical, and biological assessment methods. After completion of this training, participants become “Certified Volunteer Monitors.” Riverwatch volunteers are able to perform stream testing, submit data to the statewide volunteer stream monitoring database, and teach students how to monitor.

Equipment Application Program

Hoosier Riverwatch has been awarding water monitoring equipment to volunteer groups since 1996. Equipment recipients form the foundation of the Hoosier Riverwatch volunteer stream monitoring network. These volunteers agree to monitor their selected stream or river segments at least four times per year for two years and must attend a Riverwatch training workshop. Any school, nonprofit organization, or governmental agency in Indiana is eligible to apply. Contact Hoosier Riverwatch for this year's guidelines and application procedures. Equipment packages offered:

- **Chemical Testing Equipment**

This package provides simple chemical testing methods suitable for adults with no previous experience, as well as students from the elementary through college level. This package provides tests for dissolved oxygen, BOD, temperature, phosphate, nitrate, nitrite, pH and turbidity. [See Appendix A for information on the testing equipment Hoosier Riverwatch uses.]

- **Biological Monitoring Equipment**

This package includes equipment necessary to sample a shallow (wadeable) stream or river site for benthic macroinvertebrates – aquatic organisms living in the streambed. Supplies provided include sampling nets and identification keys. If your site is too deep for this type of monitoring, you do not need this equipment.



Figure 3

- **Both the Chemical Testing and Biological Monitoring Equipment Packages**

Citizen/Individual Volunteer Participation

Although individual citizens cannot receive equipment through the application program (because equipment packages are awarded to organizations), you can still participate in the program! Volunteer stream monitoring equipment is available (Figure 3) to be checked out and used through Riverwatch loaner sites established throughout the state. In addition, see *Appendix A - Monitoring Equipment* for information on purchasing or making your own sampling equipment.

Organizing Your Group

To get a “Riverwatchers” group started in your area, begin by contacting existing organizations already involved with stream or lake activities. A successful Hoosier Riverwatch group can use the support of a well-organized and like-minded constituency. Some individuals and/or organizations that you may want to contact for support include: citizen and civic groups, local government officials, lake associations, university specialists, community health officials, water utilities, canoe or fishing clubs, and county Soil and Water Conservation Districts. Contact the IDEM watershed specialist for your area to assist with your efforts.

Safety

Safety is the critical first step in any volunteer stream monitoring program. All volunteers should read the following safety precautions prior to beginning any monitoring activity.

- **Take a buddy along!** Always monitor with at least one partner. Always let someone else know where you are, when you intend to return, and what to do if you do not return on time.
- **Honor private property rights.** Never cross a landowner's property without permission. The right of public access to Indiana streams is determined by whether the waterway is classified as "navigable." While all flowing surface water in Indiana is owned by its citizens, the public may only enter or access without permission the streambeds and banks (up to the Ordinary High Water Mark) of navigable waterways. The streambeds and banks of non-navigable waterways are privately owned and, therefore, require permission to enter or access. To learn if a particular stream is navigable, non-navigable, or currently unclassified, please refer to. www.IN.gov/nrc/2390.htm.
- **Never wade in swift or high water.** Do not wade if depth is greater than knee-deep. Do not monitor if the stream is at flood stage. Any stream is dangerous in times of flooding. If you have a potential drowning situation, remember the lifeguarding tenant: Reach, Throw, Go! First, try to reach with a pole, net, branch, or yardstick. Then, throw something (life preserver) that floats or that is tied with a rope and will enable you to pull him/her into shore. Only attempt a swimming rescue as a last resort. A drowning person can panic and pull you under, too.
- **Beware of polluted streams that are known to be unsafe for handling.** Check with your County Health Department or the Indiana Department of Environmental Management for information on bacterial and/or toxic contamination of local waterways. As a rule, treat every stream as if it were polluted - wear waders, rubber gloves, and protective eyewear. Never drink the water in a stream. Wash with soap if your hands have been in contact with stream water.
- **Have a first aid kit on hand.** Preferably, at least one team member should have first aid/CPR training. Your first aid kit should contain the following items (at a minimum):
 - Several bandages for minor cuts
 - Antibacterial soap or alcohol wipes
 - First aid cream or ointment
 - Several gauze pads 3-4" square for deep wounds with excessive bleeding
 - Aspirin or other pain reliever/fever reducer
 - A needle and tweezers for removing splinters
 - A first aid manual that outlines diagnosis and treatment procedures
 - A single-edged razor blade for minor surgery and cutting tape to size
 - A 2"-wide roll of gauze and a triangular bandage for large wounds
 - A large compress bandage to hold a dressing in place
 - A 3"-wide elastic band for sprains, applying pressure to bleeding wounds
 - If a participant is sensitive to bee stings, include their doctor-prescribed antihistamine
 - An eyewash to flush chemicals
 - Telephone numbers of emergency personnel
- **Develop a safety plan.** Take a cell phone with you. Locate the nearest medical center and write down directions for traveling there. Have a medical form for each volunteer monitor including emergency contacts, insurance and pertinent health information such as allergies, diabetes, epilepsy.



- **Listen to weather reports.** Never monitor if severe weather is predicted or if a storm occurs.
- **Be very careful when walking in the stream.** Wear shoes that are in good condition and have traction. Rocky-bottom streams can be very slippery and may contain deep pools. Muddy-bottom streams may also prove dangerous where mud, silt, and sand have accumulated in sinkholes. If you must cross the stream, use a walking stick to steady yourself. Watch for barbed wire fences or sharp, rusty objects (e.g., car bodies, appliances) that may pose a particular hazard.
- **Do not walk on unstable stream banks.** Disturbing these banks; including the vegetation growing upon them, can accelerate erosion and lead to a collapse.
- **Beware of animals and plants.** Watch for irate dogs, farm animals, wildlife (e.g., snakes), and insects such as ticks, mosquitoes, and hornets. Know what to do if you are bitten or stung. Watch for poison ivy, sumac, giant hogweed, and other skin-irritating vegetation.

The chemical reagents supplied in the testing kits are laboratory grade reagents. Some of the chemicals are concentrated, some are irritating, some are poisonous and some will just make you itch. Please read thoroughly the directions and the Materials Safety Data Sheets (MSDS) provided with each kit. The reagents provided in the CHEMetrics kits are mild skin and eye irritants.

- **Wear safety goggles and rubber gloves.** Avoid contact between chemical reagents and your skin, eyes, nose, and mouth. Never use your fingers to stopper a bottle when shaking a solution.
- **Do not mix chemicals indiscriminately.** Use only the designated chemicals in specified amounts when performing tests.
- **Provide wash water** at the monitoring site to wash any chemicals from the eyes or the body.
- **Know chemical clean-up, disposal, and first aid procedures. Wipe up all spills when they occur.** Use sealed plastic containers filled with an absorbent material (e.g., kitty litter) to store waste before disposal. If accidental consumption of chemical reagents occurs, have your MSDS on hand and contact your local poison control office or one of the following:

Phone Numbers for EMERGENCY only:

Indiana Poison Control Center (800) 382-9097

Rocky Mountain Poison Center (800) 623-5716

- **A first aid kit may not be enough. In addition, carry such safety equipment as life buoys, life jackets, river rescue throw bag, a flashlight, a whistle, and insect repellent.**

These guidelines were adapted from the Environmental Protection Agency's 1997 Volunteer Stream Monitoring Manual.

Prevent the Spread of Aquatic Invasive Species (AIS)

As Riverwatch volunteers, you will be coming into regular contact with Indiana's waters. As a result, we would like you to help us prevent the spread of aquatic invasive species (see chapter 6 for more information).

- Remove all mud and plants from sampling equipment before transporting.
- Drain all water from equipment before transporting.
- If multiple locations on a stream are sampled in the same day, begin upstream and work downstream. If working in this order no drying or decontamination of equipment is necessary. If an upstream area is infested with an invasive then downstream areas likely are also. An infested downstream area does not necessarily mean upstream areas are infested too. This is why you should sample from upstream to downstream.
- Equipment decontamination is necessary following each sampling location if working from downstream to upstream or working on different water bodies in the same day. The simplest decontamination is to rinse equipment well with 104° F or hotter water.
- Ideally, sampling of different water bodies should be put off for 5 days following the last sampling. Sampling gear should be allowed to completely dry during these 5 days to allow any unseen hitchhikers to die.
- Dispose of unwanted live bait and worms in trash.
- NEVER transfer plants, fish, or animals to another body of water. They should only be released if they came out of that body of water.



STOP AQUATIC HITCHHIKERS!™

Prevent the transport of nuisance species.
Clean all recreational equipment.
www.ProtectYourWaters.net

When you leave a body of water:

- Remove any visible mud, plants, fish or animals before transporting equipment.
- Eliminate water from equipment before transporting.
- Clean and dry anything that comes into contact with water (boats, trailers, equipment, clothing, dogs, etc.).
- Never release plants, fish or animals into a body of water unless they came out of that body of water.

A Few More Details Before We Get Started...

Volunteer Monitoring Network

There is no national volunteer water quality monitoring program, but many states have a statewide program with their own set of parameters and methods. Our neighboring states, Ohio, Illinois, Kentucky, and Wisconsin have statewide volunteer stream and river monitoring programs. Hoosier Riverwatch has many state and national partners with whom we collaborate; we are truly part of something bigger. In Indiana, many lakes are also monitored by volunteer monitors who are trained and coordinated through IU/SPEA with funding from IDEM. Could there be one in your area?

What You Can Expect From Hoosier Riverwatch

What is Hoosier Riverwatch's role in our partnership with you? Our primary responsibilities are to provide hands-on training, as well as supply water monitoring equipment, ongoing technical support, information and education, and maintenance of the Online Volunteer Stream Monitoring Database. Our job is to empower you, to provide you with help and support to monitor Indiana's water quality, and to help you find solutions to problems if they arise.

Riverwatch Wouldn't Exist Without You

As a volunteer monitor, you have the freedom to monitor when and where (with permission from private property owners) you choose. You should make these decisions based on your monitoring goals and monitoring plan. Remember, you are the primary user of the data collected, but it is possible that it could also be of interest to others (e.g., Indiana Department of Environmental Management, consultants, universities, local governmental agencies and watershed groups). Remember, the only way to share your data and for your data to be used is to submit it to the Hoosier Riverwatch Database. Your findings, as a volunteer, may indicate that professional testing is needed to determine the extent of a potential problem.

Preparation for Participation

You're going to learn a lot of new information as you attend a Riverwatch training workshop or read through this training manual on your own. You may feel a little overwhelmed with new information at times. But, we guarantee that with some advanced preparation (e.g., planning, scheduling, financing, networking, gaining permission, and possibly getting through a little red tape) and practice with the equipment and data sheets, any educator, community group, or interested citizen can make a difference by participating in this program.

Take a deep breath and relax! You will be fine!

Smile - this stuff is fun!

Chapter 2 - Designing a Water Monitoring Study

The first step in developing a water monitoring study design is identifying your watershed. The ability of a stream to support beneficial uses such as fishing, boating and swimming is influenced by the major land uses in the watershed, the nature of the stream channel, the diversity of instream habitats, and the character of the riparian area.

Planning is critical to a successful water monitoring program. Knowing why you are monitoring will determine where, when, and how often you monitor.

What is Your Stream Address?

“Just as everyone in Indiana lives within the boundaries of county, everyone also lives within a watershed; though we may live, work or play in different watersheds or in different parts of the same watershed.” A watershed is the total area of land that drains into a particular waterbody (wetland, stream, river, lake, or sea). Land uses and runoff in a watershed determine the quality of surface water in smaller streams and waterways. They can then influence the water quality of larger streams. For example, point source discharges, urban runoff, runoff from landfills and runoff from agricultural areas may contain sediments, organic material, nutrients, toxic substances, bacteria or other contaminants. When these substances are present in significant concentrations, they may interfere with some stream uses.

Approximately one percent of a watershed is stream channels. The smallest channels in a watershed have no tributaries and are called first-order streams. When two first-order streams join, they form a second-order stream. When two second-order streams join, a third-order stream is formed, and so on. (Figure 4) First- and second-order channels are often small, steep or intermittent. Stream orders that are six or greater constitute large rivers.

A stream channel is formed by runoff from the watershed as it flows across the surface of the ground following the path of least resistance. The shape of the channel and velocity of flow are determined by the terrain, unless changes have been made by man. When the terrain is steep, the swiftly moving water may cut a deep stream channel and keep the streambed free of sediments. In flatter areas, the stream may be shallow and meandering, with a substrate comprised largely of fine sediments.



Figure 4

What is your Watershed Address?

Hydrologic Unit Code Areas

Knowing your “watershed address” is very important to understanding the influences on the water quality in your stream or river. Hoosier Riverwatch organizes data from volunteer stream monitors by watershed location using the map: “Eight Digit Hydrologic Unit Code (HUC) Areas in Indiana” (Page 15-Figure 6). Delineated by the U.S. Geological Survey, hydrologic units represent the geographic boundaries of water as it flows across the landscape. But not every HUC is a “watershed” in the pure sense, since longer streams are divided along their length. As you can see on the map, each HUC has an associated 8-digit number or code. This number is representative of the size of the basin. Larger basins are represented by smaller numbers. Look at the first six numbers of two or more watersheds near each other on the map; if they are the same (e.g., Chicago, Kankakee, and Iroquois in northwest Indiana, which are 071200), then they are part of the same larger watershed. You could use colored pencils to delineate these larger watershed boundaries on this map.

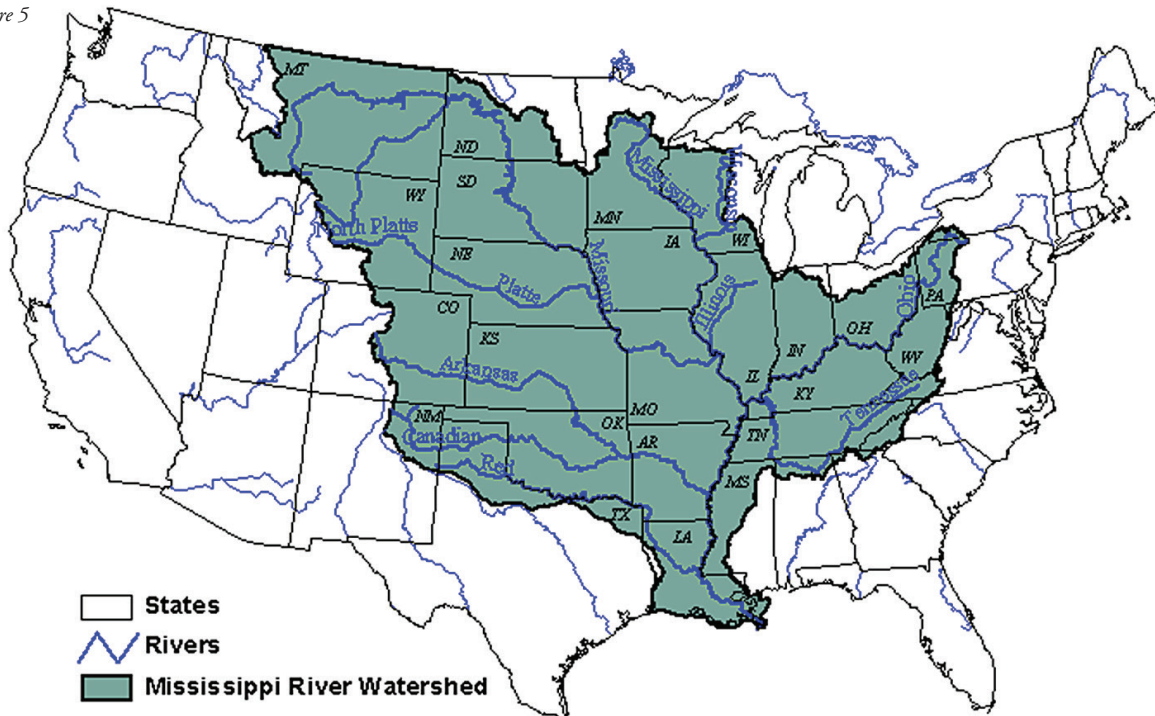
Check the map on page 15 and write your watershed address (HUC) here:

Watershed Name _____

Watershed # _____

Water within watersheds beginning with “04” flow into Lake Michigan or Lake Erie and are part of the Great Lakes Watershed. The “07”s flow west into the Illinois River before entering the Mississippi River. Water from the “05” watersheds flows into the Wabash or Ohio Rivers before also joining the Mississippi River and discharging into the Gulf of Mexico. The Mississippi River watershed is the largest in the United States (Figure 5).

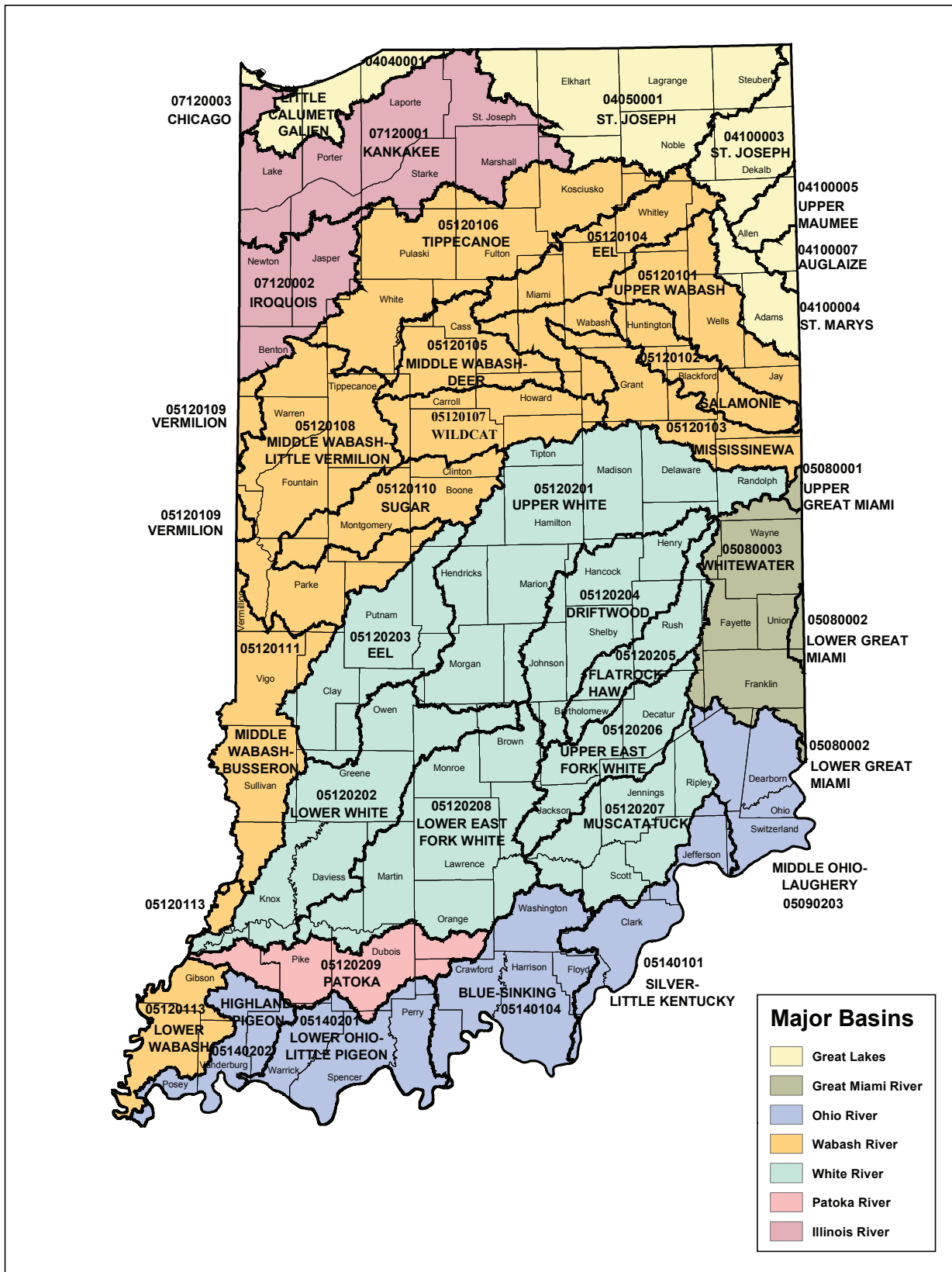
Figure 5



Indiana is divided into 39 watersheds at the 8-digit level. Each of these watersheds can also be divided into smaller sub-watersheds which are represented by 10-digit numbers, and even smaller units with 12-digit numbers. Visit, http://inwater.agriculture.purdue.edu/huc_group/ to help you find your watershed.

Eight Digit Hydrologic Unit Code (HUC) Areas in Indiana

Figure 6



This map is intended to serve as an aid in graphic representation only. This information is not warranted for accuracy or other purposes.

Mapped By: Joanna Wood, Office of Water Quality
Date: 11/05/2014



□ County Boundary
 □ 8-Digit HUC Areas

Data Sources - Obtained from the State of Indiana Geographic Information Office Library
 Map Projection: UTM Zone 16 N Map Datum: NAD83



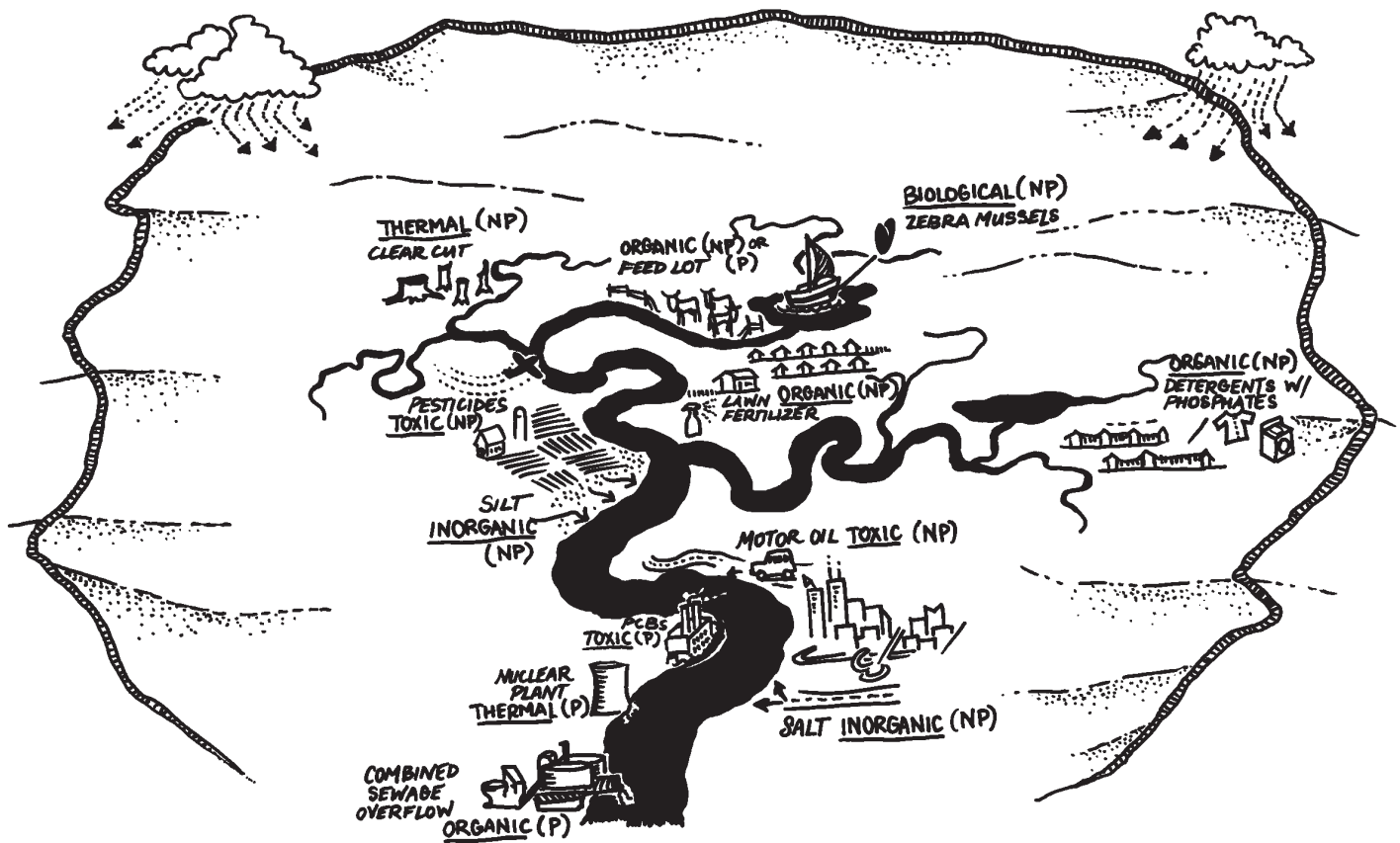
What is Water Pollution and Where Does it Come From?

Many volunteers monitor because they are concerned about pollution. Volunteer monitors check for current pollution and develop a baseline to gauge future pollution. Water pollution can typically be placed in one of two categories: point or nonpoint source pollution. **Point source pollution** is easy to identify because it is discharged from the end of a pipe. It accounts for about 25% of all water pollution.

Point sources are regulated with permits by the Indiana Department of Environmental Management.

Nonpoint source pollution originates primarily from runoff and is more difficult to identify. It is a product of land use throughout the entire watershed, and makes up about 75% of water pollution. Different types of pollution are described below and shown (Figure 7).

Figure 7



Point sources are indicated by a "P"; nonpoint sources are "NP."

1. **Organic Pollution** - decomposition of once-living plant and animal materials
2. **Inorganic Pollution** - suspended and dissolved solids (e.g., silt, salt, minerals)
3. **Toxic Pollution** - heavy metals and lethal organic compounds (e.g., iron, mercury, lead, PCB's) - some of these are transferred via the atmosphere and air deposition
4. **Thermal Pollution** - heated water from runoff (e.g., streets, parking lots) or point source discharges (e.g., industries, nuclear or other power plant discharges)
5. **Biological Pollution** - introduction of non-native species (e.g., zebra mussels, purple loosestrife, Eurasian watermilfoil)

Sediment is a Leading Source of Water Pollution by Volume to Indiana Streams and Rivers!

Soil erosion and sediment as a result of poor construction, logging, landscaping, and agricultural practices, as well as eroding stream banks, cause many physical changes in streams that lead to decreased water quality.

Sediment impacts on streams	Resulting Direct and Indirect Effects on Aquatic Organisms
<ul style="list-style-type: none"> Heat is absorbed resulting in increased water temperature. 	<ul style="list-style-type: none"> Metabolic rates of organisms increases, leading to wasted energy not available for growth and reproduction.
<ul style="list-style-type: none"> Water clarity is decreased, thereby increasing turbidity. Increased siltation and embeddedness on stream bottom (Figure 9). 	<ul style="list-style-type: none"> Reduction in visual feeding and visual mating. Clogging of gills during breathing and feeding. Smothering of nests and eggs. Change in habitat and filling of crevices in bottom gravel.
<ul style="list-style-type: none"> Excess organic debris is carried with soil, which may result in increased Biochemical Oxygen Demand (BOD) and decreased dissolved oxygen. 	<ul style="list-style-type: none"> Oxygen sensitive species are detrimentally affected. pH is reduced (water becomes more acidic) resulting in: <ul style="list-style-type: none"> ☐ Phosphorus becoming more available ☐ Ammonia becoming more toxic ☐ More leaching of heavy metals.
<ul style="list-style-type: none"> Excess phosphorus is attached to soil particles and is carried into streams. 	<ul style="list-style-type: none"> Phosphorus acts as a “fertilizer,” so algal growth increases, leading to higher daytime dissolved oxygen and lower nighttime levels. Can upset normal feeding on the aquatic food chain.
<ul style="list-style-type: none"> Heavy metals may be leached from the soil leading to increased toxicity. 	<ul style="list-style-type: none"> Developmental deformities. Behavioral changes in feeding, mate attraction and activity, and parental care.

“One way to measure sediment impacts on a stream is by looking at embeddedness (Figure 8), which refers to the degree to which rocks, gravel, cobble, boulders, and snags are covered or sunken into silt, sand or mud of the stream bottom.”

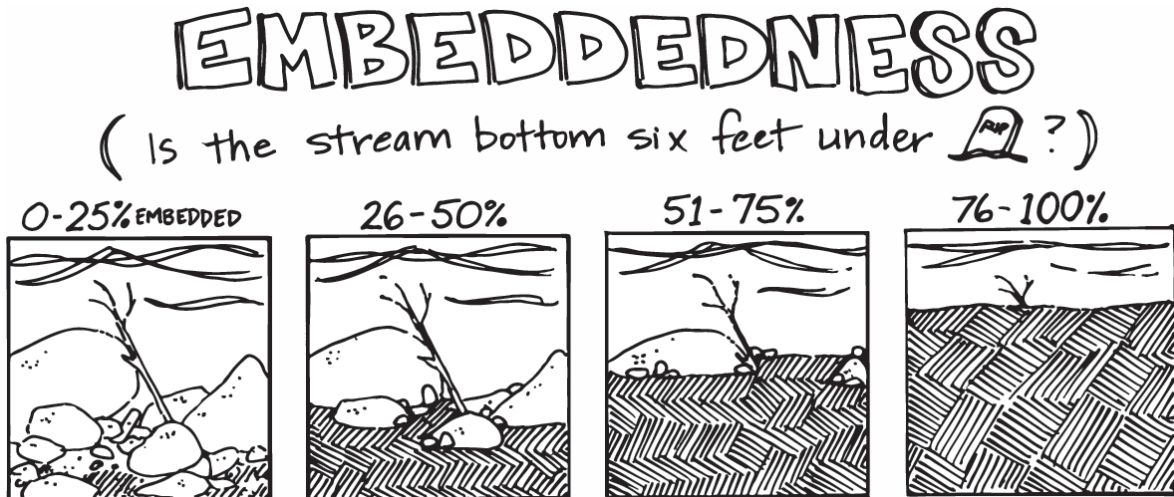


Figure 8

Watershed Inventory

Information in this section is reprinted and modified from Hudson Basin River Watch Manual, Ohio EPA Explore Your Stream, and the IOWATER Program Handbook.

We know where water pollution might originate, now it's time to take a look around your watershed and discover the potential pollution sources there. The purpose of a watershed inventory is to learn about the current uses, values, and threats to the water resources in your watershed. In general, there are two ways to gather information:

Desktop Inventory: Use maps and aerial photos. Get copies of existing reports, including possible watershed management plans. Visit, www.IN.gov/idem/nps/3180.htm to see if a watershed plan has been developed in your community. Find out the designated uses. Identify your river's special attributes and threats to these uses and values. Survey people. Know what municipalities govern your watershed.

Field Inventory: No matter how much information you discover through your research, the best way to know what's really going on is to get out into the field. You can perform a driving survey or "windshield tour" and also get out of your vehicle and take a look around (respecting private property rights, of course!). What should you be looking for? ANYTHING that may affect your stream.

Land Use

This list includes just a few things to look for and is not a complete list. It's meant to start you "down the road" considering what is in your own watershed and what may impact your water quality as you begin your water study. The information collected during your watershed inventory is for your use only - but it is strongly recommended that you consider doing it at the beginning of your monitoring!

- **Agricultural Crops/Fields** - Are buffers in place? What kind of tillage is occurring? What kind of fertilizer is being applied and is it staying on the field
- **Pasture/Livestock** - Is there a manure management system? Is the waterway protected with fences?
- **Logging** - Are there clear-cuts (all trees) or selective cuts of individual trees?
- **Mining** - What kind: surface, underground, quarry? Is it active, abandoned, reclaimed?
- **Waste Disposal** - What kind: landfills, home septic systems, sewers, pet waste?
- **Construction Areas** - What types: homes/buildings, roads, bridges? Is sediment contained or buffered?
- **Residential/Suburban** - Are there storm drains, lawns, commercial businesses (malls/strip malls, retail shops, car washes, gas stations, restaurants), dog parks?
- **Urban** - How are services provided: drinking water/wastewater treatment facilities, factories, power plants? Are there known brownfields, leaking underground storage tanks (LUSTs), other remediation sites, combined sewer overflows (CSOs)?
- **Recreation Areas** - What types do you have: zoos, forests, nature preserves, parks, greenways, campgrounds, golf courses, hiking and horseback trails, swimming areas, fishing areas, power boating?

Instream Conditions

As you walk along the stream bank, take note of ...

- **Litter/Garbage** - small litter, piles of trash, illegal dump, appliances
- **Algae** - floating, attached, color
- **Water Color** - clear, muddy, milky, tea-colored, red, gray, green, black
- **Water Appearance** - oily sheen, lots of foam/bubbles, scum
- **Water Odor** - sewage, petroleum (gas), rotten eggs, fishy, chlorine, soapy
- **Discharge Pipes** - field tiles, storm drain, industry, municipal wastewater, sewer, flowing in dry weather.

Study Design - 5 W's of Water Quality Monitoring

WHY - Define your purpose or goal. Initially this may be simple and straightforward, is the water safe for recreational activities (swimming, wading, and boating)? However, over time, the knowledge you gain may prompt you to ask bigger questions and prompt action in your watershed.

Goals will differ among groups. Some common reason folks may monitor include:

- Identify pollutants and sources
- Establish baseline data
- Document changes and trends
- Measure effectiveness
- Inform stakeholders
- Assess use attainment
- Provide information and data to support modeling
- Characterize the watershed

This definition will influence decisions on what, where, when...

WHAT - What parameters you choose to monitor will depend upon your goals. There is no right or wrong answer; however, parameters should align with the question you want to answer and your budget for monitoring. For example, if you are interested in algae blooms, you may sample for nutrients and collect representative algae samples for identification.

WHERE - Where you monitor depends upon your sampling goals/objectives. Before you select one or more sites, it is important to research, visit, and learn about your watershed, land uses, and potential sources of pollution. If you are interested in the affects of agriculture on water quality, you may want to sample a stream with a primarily agricultural watershed. If you want to determine the affects of industrial discharge on stream water quality, you may choose to monitor at three points, one upstream (control site), immediately below the source, and one further downstream to gauge recovery. It is up to you to choose where you would like to monitor.

If you need help choosing a spot, your watershed specialist (Figure 1) or your county Soil and Water Conservation District (www.iaswcd.org) may have some suggestions. A watershed management plan may be in development in your community.

Each sampling site is 200 feet in length.

Each sampling site is a 200-foot stream segment. You should use local landmarks (bridges, trees) or survey tape to define the boundaries of your sampling site. You might also want to sketch your site. You must also ensure safety by considering bank accessibility, water depth, and private property rights. Review the safety section (Chapter 1) for other important safety considerations.

WHEN - Once again, when you monitor will depend upon your goals. Consider the following impacts on water quality to help determine your sampling schedule.

Trend monitoring is the primary testing method preferred by Hoosier Riverwatch. To get an accurate picture of a stream's water quality, tests have to be performed on a regular basis (consistently), over a period of years (persistently). Without long-term continued monitoring, data obtained by Riverwatch volunteers may have limited uses. A random, one-time sample provides a limited picture of water quality and overall health of a water body at the particular site and time it was monitored. Many things can affect a one-time sample, and weather can be the largest single outside influence on many water quality parameters. Trend monitoring provides a broad view of the stream allowing the seasonal variations to be sorted out from long-term changes. In order to obtain data useful for trend analysis, volunteers should consider the long-term commitment involved in this type of monitoring.

Daily Changes - Water samples taken at different times of the day may yield different results. Changes in stream flow, air temperature, and photosynthesis of aquatic plants influence chemical properties of water.

Seasonal Changes – Nutrient levels may vary by season depending on the number of aquatic plants, as they take up nutrients from the water. Spring run-off may increase water levels, thereby changing the pollutant levels one may find. In addition, macroinvertebrate populations vary seasonally. You should find the greatest diversity in spring and fall.

The best way to ensure you get out to the stream is to make a sampling schedule. Consider how many people will be monitoring, how many sites you or your group plan to sample, and whether sampling is feasible year-round (e.g., due to drought, flooding, or ice cover). Think about the types of tests you will perform, the time requirements, and the goals you have set.

Many Riverwatch groups monitor four times a year, but if sampling can only be done once or twice a year, it is preferable to do it in early spring and fall.

WHO - Groups of 2-3 students or adults can take measurements. Tasks within a group include collecting samples, processing samples, and recording data. It is very useful to have multiple groups testing for each parameter (for example, two groups measure dissolved oxygen). This allows more participants to get involved and builds in some quality control. Groups conducting the same test should compare results to determine if the data are similar. If there are different results for the same sample, group members should check the procedures and repeat the test to determine the cause of the difference. Quality control is an important part of the science and the learning experience.

Remember – no matter what your goal for monitoring, any water study must be founded on sound, scientific, and objective research.

Quality Assurance & Quality Control

Many volunteers strive to obtain the best data possible. We think this is important, as YOU are one of the primary users of the data. The following are some suggestions on how you can improve the quality of your water monitoring data.

A **Quality Assurance Project Plan (QAPP)**, is a written document outlining the procedures a monitoring project will use to ensure the data it collects and analyzes meets project requirements. A QAPP helps the data user and monitoring project leaders ensure that the collected data meet their needs and that the quality control steps needed to verify this are built into the project from the beginning. By law, any EPA-funded monitoring project must have an approved QAPP before it can begin collecting samples.

The American Society for Quality (ASQ) states, that often “**quality assurance**” and “**quality control**” are used interchangeably to refer to ways of ensuring the quality of a service or product. However, they do have different meanings.

- ▶ **Quality Assurance:** The planned and systematic activities implemented in a quality system so that quality requirements for data will be fulfilled.
- ▶ **Quality Control:** The observation techniques and activities used to fulfill requirements for quality.

Accuracy and Precision

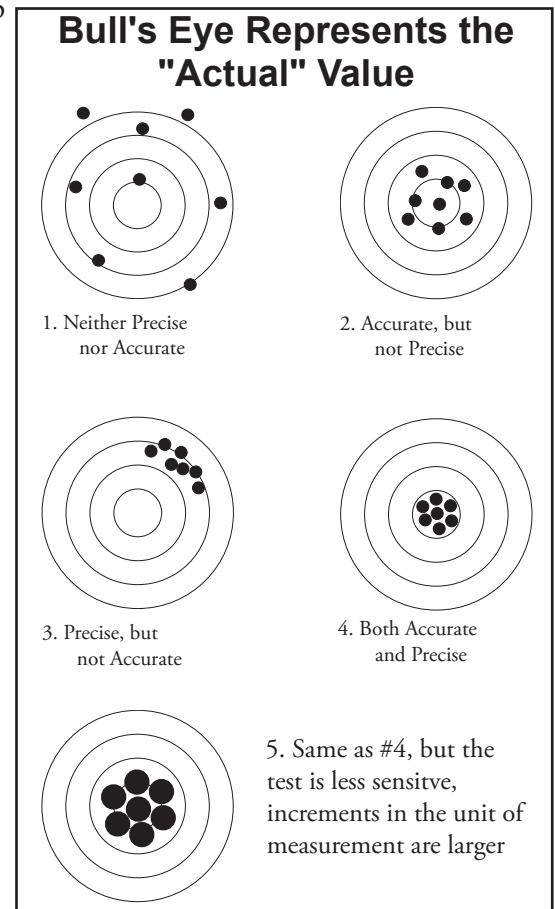
The reliability of water quality data depends on its accuracy and precision (Figure 10). Both tend to increase when more sophisticated technologies are used. Even though Riverwatch uses less sophisticated technologies, and limitations to the data exist, it is still valuable and can be used to identify trends, “hot” spots, areas in need of further monitoring, and, if enough data is available, can be used for watershed planning. This is possible because Riverwatch data are comparable to professional data. Although not exact, the data provide a “ball park” figure.

Data collected following Riverwatch methods may be considered accurate, but not as precise (#5) as methods utilizing higher technology. For example, using the pH test strip, a volunteer can consistently find the result to be 8.5 (showing precision); however, if the actual value was 8.65, she would not be able to obtain this result (with accuracy) because the pH test strip has the limitation of a 1/2 unit on the pH scale.

Figure 10

Comparability refers to how well data can be compared with other data from the same project or data from another project. **Reliability** in both accuracy and precision is achieved by:

- Collecting the water sample as directed
- Rinsing bottles and tubes with sample water before collecting the sample and with distilled water after completing the test
- Performing tests immediately after collecting the water sample
- Careful use and maintenance of testing equipment (check by using blanks and standards)
- Following the specific directions of a testing protocol exactly as described
- Repeating measurements to check for accuracy and to understand any sources of error
- Minimizing contamination of stock chemicals and testing equipment
- Storing kits away from heat and sunlight
- Checking expiration dates on chemicals and replacing before they expire
- Checking to be sure the results submitted to the Hoosier Riverwatch database are the same as those recorded on the data sheets.



Repeated Measurements

By repeating measurements, volunteers collect better data. Streams and rivers are variable. The water flowing past a point in the stream constantly changes. Taking *multiple measurements* and *averaging the values* captures some of the natural variation and provides a more representative result. In addition, taking more than one measurement reduces the chance of reporting incorrect data. If more than one person and/or testing kit are used, replicates provide an opportunity to test for both operator error and bad reagents. If one person obtains a value considerably different from another, repeat the test. If you are working with a group of student or adult volunteers, the purchase of a few additional items for chemical and biological monitoring (e.g., nets, color comparators) will improve efficiency in performing replicates.

Standards, Blanks and Splits

A standard is a sample of known concentration. Standards can be purchased from Hach or other chemical companies. A blank is a sample run using distilled water. By testing standards and blanks, volunteers can check for bad reagents and equipment contamination. A split is one sample tested twice (for example, two nitrate tests performed out of the same bucket of water taken from a stream). Splits test for operator error, as both tests should yield the same result.

Chapter 3 - Habitat Assessment

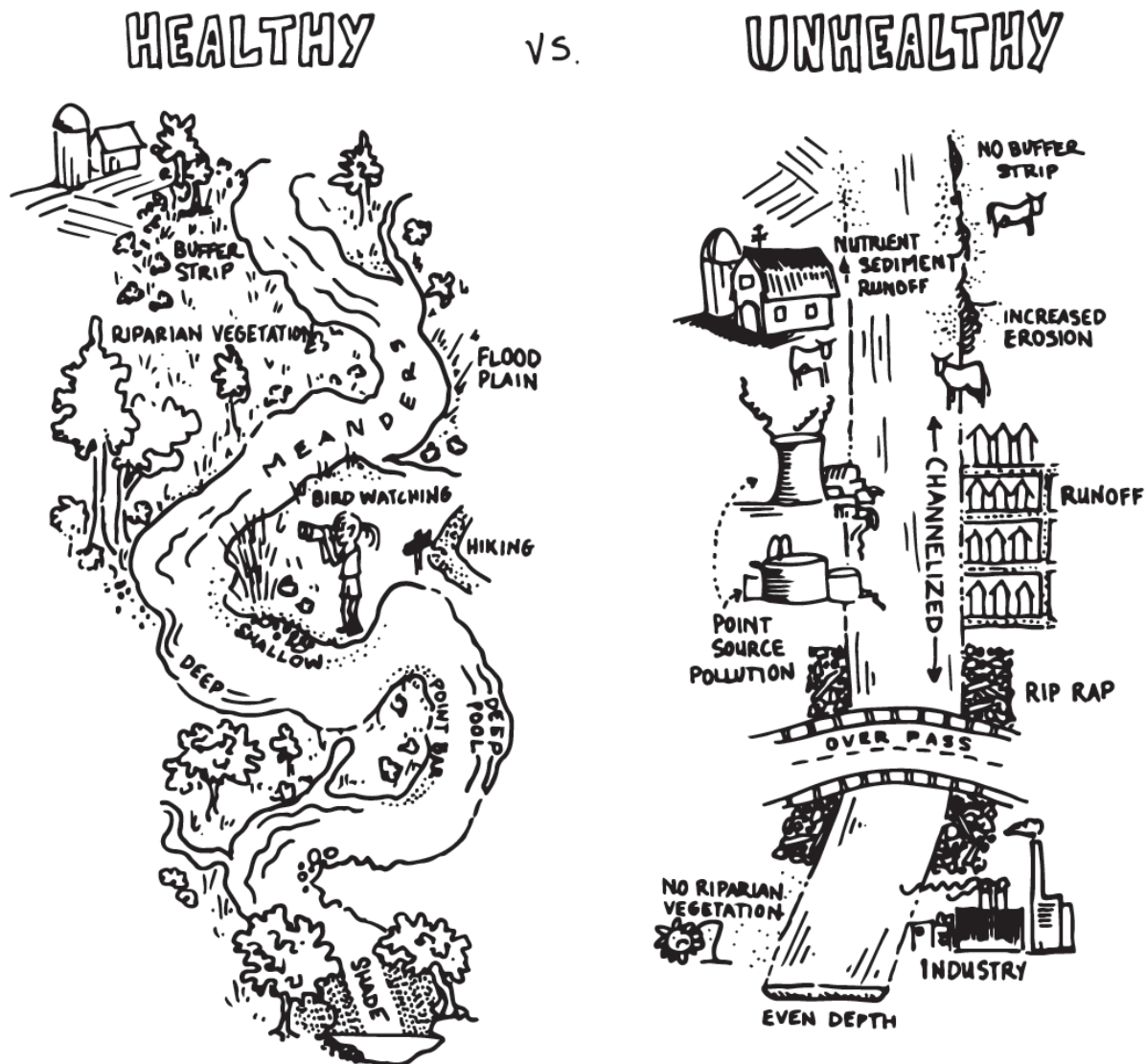
Chapter 2 discussed how water quality is a reflection of the land use in the watershed. However, the condition of land within and along the stream channel is also critical to the health of the stream and its ability to support aquatic life.

What is a Healthy Stream Habitat?

A natural stream channel does not flow in a straight line; it meanders. Rivers meander as they flow because this pattern releases the kinetic energy of the water in the most even or uniform manner. Meanders also provide a variety of habitats for many species of plants and animals. Pools, riffles, undercut banks and snags (fallen limbs or small log piles) all provide different types of habitat. The more types of habitat present in a stream system, the greater the potential for aquatic plant and animal diversity.

A uniformly straight or deep channel provides less potential habitat than a stream with variable flows and depths. Examples of healthy and unhealthy stream habitats are shown in Figures 11 and 12.

Figure 11



What is a riparian zone?

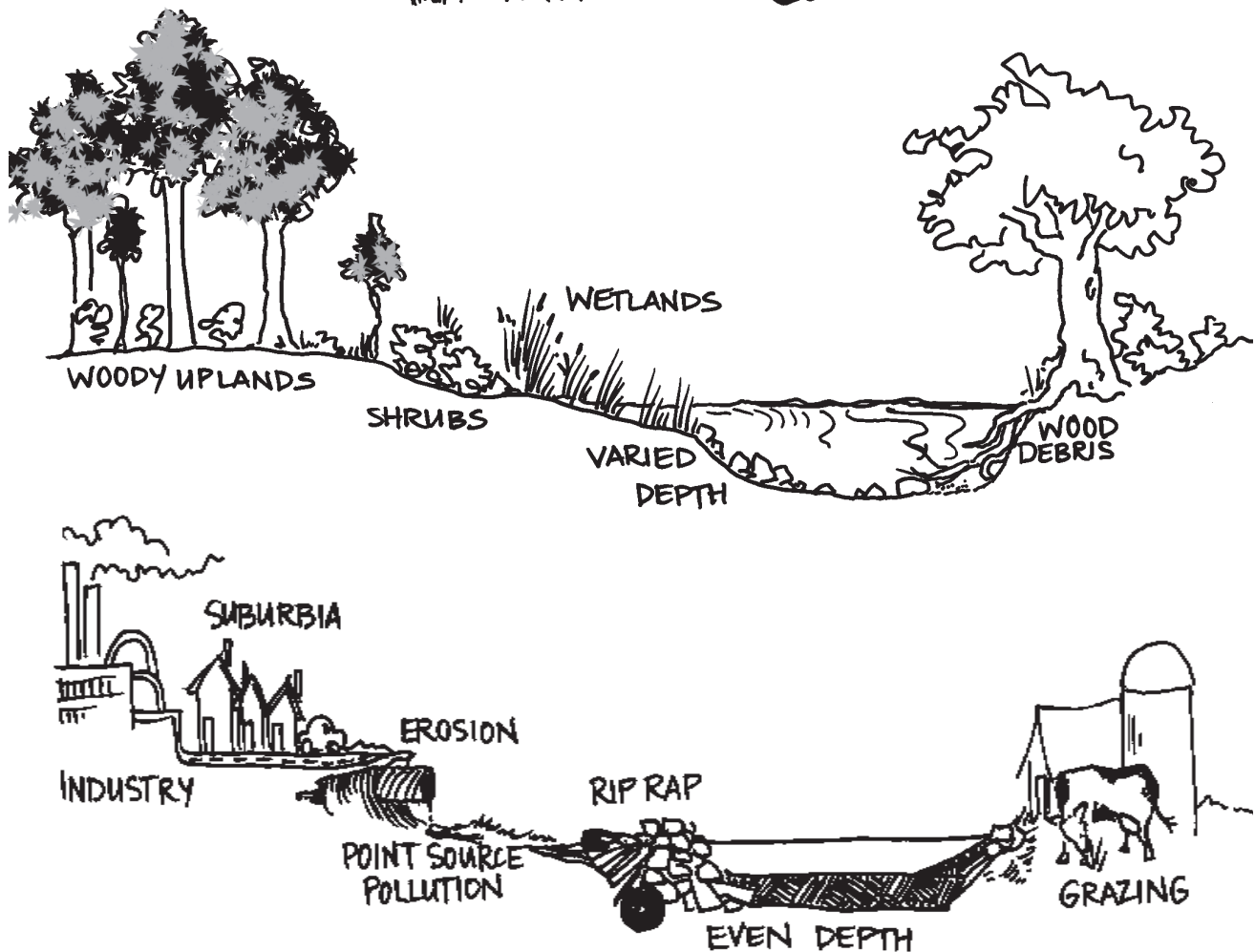
The term “riparian zone” refers to the areas adjacent to stream channels (Figure 11). The riparian zone is the strip of land between the stream channel and upland hills. Stream riparian zones form an important transition zone between land and freshwater systems. Riparian vegetation refers to the plants that occur naturally on stream banks and along stream channels.

Streamside vegetation and wetlands are important components of a stream ecosystem because they provide streams with bank support and stabilization, erosion and flood control, water quality protection, fish and wildlife habitat, and scenic beauty. Plant roots bind soil to stream banks and reduce erosion, and deflect the cutting action of swift flowing stormwater, expanding surface ice, and strong winds. Streamside vegetation keeps the water cool by providing shade, and it provides habitat for aquatic and terrestrial creatures. In addition, plant litter that falls in upland streams is a major source of food for organisms in the stream.

(From the “Streamwalk Training Manual,” Thames River Basin Partnership Initiative.)

HEALTHY vs. UNHEALTHY RIPARIAN HABITAT

Figure 12



Citizens Qualitative Habitat Evaluation Index (CQHEI)

This index was developed by the Ohio Environmental Protection Agency as a “Citizens” companion to the Qualitative Habitat Evaluation Index (QHEI) used by the state’s professional staff. The diagram’s data sheet on pages 26-27 were modified from information provided by the Ohio EPA. The purpose of the index is to provide a measure of the stream habitat and riparian health that generally corresponds to physical factors affecting fish and other aquatic life (i.e., macroinvertebrates). The CQHEI produces a total score that can be used to compare changes at one site over time or compare two different sites.

NOTE: The CQHEI data sheet was designed to be used primarily in wadeable streams. The index scores do not necessarily reflect the conditions found in intermittent streams or large rivers.

When completing the CQHEI, evaluate your entire stream site (200’ section).

In each category choose the most predominant answer. If sections of the stream or stream banks have completely different characteristics, you may check two boxes and average the points to obtain a score for the subsection (a), (b), or (c). An example is provided on page 27.

I. Substrate (Bottom Type) - Max 24 pts

(*Note: “smothering” is the same as “embeddedness.” See Figure 8 on page 17. Check “yes” for smothering, if the stream bottom is more than 50% embedded.*)

II. Fish Cover (Hiding Places) - Max 20 pts

Select all the cover types that you see using Figure 13a on page 25 as a guide. Add the points.

III. Stream Shape and Human Alterations - Max 20 pts

IV. Stream Forests and Wetlands (Riparian Areas) & Erosion - Max 20 pts

a) Width of the Riparian Forest or Wetland - *This is not the width of the stream!* Estimate the width of the area containing trees or wetlands on each side of the stream by answering: “Can you throw a rock to the other side?”

b) See **Appendix C - Glossary** for a description of conservation tillage.

V. Depth & Velocity - Max 15 pts

a) Deepest Pool - If your stream is a consistent depth, select the maximum depth.

b) Select all the flow types that you see and add the points.

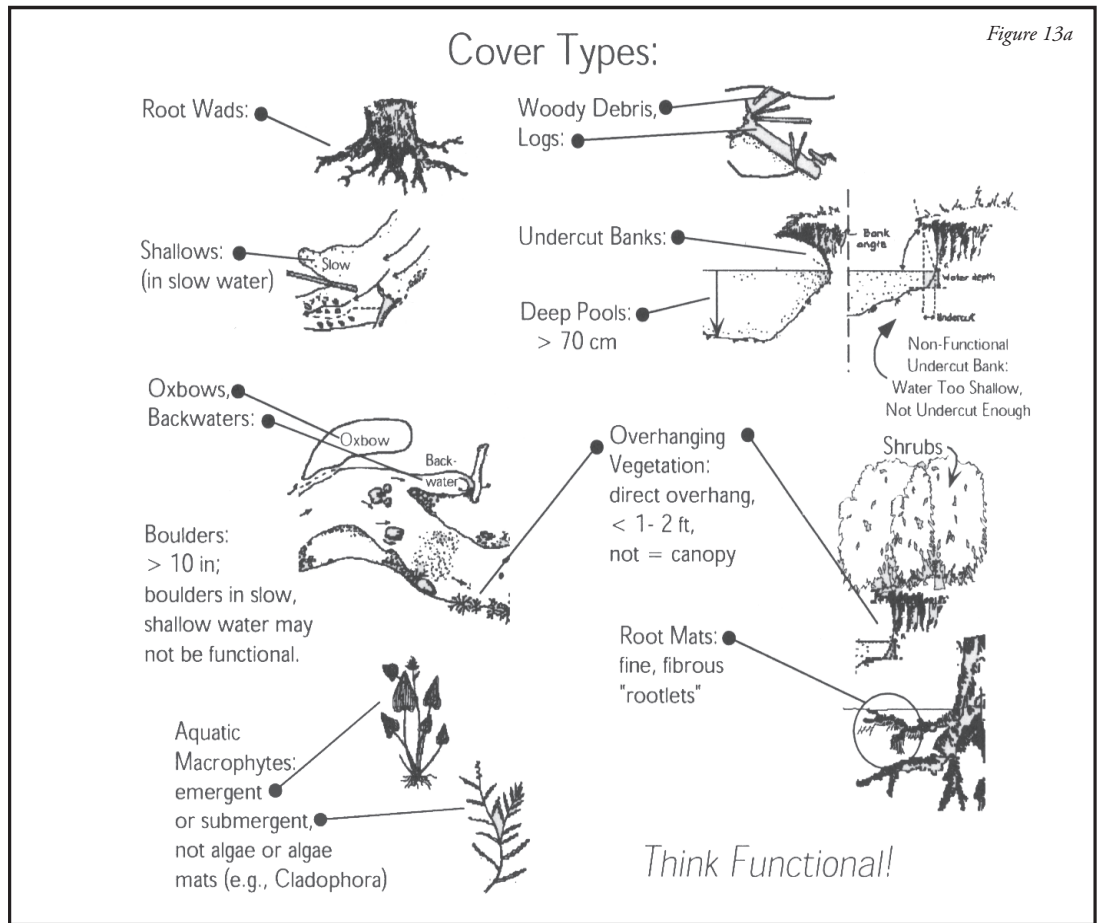
VI. Riffles/Runs (where the current is turbulent) - Max 15

Using the lower diagrams (Figure 13b) on page 25 as a guide.

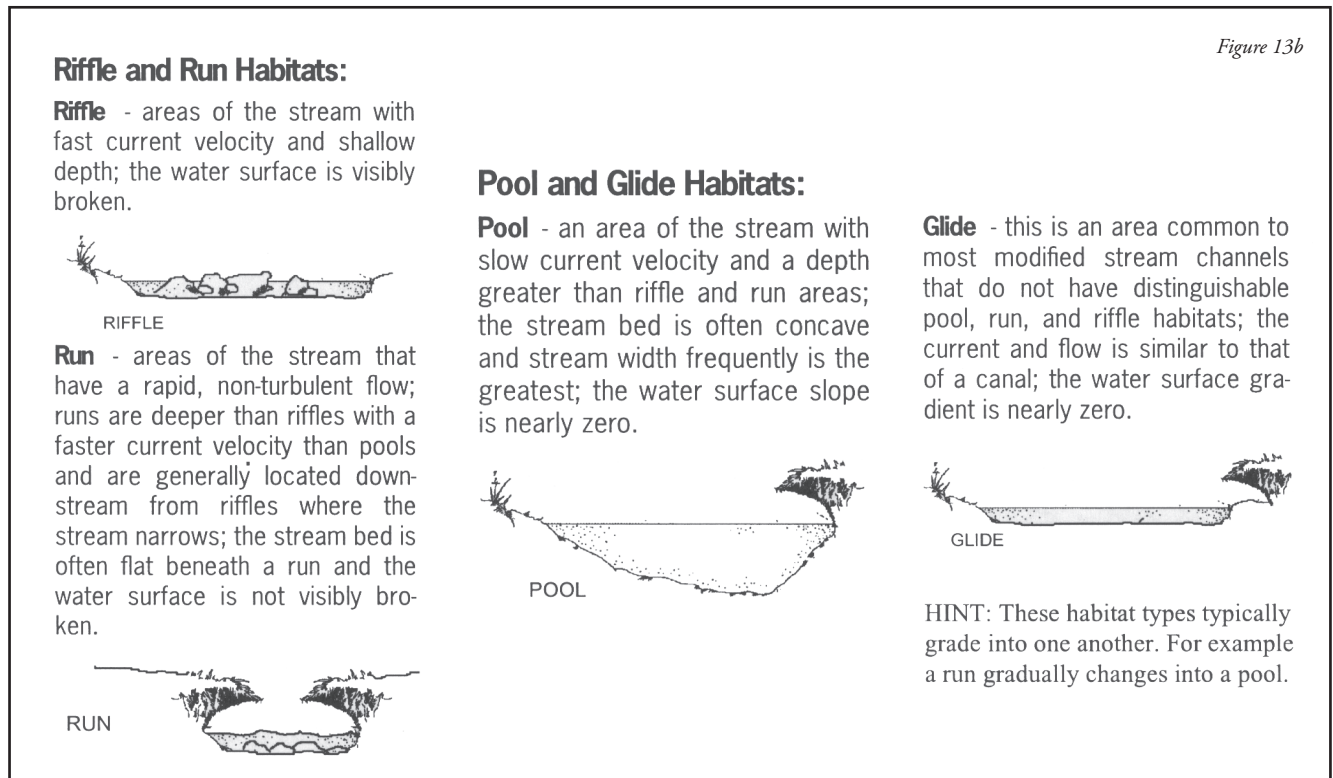
Maximum Total Points for the CQHEI is 114

If the score is over 100, consider it “extra credit.” You have an exceptional high-quality stream. A set of ranges for Excellent, Medium, Poor, Very Poor has not yet been developed for this index - but, QHEI scores >60 have been found to be “*generally conducive to the existence of warmwater fauna.*”

**CQHEI Section II:
Fish Cover
“Hiding Places”**



**CQHEI Sections V & VI:
Depth and Velocity and Riffles and Runs**



Citizens Qualitative Habitat Evaluation Index (CQHEI)

Date: ___/___/___ Volunteer ID: _____ Site ID: _____
 Stream Name: _____

CQHEI Total

I. SUBSTRATE (bottom type)

Score:

a) Size

- | | |
|---|---|
| <input type="checkbox"/> 14 pt
Mostly Large
(Fist Size or Bigger) | <input type="checkbox"/> 6 pt
Mostly Small (Smaller
Than Fingernail, but
Coarse, or Bedrock) |
| <input type="checkbox"/> 10 pt
Mostly Medium
(Smaller than Fist,
larger than Fingernail) | <input type="checkbox"/> 0 pt
Mostly Very Fine (Not
Coarse, Sometimes
Greasy or Mucky) |

b) "Smothering"

Are Fist Size and Larger Pieces
Smothered By Sands/Silts?

- 5 pt No
 0 pt Yes

Symptoms:
Hard to move pieces, often
black on bottom.

c) "Silting"

Are Silts and Clays Distributed
Throughout Stream?

- 5 pt No
 0 pt Yes

Symptoms:
Light kicking
results in
substantial
clouding for
more than
a minute.

II. FISH COVER (hiding places) - Add 2 Points For Each One Present

Score:

- | | | | | |
|--|---|--|---|---|
| <input type="checkbox"/> 2 pt
Underwater Tree
Roots (Large) | <input type="checkbox"/> 2 pt
Shrubs/Small Trees
Hang Over the Bank | <input type="checkbox"/> 2 pt
Downed Trees, Logs,
or Branches | <input type="checkbox"/> 2 pt
Water Plants | <input type="checkbox"/> 2 pt
Undercut Banks |
| <input type="checkbox"/> 2 pt
Underwater Tree
Rootlets (Small) | <input type="checkbox"/> 2 pt
Backwaters, Oxbows or
Side Channels | <input type="checkbox"/> 2 pt
Shallow, Slow Areas
for Small Fish | <input type="checkbox"/> 2 pt
Deep Areas
(Chest Deep) | <input type="checkbox"/> 2 pt
Boulders |

III. STREAM SHAPE and HUMAN ALTERATIONS

Score:

a) "Curviness" or "Sinuosity" of Channel

- | | |
|--|---|
| <input type="checkbox"/> 8 pt
2 or More Good
Bends | <input type="checkbox"/> 3 pt
Mostly Straight
Some "Wiggle" |
| <input type="checkbox"/> 6 pt
1 or 2
Good Bends | <input type="checkbox"/> 0 pt
Very Straight |

b) How Natural Is The Site?

- | | |
|--|---|
| <input type="checkbox"/> 12 pt
Mostly Natural
Few Minor Man-
Made Changes
(e.g., a bridge) | <input type="checkbox"/> 6 pt
Many Man-Made Changes, but Some Natural
Conditions left (e.g., trees, meanders) |
| <input type="checkbox"/> 9 pt | <input type="checkbox"/> 0 pt
Heavy, Man-made Changes (e.g.,
leveed or channelized) |

IV. STREAM FORESTS & WETLANDS (riparian area) & EROSION

Score:

a) Riparian Width Mostly:

- 8 pt
Wide (Can't throw
a rock through it)
- 5 pt
Narrow (can throw
a rock through it)
- 0 pt
None

b) Land Use - Mostly:

- | | |
|--|--|
| <input type="checkbox"/> 5 pt
Forest/Wetland | <input type="checkbox"/> 2 pt
Conservation
Tillage |
| <input type="checkbox"/> 4 pt
Shrubs | <input type="checkbox"/> 1 pt
Suburban |
| <input type="checkbox"/> 3 pt
Overgrown
Fields | <input type="checkbox"/> 1 pt
Row Crop |
| <input type="checkbox"/> 2 pt
Fenced Pasture | <input type="checkbox"/> 0 pt
Open Pasture |
| <input type="checkbox"/> 2 pt
Park (Grass) | <input type="checkbox"/> 0 pt
Urban/
Industrial |

c) Bank Erosion

- 4 pt
Stable Hard or Well-
Vegetated Banks
- 2 pt
Combination of Stable and
Eroding Banks
- 0 pt
Raw, Collapsing
Banks

d) Stream Shading

- 3 pt
Mostly
- 2 pt
Partly
- 0 pt
None

V. DEPTH & VELOCITY

Score:

a) Deepest Pool is At Least:

- | | |
|---|---|
| <input type="checkbox"/> 8 pt
Chest Deep | <input type="checkbox"/> 4 pt
Knee Deep |
| <input type="checkbox"/> 6 pt
Waist Deep | <input type="checkbox"/> 0 pt
Do Not Exist |

b) Check ALL The Flow Types That You See (Add Points):

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> 2 pt
Very Fast: Hard to
Stand in Current | <input type="checkbox"/> 1 pt
Moderate: Slowly Takes
Object Downstream | <input type="checkbox"/> 0 pt
None |
| <input type="checkbox"/> 3 pt
Fast: Quickly Takes Object
Downstream | <input type="checkbox"/> 1 pt
Slow: Flow Nearly
Absent | |

VI. RIFFLES/RUNS (areas where current is fast/turbulent, surface may be broken)

Score:

a) Riffles/Runs Are:

- | | |
|--|---|
| <input type="checkbox"/> 8 pt
Knee Deep or
Deeper and Fast | <input type="checkbox"/> 4 pt
Ankle Deep or
Less and Slow |
| <input type="checkbox"/> 6 pt
Ankle/Calf Deep
and Fast | <input type="checkbox"/> 0 pt
Do Not Exist |

b) Riffle/Run Substrates Are:

- | | |
|--|---|
| <input type="checkbox"/> 7 pt
Fist Size or Larger | <input type="checkbox"/> 0 pt
Smaller Than Your
Fingernails or Do Not Exist |
| <input type="checkbox"/> 4 pt
Smaller Than Fist Size, but
Larger Than Fingernail | |

Citizens Qualitative Habitat Evaluation Index (CQHEI)

Date: 10/04/2009 Volunteer ID: 1000 Site ID: 1000

Stream Name: Example Stream Indiana

85.5

CQHEI Total

I. SUBSTRATE (bottom type)

Score: **20**

a) Size

- | | |
|--|---|
| <input type="checkbox"/> Mostly Large (Fist Size or Bigger)
14 pt | <input type="checkbox"/> Mostly Small (Smaller Than Fingernail, but Coarse, or Bedrock)
6 pt |
| <input checked="" type="checkbox"/> Mostly Medium (Smaller than Fist, larger than Fingernail)
10 pt | <input type="checkbox"/> Mostly Very Fine (Not Coarse, Sometimes Greasy or Mucky)
0 pt |

b) "Smothering"

Are Fist Size and Larger Pieces Smothered By Sands/Silts?

- No
5 pt
- Yes
0 pt

Symptoms:
Hard to move pieces, often black on bottom.

c) "Silting"

Are Silts and Clays Distributed Throughout Stream?

- No
5 pt
- Yes
0 pt

Symptoms:
Light kicking results in substantial clouding for more than a minute.

II. FISH COVER (hiding places) - Add 2 Points For Each One Present

Score: **14**

- | | | | | |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> Underwater Tree Roots (Large)
2 pt | <input type="checkbox"/> Shrubs/Small Trees Hang Over the Bank
2 pt | <input checked="" type="checkbox"/> Downed Trees, Logs, or Branches
2 pt | <input type="checkbox"/> Water Plants
2 pt | <input type="checkbox"/> Undercut Banks
2 pt |
| <input checked="" type="checkbox"/> Underwater Tree Rootlets (Small)
2 pt | <input checked="" type="checkbox"/> Backwaters, Oxbows or Side Channels
2 pt | <input checked="" type="checkbox"/> Shallow, Slow Areas for Small Fish
2 pt | <input checked="" type="checkbox"/> Deep Areas (Chest Deep)
2 pt | <input checked="" type="checkbox"/> Boulders
2 pt |

III. STREAM SHAPE and HUMAN ALTERATIONS

Score: **15**

a) "Curviness" or "Sinuosity" of Channel

- | | |
|---|--|
| <input type="checkbox"/> 2 or More Good Bends
8 pt | <input type="checkbox"/> Mostly Straight Some "Wiggle"
3 pt |
| <input checked="" type="checkbox"/> 1 or 2 Good Bends
6 pt | <input type="checkbox"/> Very Straight
0 pt |

b) How Natural Is The Site?

- | | |
|---|--|
| <input type="checkbox"/> Mostly Natural
12 pt | <input type="checkbox"/> Many Man-Made Changes, but Some Natural Conditions left (e.g., trees, meanders)
6 pt |
| <input checked="" type="checkbox"/> Few Minor Man-Made Changes (e.g., a bridge)
9 pt | <input type="checkbox"/> Heavy, Man-made Changes (e.g., leveed or channelized)
0 pt |

IV. STREAM FORESTS & WETLANDS (riparian area) & EROSION

Score: **13.5**

a) Riparian Width Mostly:

- Wide (Can't throw a rock through it)
8 pt
- Narrow (can throw a rock through it)
5 pt
- None
0 pt

Average: 4 pts

b) Land Use - Mostly:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Forest/Wetland
5 pt | <input type="checkbox"/> Conservation Tillage
2 pt |
| <input type="checkbox"/> Shrubs
4 pt | <input type="checkbox"/> Suburban
1 pt |
| <input type="checkbox"/> Overgrown Fields
3 pt | <input type="checkbox"/> Row Crop
1 pt |
| <input type="checkbox"/> Fenced Pasture
2 pt | <input type="checkbox"/> Open Pasture
0 pt |
| <input checked="" type="checkbox"/> Park (Grass)
2 pt | <input type="checkbox"/> Urban/Industrial
0 pt |
- Average: 3.5 pts*

c) Bank Erosion

- Stable Hard or Well-Vegetated Banks
4 pt
- Combination of Stable and Eroding Banks
2 pt
- Raw, Collapsing Banks
0 pt

d) Stream Shading

- Mostly
3 pt
- Partly
2 pt
- None
0 pt

V. DEPTH & VELOCITY

Score: **11**

a) Deepest Pool is At Least:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chest Deep
8 pt | <input type="checkbox"/> Knee Deep
4 pt |
| <input type="checkbox"/> Waist Deep
6 pt | <input type="checkbox"/> Do Not Exist
0 pt |

b) Check ALL The Flow Types That You See (Add Points):

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Very Fast: Hard to Stand in Current
2 pt | <input type="checkbox"/> Moderate: Slowly Takes Object Downstream
1 pt | <input type="checkbox"/> None
0 pt |
| <input checked="" type="checkbox"/> Fast: Quickly Takes Object Downstream
3 pt | <input type="checkbox"/> Slow: Flow Nearly Absent
1 pt | |

VI. RIFFLES/RUNS (areas where current is fast/turbulent, surface may be broken)

Score: **10**

a) Riffles/Runs Are:

- | | |
|--|--|
| <input type="checkbox"/> Knee Deep or Deeper and Fast
8 pt | <input type="checkbox"/> Ankle Deep or Less and Slow
4 pt |
| <input checked="" type="checkbox"/> Ankle/Calf Deep and Fast
6 pt | <input type="checkbox"/> Do Not Exist
0 pt |

b) Riffle/Run Substrates Are:

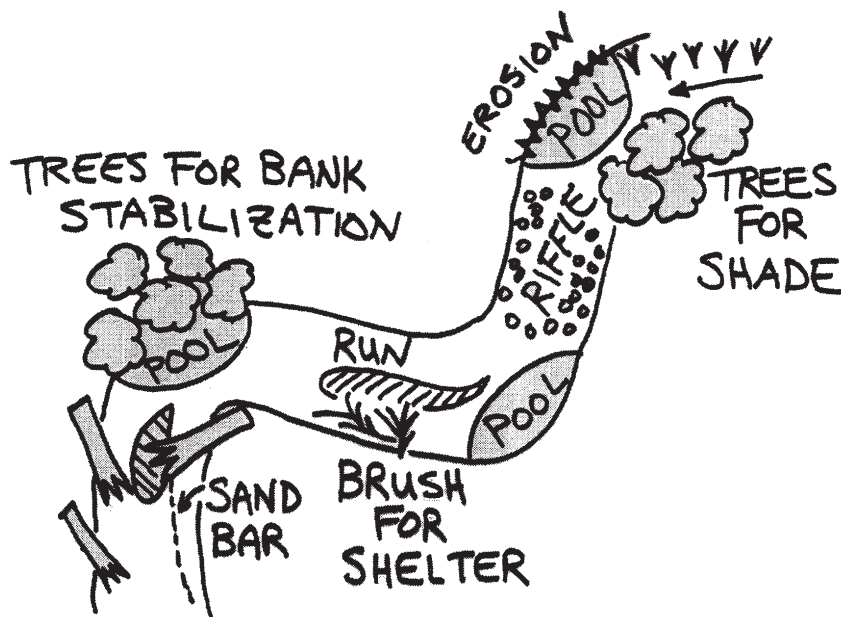
- | | |
|--|--|
| <input type="checkbox"/> Fist Size or Larger
7 pt | <input type="checkbox"/> Smaller Than Your Fingernails or Do Not Exist
0 pt |
| <input checked="" type="checkbox"/> Smaller Than Fist Size, but Larger Than Fingernail
4 pt | |

Site Map & Stream Flow

Site Map

Drawing a map of your site location is an excellent first step in getting to know your 200 foot stream segment. Looking at an aerial photograph before or during your visit may also help with familiarization. Continuing this tradition on an annual basis may also alert you to changes at your site that may not have been obvious during regular sampling visits. An example map is shown below (Figure 14). The stream map cannot be entered into the Volunteer Monitoring Internet Database.

Figure 14



Stream Flow Calculations

A work sheet is provided on Page 29 to assist volunteers in determining the stream flow or discharge rate. (See page 30 for a completed example.) Discharge is the amount (volume) of water flowing in the stream per second. Riverwatch uses cubic feet per second as the standard unit of discharge. This measurement is important because it influences other physical, chemical, and biological factors in the stream (i.e., all of our other tests). A high discharge rate may indicate recent rainfall or snowmelt events. When a large amount of rain runs off the land, it often carries sediments and nutrients to the stream. Very low discharge rates may indicate drought conditions, which also affect water quality and aquatic life. The discharge rate is obtained by multiplying the average width, depth, and velocity of the stream. All measurements are taken (or converted) into feet. The data sheet includes a diagram and instructions. Stream flow calculations can be entered into the Volunteer Monitoring Internet Database (*See Chapter 7*).

Average Width (W) - width of the stream (the water itself) taken from where it touches the stream bank on one side to where it touches the stream bank on the other side - take three width measurements; when possible measure areas that appear most representative of the entire 200 foot stream section




















Average Depth (Z) - three depth measurements are taken (using a yardstick) across the stream on three transects - nine total measurements

Average Velocity (V) - how fast the water is moving - measure a distance and time how long it takes an apple or orange to float the distance - repeat three times

Roughness Coefficient (n) - select 0.8 for a gravel or rocky bottom; select 0.9 for sandy, muddy or bedrock

$$\text{Flow (D)} = W \times Z \times V \times n$$

Stream Site Map

	Cobble		Debris/Dam		Rowcrop
	Riffle		Log		Grass
	Slabs/Boulder		Bridge		Pool
	Pipe/Outfall		Overhanging vegetation		
	Rip rap bank		Rootwad		
	Undercut bank		Severely eroded bank		
	Direction of flow		Forest		
	Sample location		Shrub		

Hoosier Riverwatch Stream Flow (Discharge) Data Sheet

Date ___/___/___ Volunteer ID _____ Site ID _____ Stream Name _____

<p><i>Solving the equation:</i></p> <p>FLOW (D) = W x Z x V x n</p>	<p><i>Where:</i></p> <p>W = Average Width</p> <p>Z = Average Depth</p> <p>V = Average Velocity</p> <p>n = Coefficient - 0.8 for gravel/rocky bottom streams .. 0.9 for muddy or bedrock bottom streams</p> <p>D = Flow/Discharge</p>
--	---

Convert measurements of feet + inches to 10^{ths} of feet.

1 inch = 0.0833 feet

W River Width
(one measurement at each transect)

Transect	Width (ft)
1	
2	
3	
Average	

Z River Depth
(three measurement along each transect)

	Transect 1 (ft)	Transect 2 (ft)	Transect 3 (ft)	
1				Average of Averages
2				
3				
Average of Transects				

V Surface Velocity = Length/Time
(allow the object to attain velocity before timing)

Transect	Length (ft)	Time (seconds)	Velocity (ft/sec)
1			
2			
3			
Average			

D Stream Flow or Discharge

				=			
W	x	Z	x	V	x	n*	D (cfs)

*Coefficient (0.8 for gravel/rocky bottom streams, 0.9 for muddy or bedrock bottom streams)

Hoosier Riverwatch

Stream Flow (Discharge) Data Sheet

Date 10/04/09 Volunteer ID 1000 Site ID 1000 Stream Name _____

Example Stream Indiana

Solving the equation:

FLOW (D) = W x Z x V x n

Where:

W = Average Width

Z = Average Depth

V = Average Velocity

n = Coefficient - 0.8 for gravel/rocky bottom streams

.. 0.9 for muddy or bedrock bottom streams

D = Flow/Discharge

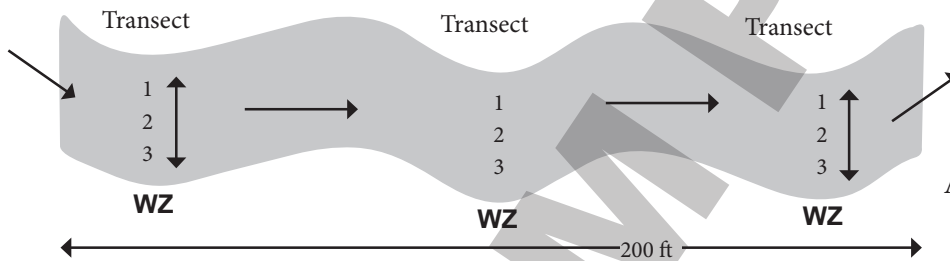
Convert measurements of feet + inches to 10ths of feet.

1 inch = 0.0833 feet

W

River Width

(one measurement at each transect)



Transect	Width (ft)
1	10.33
2	9.67
3	11
Average	10.33

Z

River Depth

(three measurement along each transect)

	Transect 1 (ft)	Transect 2 (ft)	Transect 3 (ft)	
1	0.83 (10 in)	1 (12 in)	1.54 (1ft 6.5 in)	
2	1.42 (1ft 5 in)	1.58 (1ft 7 in)	1.11 (1ft 1.33in)	
3	1.08 (1ft 1 in)	0.58 (7 in)	1.33 (1ft 4 in)	
Average of Transects	1.11	1.05	1.33	Average of Averages
				1.16

V

Surface Velocity = Length/Time

(allow the object to attain velocity before timing)

Transect	Length (ft)	Time (seconds)	Velocity (ft/sec)
1	10	25	0.4
2	10	28	0.36
3	10	26	0.38
Average			0.38

D

Stream Flow or Discharge

10.33	x	1.16	x	0.38	x	0.8	=	3.64
W		Z		V		n*		D (cfs)

*Coefficient (0.8 for gravel/rocky bottom streams, 0.9 for muddy or bedrock bottom streams)

Chapter 4 - Chemical Monitoring

Chemical Parameters

Many types of chemical tests can be performed to assess varying aspects of stream water quality. However, volunteer monitoring programs are faced with both financial and technical limitations. Given these constraints, Hoosier Riverwatch trains volunteers to conduct eight of the chemical parameters considered by the National Sanitation Foundation to be most useful in determining stream water quality (as well as a few additional tests):

Dissolved Oxygen

pH

Biochemical Oxygen Demand

Orthophosphate

***E. coli* and Coliform Bacteria**

Water Temperature Change

Nitrate and Nitrite

Transparency/Turbidity

Riverwatch Chemical Testing Instructions

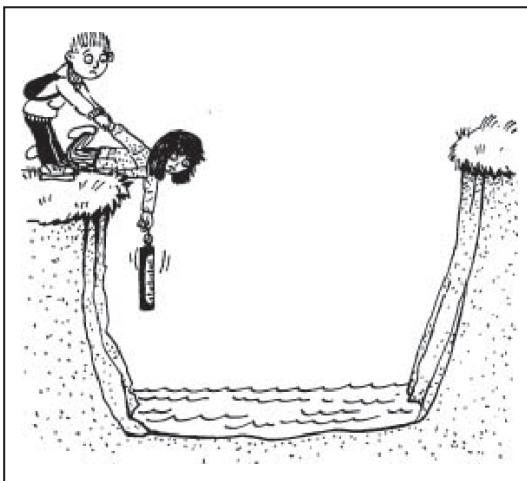
Hoosier Riverwatch does not require volunteers to use a standard set of equipment or methods for chemical testing. However, the majority of volunteer groups actively participating in the program have received equipment through the Riverwatch Equipment Application program. The chemical testing instructions provided are for the most common methods used by volunteer stream monitoring groups in Indiana. They are also the methods presented during Hoosier Riverwatch training sessions.

Tips on Collecting Water Samples

How you physically obtain the water sample depends on the size, depth, and banks of your stream. Most Hoosier Riverwatch volunteers sample wadeable streams. If you are wading, make sure that you collect water from a point upstream of where you are standing, being careful not to stir up any sediment. The sample must be collected in a clean container to avoid contamination. Collecting water directly from the stream with the container used for the chemical test is preferred. Lower your container down 3 to 5 inches below the surface of the water (or until your wrist is completely submerged) so that your sample is representative of the whole stream. Be sure to rinse your collection container three times with sample water before collecting your final sample.

Deep water or steep banks are dangerous (Figure 15). Depending upon conditions at your site, you may need to use alternative sampling techniques. If you have a bridge at the site, you may be able to lower a sampling container or bucket down to the stream. When sampling with a bucket and line, it is helpful to have a small (~6 oz.) weight fastened to the rim of the bucket to tip it over. At some sites, you may be able to sample with an extension rod or cup on a stick (see Appendix A) from the edge of the stream. Regardless of the method of collection, sample water should be collected from the *main stream flow*.

Figure 15



What not to do



Images from GLOBE 1997

www.idem.IN.gov/riverwatch

Chemical Monitoring Critical Thinking Questions

(For Use During Hoosier Riverwatch Basic Training Workshops)

What is / are:

- Dissolved Oxygen?
- Biochemical Oxygen Demand 5 day?
- pH?
- Nutrients (N and P)?
- Turbidity
- *E. coli*

What are sources of:

- Nutrients?
- Turbid Water?
- *E. coli*?

What problems can result from:

- High BODS?
- Excess nutrients?
- Excessive turbidity?

What other parameters are associated with or affected by:

- Dissolved oxygen?
- pH?
- High nutrients?
- High *E. coli*?

Hints For Performing Chemical Tests

- Practice! The more familiar you are with the tests, the easier they will be to perform, and the more accurate your results will be.
- Do not store chemical testing kits in your car, in direct sunlight, or in any extreme temperatures. The chemical reagents will degrade.
- Perform each test multiple times or have another volunteer read the results to assure precision.
- Wear protective gloves and safety goggles. Do not wear sunglasses when reading the test results.
- Rinse testing tubes or bottles with *sample* water before collecting the sample.
- Obtain your water sample from the stream's main stream flow (usually in the middle). Take the sample 3-5 inches under the surface.
- Rinse testing tubes and bottles with *distilled* water after completing each test.
- Wash your hands when you are finished.

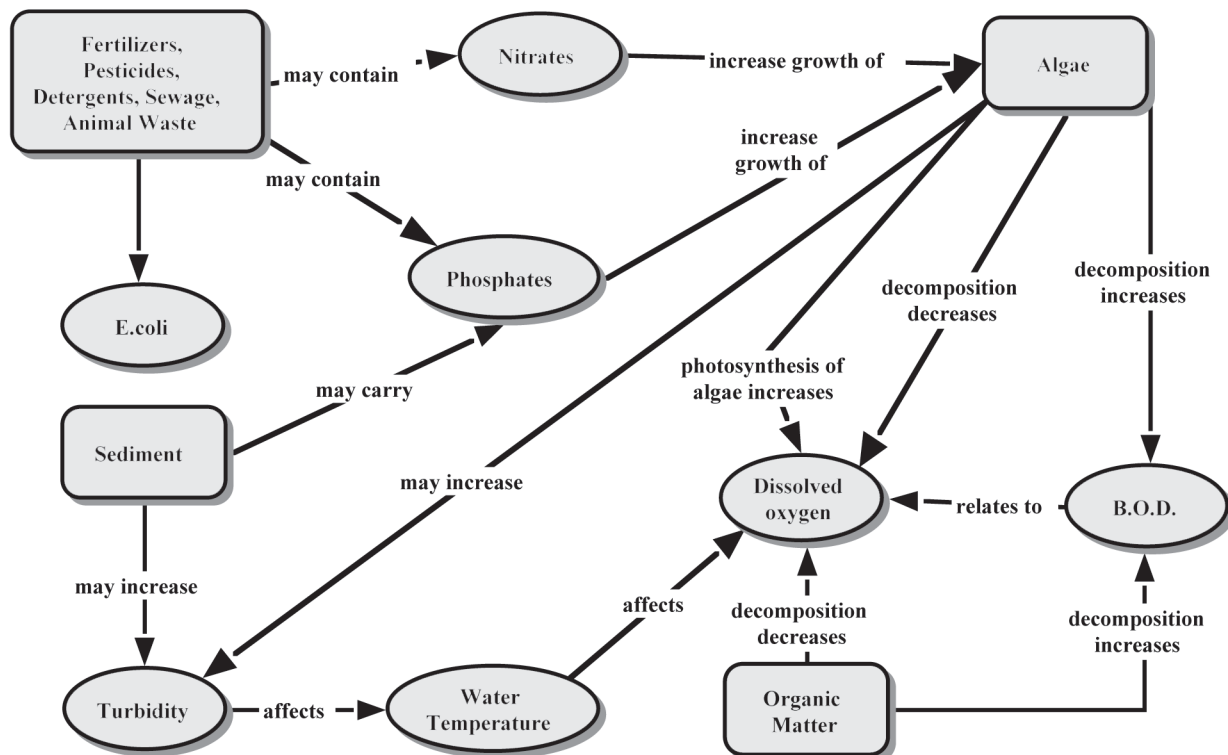
How to Discard Chemical Waste

Label a plastic container with a secure lid (such as a margarine or milk container) with "Chemical Waste". Place liquids and solids in the plastic container along with cat litter. The chemical waste is in a solid form and can be discarded with your regular trash.

Water Monitoring Parameters are Interrelated

Aquatic chemistry is complex and is influenced by many interrelated factors. The simplified concept map below (Figure 16) may help in understanding these relationships in an aquatic environment. The rectangles represent watershed inputs into a river or stream, while the circles represent chemical parameters we measure to determine water quality.

Figure 16



Units of Measurement and Indices

(Information modified from *Rivers Curriculum Guide: Biology*)

Units of Concentration (ppm vs mg/L)

What does part per million (ppm) mean? How much are we talking about? The following examples are listed on “Water on the Web” (<http://wow.nrri.umn.edu/wow/under/units.html>) to provide further understanding of these units of concentration. One part-per-million is equal to:

- one inch in 16 miles
- one minute in two years
- one ounce in 32 tons
- one cent in \$10,000
- one car in bumper-to-bumper traffic from Cleveland to San Francisco

Parameter	Unit of measurement
Water Temperature Change (1 mile)	°C
Dissolved Oxygen	mg/L and % Saturation
Biochemical Oxygen Demand (BOD)	mg/L
pH	Units
Orthophosphate	mg/L
Nitrate/Nitrite	mg/L
Transparency/Turbidity	cm/in or NTU
<i>E. coli</i> and general coliforms	cfu/100 mL

So, how can it be that one part per million (ppm) of something in water (e.g. dissolved oxygen) is the same as one milligram per liter (mg/L)? It’s because a liter of water weighs 1000 grams and a milligram is 1 one thousandth of a gram. This is true for freshwater since the density of freshwater is 1 g/mL ($1 \text{ g/mL} = 10^{-3} \text{ g}/10^3 \text{ mL} = 10^{-6}$, or 1 ppm), but it does not hold for saltwater because density increases with salinity. The units mg/L and ppm are equal in freshwater. They are used interchangeably throughout this chapter.

Index

An index is a rating system that assigns a value to an object or process, or to specific qualities it may possess. Grades are indices of academic achievement; other index examples include movie guides, TV ratings, wind chill factors, and pollen counts. An index easily allows you to observe and quantify fluctuations in river or stream water quality. Using an index ratio over a period of time can indicate whether the water is becoming more polluted or cleaner. The indices used in studying a river or stream offer a mathematical picture that reduces many values having different units to one or two overall numbers.

Chemical Monitoring Water Quality Index: To compare apples and oranges, you must find a unit that is common for both (e.g., apples and oranges are both fruits). The same is true for comparison of water quality parameters. Water quality experts have developed a unit common to all eight water quality tests performed by Hoosier Riverwatchers – it is called a Q-value. Determining overall water quality or comparing the results of different types of tests requires converting results from each of the eight tests to the common Q-value. Each test for water quality has its own Q-value chart and table that facilitates this conversion. Each Q-value chart follows the instructions for each test and is also listed in Appendix C

Chemical Testing Instructions

Background information and instructions were copied or modified with permission from CHEMetrics, Inc., Water Works, Inc., Earth Force-GREEN, and the Student Watershed Research Project/Saturday Academy of Oregon.

Typical Ranges

After each set of test instructions, you will find values representing the likely ranges into which your chemical test results may fall. These ranges were taken from the 2012 Monitoring Water In Indiana: Choices for Nonpoint Source and Other Watershed Projects or also known as the Environmental Indicators Manual. This manual can be accessed at <https://engineering.purdue.edu/watersheds/monitoring/MonitoringWaterinIndiana.2012.1.pdf>. Data from existing monitoring sites in Indiana have been compiled to provide a range. These ranges are provided to help you have a better idea of what is found in Indiana streams and lakes. This section relied on IDEM Fixed Station Data, compiled by IDEM staff or at Purdue University. In addition, the Indiana water quality standards for rivers are included for each applicable parameter.

Times and Locations for Completing Tests

The table below provides estimated times for performing each of the tests and whether they must be completed on-site or off-site. If samples are taken off-site, they must be kept on ice or refrigerated until testing is completed (except BOD and turbidity). All tests should be completed the same day, except BOD and *E. coli*, and as soon as feasible to obtain the best possible results.

Test	Time to Complete	Location
Water Temperature Change (1 mile)	5 minutes	On-site
Dissolved Oxygen	5 minutes	On-site
Biochemical Oxygen Demand (BOD)	5 days to incubate, then 5 minutes	On-site/Off-site
pH	2 minutes	On-site
Orthophosphate	5 minutes	On-site
Nitrate/Nitrite	2 minutes	On-site
Transparency/Turbidity	5 minutes	On-site
<i>E. coli</i> and general coliforms	24 hours to incubate, 15+ minutes to count	On-site/Off-site

Other Results

Other water chemistry test results sometimes obtained by volunteers include ammonia, total solids, chlorine, chloride, conductivity, alkalinity, hardness, heavy metals, or pesticides. Any water quality results you obtain (either by your own testing or from a laboratory) may be recorded on the data sheet. Up to four additional test results may be recorded in the Online Volunteer Stream Monitoring Database. Some chemical tests require extremely sensitive and expensive equipment, and are not usually performed by volunteer monitors. A few examples of these tests include: mercury, PCBs, some pesticides, DNA source-tracking of bacteria, and pharmaceuticals. Contact your Watershed Specialist (Appendix) to see if this type of data has been collected in your area.

Chemical Monitoring Data Sheet

Why use the chemical monitoring data sheet?

The chemical monitoring data sheet can be taken into the field to record the results of multiple samples. Use of the data sheet is optional. Hoosier Riverwatch recommends that volunteers take multiple samples to assure higher quality stream monitoring results. Up to three replicates can be recorded on this data sheet. Obvious outliers (results that are drastically different from other values) should not be recorded or used in calculations. The average of the test results is calculated then used in the average column on the Chemical Monitoring Data Sheet.

How the water quality index (WQI) works

The Chemical Monitoring Data Sheet utilizes a Water Quality Index. The Water Quality Index provides a simple analysis of the results of the eight chemical test parameters. **If you complete at least six of the eight test parameters**, you can derive a single score that will let you know if the stream results are: Excellent, Good, Medium, Bad, or Very Bad for that particular monitoring session. You can also use this value to track changes in your site over time, or compare the quality with other stream sites.

Each of the test parameters is weighted according to its level of importance to the overall water quality (in this particular index). Dissolved oxygen has the highest weighting factor (0.18); therefore, the oxygen results are the most important value in determining the water quality rating using the index. The weighting scheme allows analysts to condense complex test results into a common water quality measurement that can be readily communicated to the public and to other volunteers. The Water Quality Index score is like a final grade - weighting the results of multiple tests and exams.

How to use the Q-value charts

In order to obtain a WQI Rating, you must first determine the Q-value for each test. Each parameter (except Orthophosphate and Nitrite) has its own Q-chart immediately following the instructions. To find the Q-value: locate your test result on the bottom of the appropriate chart (x-axis). Draw a vertical line up from your test result until it intersects the curved line (Q-line). From this point of intersection draw a line across to the left hand side (y-axis). Read the number on the left side of the chart closest to intersection; this is the Q-value for that particular test result. Record the Q-value in the second column of the Chemical Monitoring Data Sheet.

You can also check the Q-value table (as an alternative to reading the graph) if your result is close to a given value. In addition, the Riverwatch database will calculate your Q-value when you submit chemical data online.

What does a Q-value mean?

You can think of a Q-value as a “Quality-value.” It helps interpret your results in terms of the overall health or water quality of your stream. Think of it like a grade. The higher the Q-value, the better the test results (100 is the maximum value; 0 is the minimum).

Water Quality Index Instructions

As you complete each chemical test (or average your results for up to three test events for a parameter from the Chemical Monitoring Data Sheet), record the values on the chemical monitoring data sheet. Use the Q-charts or Q-tables in this chapter to derive the Q-values for each parameter. Record them in the Q-value column. After the Q-values have been determined and recorded in the appropriate column, multiply the Q-value for each test by the Weighting Factor provided and record the value in the Calculation column. Once the calculations are completed for each parameter, you can then sum the Weighting Factor column and the Calculation column. Divide the total of the Calculation column by the total of the Weighting Factor column to obtain the Water Quality Index (WQI). See example on page 40.

If you complete all eight parameters, the total of the Weighting Factor column is 1.00 (or 100%). If you are missing one or two test parameters (but no more than two!) you can calculate an adjusted Water Quality Index (WQI) Rating. Follow the same procedures: Divide the total of the Calculation column by the total of the Weighting Factor column for the tests you completed to obtain the adjusted WQI. In the example on page 41, if the Total Phosphate and *E. coli* tests were not completed, the total of the Weighting Factor column would be 0.72, and the total of the Calculation column would be 55.9.

Hoosier Riverwatch Chemical Monitoring Data Sheet

Date ____/____/____ Volunteer ID _____ Site ID _____
 Stream Name _____ Latitude _____ Longitude _____
 Time ____:____ AM / PM Time Sampling _____ hrs Air Temp.: _____ °C
 Current Weather: Clear/Sunny Overcast Showers Rain (steady) Storm (heavy)
 Worst Weather (past 48 hours): Clear/Sunny Overcast Showers Rain (steady) Storm (heavy)

	Units	Sample #			Avg.	Q-Value x Weighting = Calculation Factor (Q-value x Wt. Factor)	
		1	2	3			
Temperature							
Water Temp at Site	°C						
Water Temp 1 Mile Upstream							
Water Temp Change: <i>Site Temp - Upstream Temp</i>							0.11
Dissolved Oxygen							
Dissolved Oxygen	mg/L						
DO% Saturation: <i>Determine from chart or table/equation</i>	%						0.18
BOD							
Avg. Dissolved Oxygen: <i>(Calculated Above)</i>	mg/L						
Dissolved Oxygen after 5 days							
BOD <i>Avg DO (original)-DO after 5 days</i>							0.12
pH							
pH							0.12
Nutrients							
Orthophosphate	mg/L						
Total Phosphate <i>(boil in acid)</i>	mg/L						0.11
Nitrate (NO3) <i>multiply by 4.4</i>	mg/L						0.10
Nitrite (NO4) <i>multiply by 3.3</i>	mg/L						
Turbidity							
Transparency <i>(from tube)</i>	cm						
Turbidity <i>(convert from chart/table)</i>	NTU						0.09
Bacteria							
E.Coli Bacteria	cfu/100						0.17
General Coliforms	mL						

WQI Ratings	
Excellent	90 - 100%
Good	70 - 87%
Medium	50 - 69%
Bad	25 - 49%
Very Bad	0 - 24%

Add Weighting Factors for test completed.

Add the calculation column.

TOTALS

Divide Total of Calculation Column by Total Weighting Factor Column

WQI

Hoosier Riverwatch Chemical Monitoring Data Sheet

Date 10/04/2009 Volunteer ID 1000 Site ID 1000
 Stream Name Example Stream Indiana Latitude -85.76369 Longitude 39.52533
 Time 12:15 AM/PM Time Sampling 2.5 hrs Air Temp.: 29.5 °C
 Current Weather: Clear/Sunny Overcast Showers Rain (steady) Storm (heavy)
 Worst Weather (past 48 hours): Clear/Sunny Overcast Showers Rain (steady) Storm (heavy)

	Units	Sample #			Avg.	Q-Value x Weighting = Calculation Factor (Q-value x Wt. Factor)		
		1	2	3				
Temperature								
Water Temp at Site	°C	22.0	22.0	22.0	22.0			
Water Temp 1 Mile Upstream		22.0	21.0	21.0	21.3			
Water Temp Change: <i>Site Temp - Upstream Temp</i>		0.0	1.0	1.0	0.7	90	0.11	9.9
Dissolved Oxygen								
Dissolved Oxygen	mg/L	8.0	7.0		7.5	Use Average DO value for BOD calculation.		
DO% Saturation: <i>Determine from chart or table/equation</i>	%				86.2	92	0.18	16.6
BOD								
Avg. Dissolved Oxygen: <i>(Calculated Above)</i>	mg/L	7.5	7.5	7.5	7.5			
Dissolved Oxygen after 5 days		6.0	5.0	5.5	5.5			
BOD <i>Avg DO (original)-DO after 5 days</i>					2.0	80	0.12	9.6
pH								
pH		8.0			8.0	82	0.12	9.8
Nutrients								
Orthophosphate	mg/L	0			0			
Total Phosphate <i>(boil in acid)</i>	mg/L	0.06			0.06	98	0.11	10.8
Nitrate (NO3) <i>multiply by 4.4</i>	mg/L	10			10	51	0.10	5.1
Nitrite (NO4) <i>multiply by 3.3</i>	mg/L	0			0			
Turbidity								
Transparency <i>(from tube)</i>	cm	25	26	27.5		Remember to convert your reading from the tube to NTUs.		
Turbidity <i>(convert from chart/table)</i>	NTU	30	29	25	28	54	0.09	4.9
Bacteria								
E.Coli Bacteria	cfu/100	215	185		200	37	0.17	6.3
General Coliforms	mL	440	320		382			

WQI Ratings	
Excellent	90 - 100%
Good	70 - 87%
Medium	50 - 69%
Bad	25-49%
Very Bad	0-24%

Add Weighting Factors for test completed.

TOTALS 1 72.93

Divide Total of Calculation Column by Total Weighting Factor Column

WQI 72.93 - Good

Hoosier Riverwatch Chemical Monitoring Data Sheet

Date 10/ 04/ 2009 Volunteer ID 1000 Site ID 1000
 Stream Name Example Stream Indiana Latitude -85.76369 Longitude 39.52533
 Time 12 15 AM / PM Time Sampling 2.5 hrs Air Temp.: 29.5 °C
 Current Weather: Clear/Sunny Overcast Showers Rain (steady) Storm (heavy)
 Worst Weather (past 48 hours): Clear/Sunny Overcast Showers Rain (steady) Storm (heavy)

	Units	Sample #			Avg.	Q-Value x Weighting = Calculation Factor (Q-value x Wt. Factor)		
		1	2	3				
Temperature								
Water Temp at Site	°C	22.0	22.0	22.0	22.0			
Water Temp 1 Mile Upstream		22.0	21.0	21.0	21.3			
Water Temp Change: <i>Site Temp - Upstream Temp</i>		0.0	1.0	1.0	0.7	90	0.11	9.9
Dissolved Oxygen								
Dissolved Oxygen	mg/L	8.0	7.0		7.5	Use Average DO value for BOD calculation.		
DO% Saturation: <i>Determine from chart or table/equation</i>	%				86.2	92	0.18	16.6
BOD								
Avg. Dissolved Oxygen: <i>(Calculated Above)</i>	mg/L	7.5	7.5	7.5	7.5			
Dissolved Oxygen after 5 days		6.0	5.0	5.5	5.5			
BOD <i>Avg DO (original)-DO after 5 days</i>					2.0	80	0.12	9.6
pH								
pH		8.0			8.0	82	0.12	9.8
Nutrients								
Orthophosphate	mg/L	0			0			
Total Phosphate <i>(boil in acid)</i>	mg/L						0.11	
Nitrate (NO3) <i>multiply by 4.4</i>	mg/L	10			10	51	0.10	5.1
Nitrite (NO4) <i>multiply by 3.3</i>	mg/L	0			0			
Turbidity								
Transparency <i>(from tube)</i>	cm	25	26	27.5		Remember to convert your reading from the tube to NTUs.		
Turbidity <i>(convert from chart/table)</i>	NTU	30	29	25	28	54	0.09	4.9
Bacteria								
E.Coli Bacteria	cfu/100						0.17	
General Coliforms	mL							

WQI Ratings	
Excellent	90 - 100%
Good	70 - 87%
Medium	50 - 69%
Bad	25-49%
Very Bad	0-24%

Add Weighting Factors for test completed.

Add the calculation column.

TOTALS 0.72 55.9

Divide Total of Calculation Column by Total Weighting Factor Column

WQI 77.6 - Good

Water Temperature

Water temperature is very important to overall water and stream quality. Temperature affects:

1. **Dissolved Oxygen Levels** – Colder water can hold more dissolved oxygen than warmer water, thus colder water generally has higher macroinvertebrate diversity. Warmer water has less dissolved oxygen. Lower oxygen levels weaken fish and aquatic insects, making them more susceptible to illness and disease (Figure 17).
2. **Rate of Photosynthesis** – Photosynthesis by algae and aquatic plants increases with increased temperature, this leads to an extremely high amount of oxygen produced when sunlight is present and a sag during the dark hours. Increased plant/algal growth leads to increased death and decomposition, resulting in increased oxygen consumption (BOD_5) by bacteria.
3. **Metabolic Rates of Aquatic Organisms** – Many animals require specific temperatures to survive. Water temperature controls their metabolic rates, and most organisms operate efficiently within a limited temperature range. Aquatic organisms die when temperatures are too high or too low. Water temperature varies naturally with changes of the seasons, the amount of rainfall, and flow rates. Thermal pollution (artificial temperature increases such as, through the addition of cooling waters or cutting down shade trees) can threaten the balance of aquatic ecosystems. To determine if your river or stream is thermally polluted you must take a temperature reading at two different locations. Increased water temperature may be caused by many sources, some of which are listed below. If water temperature decreases within a mile of the sampling site, there may be a source of cold water, such as a spring, entering the stream.

Problem

Aquatic organisms have narrow optimal temperature ranges. In addition warmer water holds less dissolved oxygen.

Causes

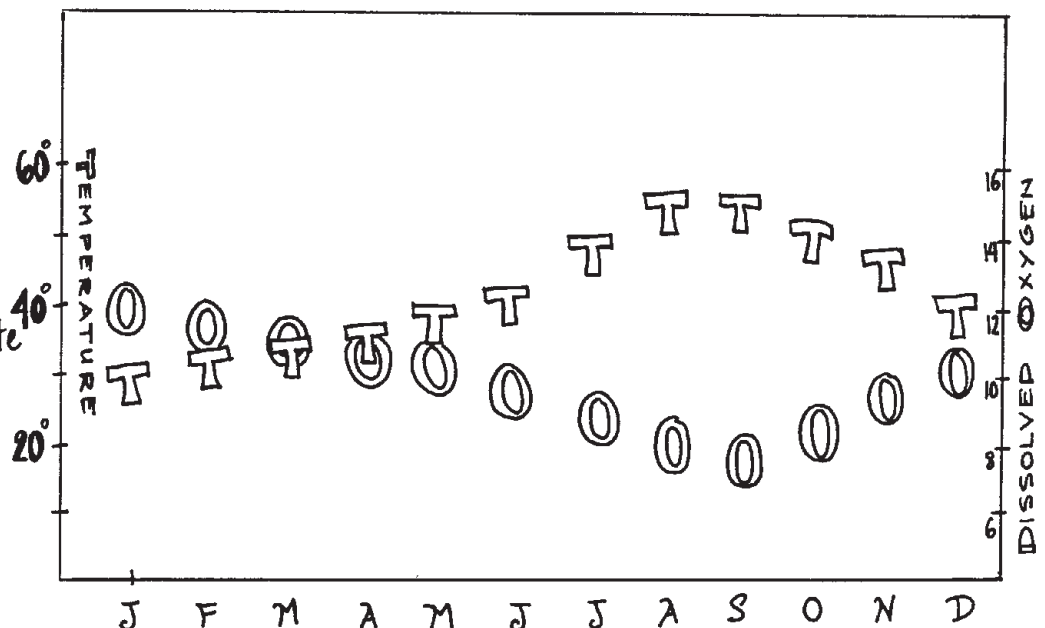
- Loss of shading by trees in the riparian zone and the watershed.
- Runoff from roads and parking lots.
- Discharges from municipal wastewater and industrial sources.

Figure 17

Oxygen and Temperature Graph

When you learn what organisms are sensitive to low O_2 levels...

... you can predict when macroinvertebrate diversity will be lowest ↓ and highest ↑.



The *air temperature* needs to be taken while the thermometer is completely dry, **so do that first!** Hang the thermometer somewhere where it's not leaning against a solid object and where it's protected from direct wind and sunlight. *The thermometer will take 5 - 10 minutes to equilibrate.*
Record the result!

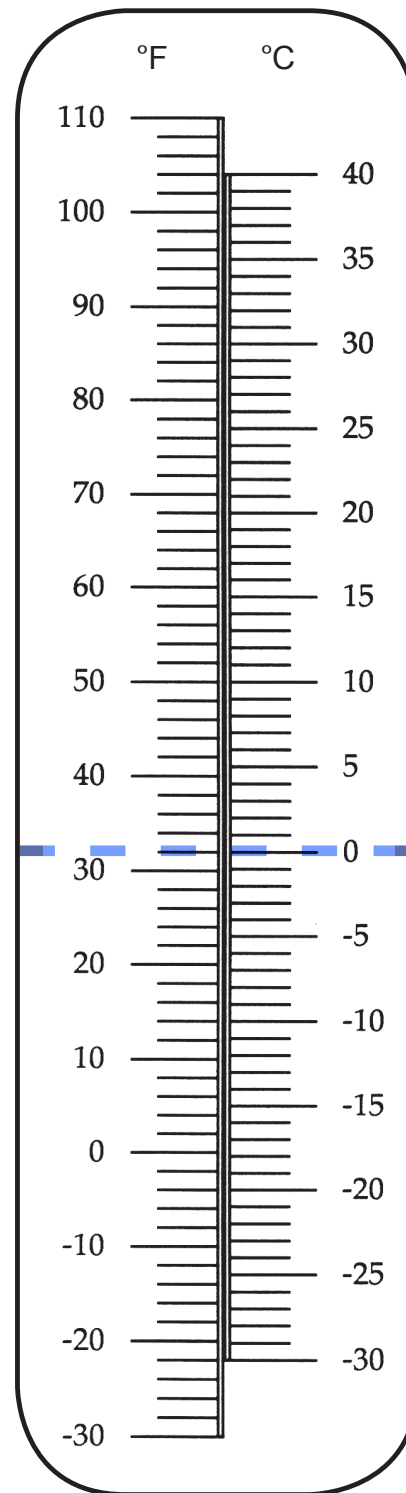
Figure 18

Temperature Change Instructions

1. Place the thermometer below the water's surface (e.g., the same depth at which other tests are performed). If possible, obtain the temperature reading in the main streamflow.
2. Swirling gently, hold the thermometer in the water for approximately 2 minutes or until the reading stabilizes.
3. Record your reading in Celsius. (Note: If you are using a thermometer that reads only in Fahrenheit, look at Figure 18 or use the following equation to convert to Celsius):

$$C = (F - 32.0) \div 1.8$$

4. Choose a portion of the stream with roughly the same degree of shade and velocity as in Step 1, and conduct the same test approximately 1 mile upstream as soon as possible using the same thermometer.
5. Calculate the difference between the downstream and upstream results. Record the temperature change in Celsius and note if the change is positive or negative.



Freezing point of fresh water



Example:

$$\begin{aligned} &\text{Downstream Temp (Your Site)} \\ &- \text{Upstream 1-mile Temp} \\ &= \text{Temperature Change (+/-)} \end{aligned}$$

Because water temperature is influenced by time of day, season, and thermal inputs, typical values do not exist.

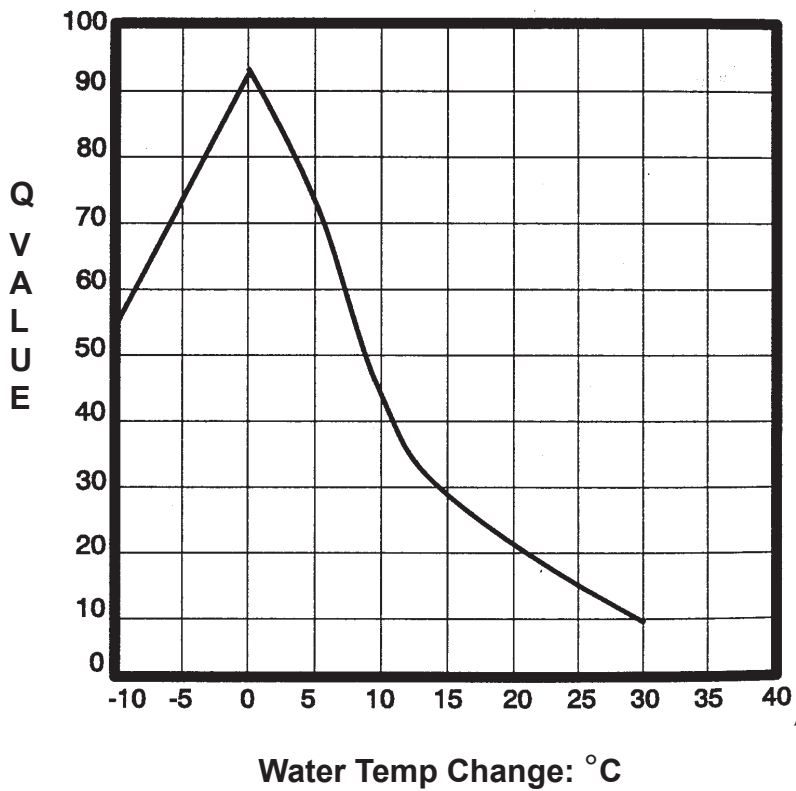
The maximum temperature rise at any time or place above natural temperatures shall not exceed **State Water Quality Standard:**

<5° F (approximately 2.8° C)

<2° F (approximately 1.1° C) for trout streams

Temperature conversion image and air temp instructions provided by Friends of Casco Bay, ME.

Temperature Change Q-Values



Change in Temp. (°C)	Q-Value
-10	56
-7.5	63
-5	73
-2.5	85
-1	90
0	93 (max)
1	89
2.5	85
5	72
7.5	57
10	44
12.5	36
15	28
17.5	23
20	21
22.5	18
25	15
27.5	12
30	10

Dissolved Oxygen

Oxygen is as important to life in water as it is to life on land. Most aquatic plants and animals require oxygen for survival. Although oxygen atoms are present in the water molecule (H_2O), most aquatic life require oxygen in the free elemental state (O_2) as a dissolved gas. The amount of oxygen in water is called the dissolved oxygen (DO) concentration. Oxygen dissolves into the water from the atmosphere until the water is saturated. Aquatic plants, algae, and plankton also produce oxygen as a by-product of photosynthesis; which is why oxygen levels rise during the day and fall at night during respiration. DO is an important measure of stream health. Presence of oxygen in water is a positive sign, while absence of oxygen from water often indicates water pollution. Aquatic organisms require different levels of DO. Dissolved oxygen levels below 3 ppm are stressful to most aquatic life. DO levels below 2 or 1 ppm will not support fish. Levels of 5 to 6 ppm are usually required for healthy growth and activity of aquatic life. Some of the factors affecting DO are:

- Temperature (water can't hold as much dissolved oxygen at higher temperatures)
- Altitude/atmospheric pressure
- Turbulence
- Plant growth/photosynthesis
- Amount of decaying organic material

% Saturation

Two pieces of information are needed to interpret dissolved oxygen levels – the DO concentration (in ppm or mg/L) and the water temperature. From these two values, the percent saturation can be determined. Percent saturation expresses the current amount (in milligrams) of oxygen gas dissolved in one liter of water at a given temperature compared with the maximum milligrams of oxygen gas that can remain dissolved in one liter of water as the same temperature and pressure. The table on page 48 shows the mg/L of DO that represents 100% saturation at each given temperature. Cold water can hold more dissolved oxygen than warm water.

For example, water at 27°C is 100% saturated with 8 ppm dissolved oxygen. However, water at 8 °C can hold up to 11.8 ppm DO before it is 100% saturated. Thus, daily and seasonal temperature changes, as well as thermal pollution, greatly impact oxygen levels and aquatic life in streams and rivers.

Supersaturation

High levels of bacteria or large amounts of rotting organic material can consume oxygen very rapidly and cause the percent saturation to decrease. Conversely, water may become supersaturated for short periods of time, holding more than 100% of the oxygen it would hold under normal conditions. Supersaturation is often caused by high levels of photosynthesis in streams overloaded with aquatic plants and algae. Supersaturation may also occur at the base of dams due to increased pressure. Supersaturation can be harmful to aquatic organisms, causing gas bubble disease, a condition similar to “the bends”, which scuba divers may get if they surface too fast. Supersaturation during daytime hours, along with evidence of high photosynthetic activity may indicate a possible oxygen sag during the evening hours, which would limit aquatic life use.

Problem

Lack of sufficient dissolved oxygen required by most aquatic organisms to breathe. Lack of oxygen increases the toxicity of other chemicals (e.g., hydrogen sulfide and ammonia).

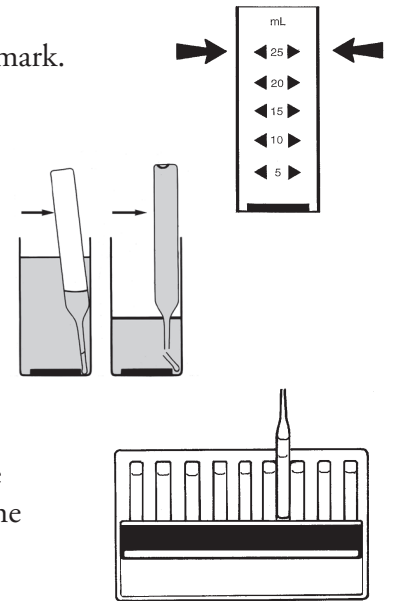
Causes

- Rapid decomposition of organic materials, including dead algae, shoreline vegetation, manure or wastewater decreases oxygen.
- High ammonia concentrations in the stream use up oxygen in the process of oxidizing ammonia (NH_4^+) to nitrate (NO_3^-) through nitrification.
- Less oxygen can dissolve in water at higher temperatures
- Lack of turbulence or mixing to expose water to atmospheric oxygen results in low dissolved oxygen concentrations.

Dissolved Oxygen Instructions

These instructions are for use with the CHEMetrics Dissolved Oxygen Test Kit K-7512.

1. Triple rinse sample cup with water to be tested. Fill the sample cup to the 25mL mark.
2. Place the CHEMet ampoule in the sample cup. Snap the tip by pressing the ampoule against the corner of the cup. The ampoule will fill, leaving a small bubble to facilitate mixing.
3. Mix the contents of the ampoule by inverting it five times, allowing the bubble to travel from end to end each time. Do not place your finger over the broken tip. Wipe all liquid from the exterior of the ampoule. **Wait 2 minutes** for color development.
4. Hold the comparator in a nearly horizontal position while standing beneath a bright source of light. You may remove the color comparator from the lid. Place the ampoule between the color standards until the best color match is found. If the ampoule is between two color standards, you can estimate half-way between the values.
5. Use the equation on page 48 or the graph in Figure 19 to calculate percent saturation. Run a straight edge from the appropriate water temperature to DO (mg/L) to determine % saturation along the angled (middle) scale. If you took the temperature in Fahrenheit, use this conversion equation, $C = (F - 32.0) / 1.8$, or use the diagram on page 48 to obtain Celsius degrees.
6. Record the dissolved oxygen concentration to the nearest mg/L and the percent saturation. Rinse the glass tip out of sample cup into a waste container.



Important Note:
 The CHEMet ampoules and color standards contain a reagent which deteriorates upon prolonged exposure to light. They will remain stable only if stored in the dark. The reagent should be a light straw color with no hint of blue or green when the ampoule is removed from the box. The normal shelf life of the color standards is two years.

Examples:



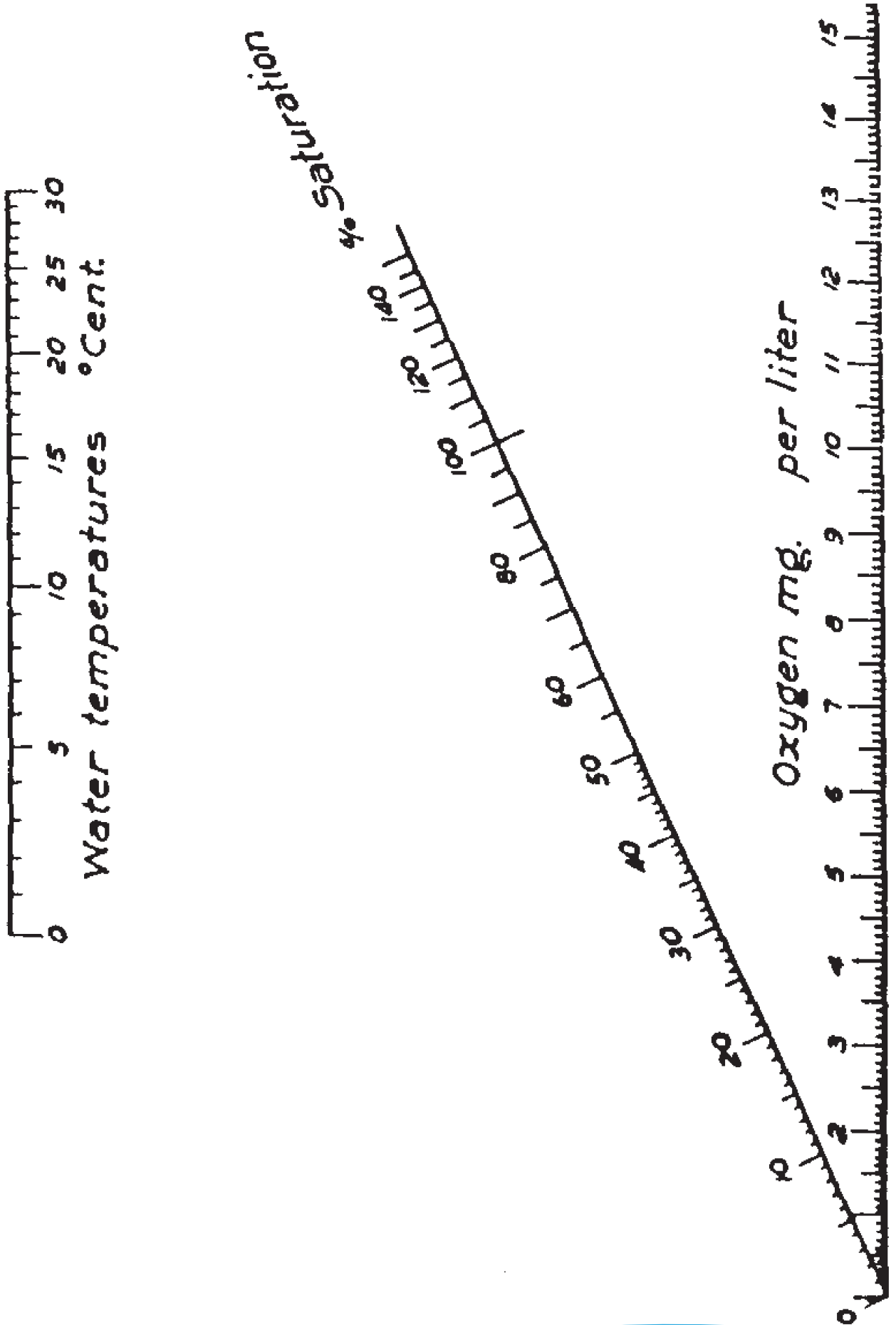
DO = 8 mg/L Temp = 16 °C
 Look on chart (page 47) = 81% Saturation
 Or use table and equation on page 48:
 $8.0 \text{ mg/L} \times 100\% = 81\% \text{ Saturation}$
9.9 mg/L

Typical range for DO =
1.2 to 22.3 mg/L
 Indiana Average = 9.6 mg/L

State Water Quality Standard: 4.0 mg/L - 12.0 mg/L
 Min: 6.0 mg/L in coldwater fishery streams
 Min: 7.0 mg/L in spawning area of coldwater fishery streams

Dissolved Oxygen % Saturation Chart

Figure 19



Approximate amount of Dissolved Oxygen (mg/L) needed for your water sample to be 100% Saturated at the given temperature.*

Temp °C	Dissolved Oxygen (mg/L)	Temp °C	Dissolved Oxygen (mg/L)
0	14.6	15	10.1
1	14.2	16	9.9
2	13.8	17	9.7
3	13.5	18	9.6
4	13.1	19	9.3
5	12.8	20	9.1
6	12.5	21	8.9
7	12.1	22	8.7
8	11.8	23	8.6
9	11.6	24	8.4
10	11.3	25	8.3
11	11.0	26	8.1
12	10.8	27	8.0
13	10.5	28	7.8
14	10.3	29	7.7

Calculating Percent Saturation:

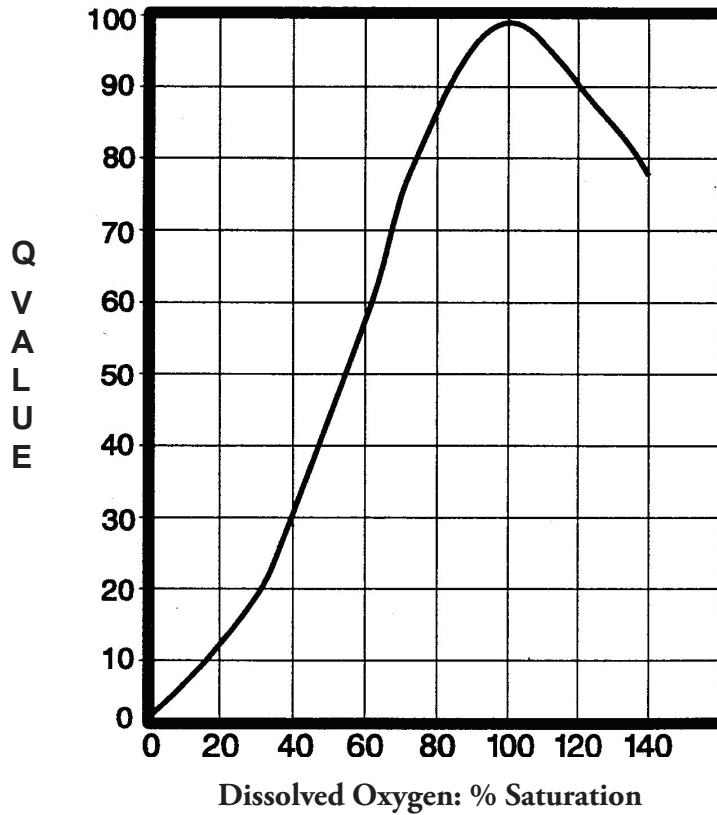
DO mg/L (your sample) x 100%
Max DO mg/L (from chart at left
determined by water temperature)

Example at 16 °C:

$$\frac{8.0 \text{ mg/L}}{9.9 \text{ mg/L}} \times 100\% = 81\%$$

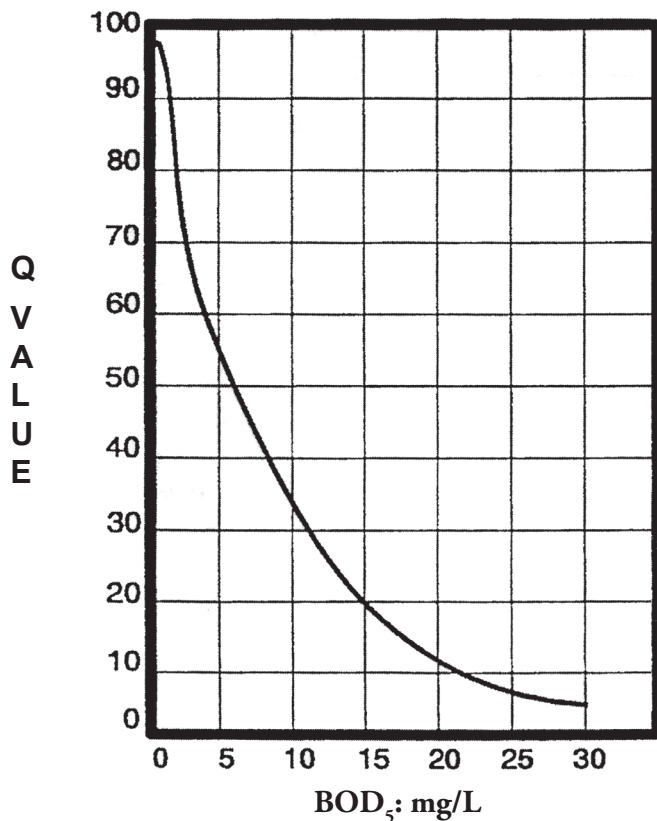
*for fresh water at sea level

Dissolved Oxygen Q-Values



DO (% Saturation)	Q-Value
0	0
10	8
20	13
30	20
40	30
50	43
60	56
70	77
80	88
85	92
90	95
95	97.5
100	99
105	98
110	95
120	90
130	85
140	78
>140	50

BOD₅ Q-Values



BOD 5 (mg/L DO)	Q-Value
0	96
1	92
2	80
2.5	73
3	66
4	58
5	55
7.5	44
8	40
10	33
12.5	26
15	20
17.5	16
20	14
22.5	10
25	8
27.5	6
30	5
>30	2

Biochemical Oxygen Demand

Biochemical oxygen demand (BOD_5) is a measure of the amount of oxygen used by aerobic (oxygen-consuming) bacteria as they break down organic wastes over five days. Polluted streams, or streams with a lot of plant growth (and decay), generally have high BOD_5 levels. High levels indicate that large amounts of organic matter are present in the stream. Streams that are relatively clean and free from excessive plant growth typically have low BOD_5 levels. In slow moving and polluted waters, much of the available dissolved oxygen (DO) is consumed by bacteria, which rob other aquatic organisms of the oxygen needed to live. Streams with higher DO levels, such as fast-moving, turbulent, cold-water streams, can process a greater quantity of organic material. Therefore, interpretation of BOD_5 levels depends upon the conditions of the stream sampled, as some streams can “handle” more waste than others. However, in general, a healthy stream has high DO levels and low BOD_5 levels – be careful not to confuse the two!

The following is a rough guide to what various BOD_5 levels indicate:

1-2 mg/L BOD_5	Clean water with little organic waste
3-5 mg/L BOD_5	Fairly clean with some organic waste
6-9 mg/L BOD_5	Lots of organic material and bacteria
10+ mg/L BOD_5	Very poor water quality. Very large amounts of organic material in water.

Instructions

In addition to a black (lightfree) bottle, use the CHEMetrics Dissolved Oxygen Test Kit K-7512.

1. Rinse, then lower a stoppered black (light-free) bottle below the water's surface. Allow water to flow into the bottle for approximately 2 minutes. Ensuring that no air bubbles exist, replace the stopper or lid while the bottle is underwater. Remove bottle from the water.
2. Place the BOD sample in a light-free location (e.g., desk drawer or cabinet) at room temperature and allow it to sit undisturbed at approximately 20 °C (68 °F) for 5 days.
3. After 5 days, remove the BOD bottle and perform Steps 1 through 4 of the DO test (page 46) using the BOD sample water.
4. Determine the BOD_5 level by subtracting the mg/L of the BOD sample from that of the original DO sample taken 5 days prior.

Problem

High levels of organic matter - including leaves, dead fish, garbage, some industrial waste, fertilizer, pet waste, and sewage from poor functioning septic systems or combined sewer overflows - and some ions (ammonia in particular) can lead to rapid exhaustion of dissolved oxygen.

Causes

- Municipal wastewater and septic tank effluent that has not been completely treated will use up oxygen.
- Eutrophication and hot weather can cause algae blooms. When bacteria decompose dead algae, oxygen is consumed which increases BOD .

Typical range for BOD_5 =
0.4 to 33 mg/L
Indiana Average = 2 mg/L



Example:

$$\begin{aligned} & 11 \text{ mg/L (DO Day 1)} \\ & - 6 \text{ mg/L (DO 5 days later)} \\ \hline & = 5 \text{ mg/L (BOD}_5\text{)} \end{aligned}$$

pH

The pH test is one of the most common analyses in water testing. Water (H₂O) contains both hydrogen ions (H⁺) and hydroxide ions (OH⁻). The relative concentrations of these ions determine whether a solution is acidic or basic.

The activity of the hydrogen ions is expressed in pH units (pH = power of Hydrogen). The concentration of H⁺ ions is used to estimate pH. The pH scale ranges from 0 (most acidic) to 14 (most basic), with 7 being neutral. If the solution has more H⁺ ions than OH⁻ ions, it is acidic and has a pH less than 7. If the solution contains more OH⁻ ions than H⁺ ions, it is basic with a pH greater than 7. It is important to remember that pH is measured on a logarithmic scale; it is reported as the negative log of the hydrogen ion concentration (-log [H⁺]). A change of 1 pH unit means a ten-fold change in the ion concentration. For this reason, pH units are not normally averaged; however, to simplify calculations, Riverwatch allows volunteers to average pH.

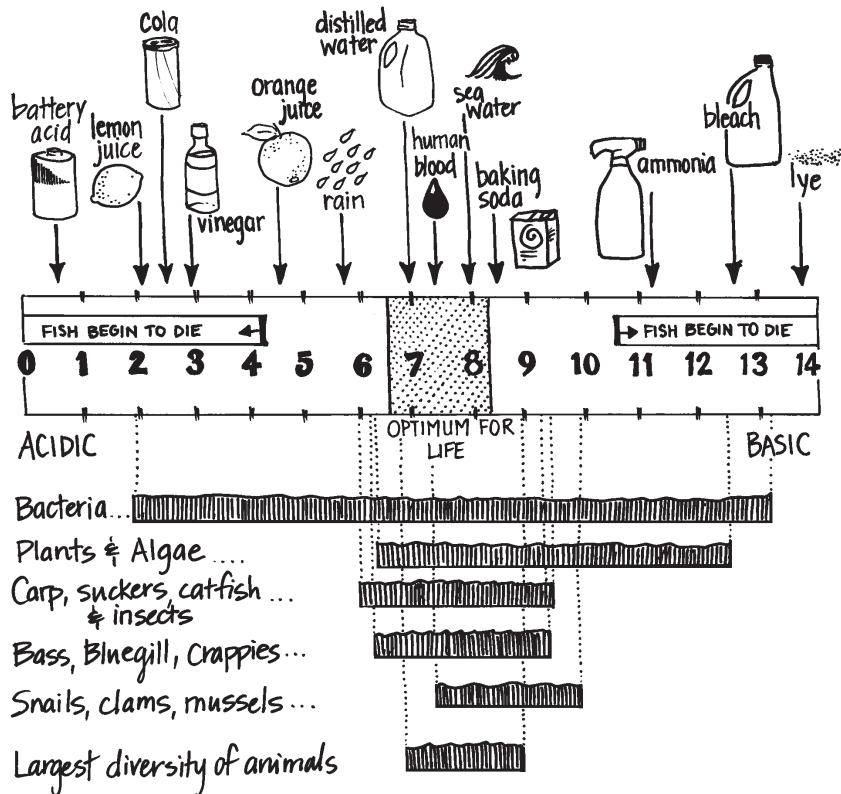
The pH level is an important measure of water quality because aquatic organisms are sensitive to pH, especially during reproduction. Adult organisms may survive, but young will not be produced. A pH range of 6.5 to 8.2 is optimal for most organisms (Figure 20).

Many natural processes affect pH. Waterbodies with higher temperatures have slightly lower pH values. Also, algae blooms remove carbon dioxide (CO₂) from the water during photo-synthesis, which may raise pH to 9 or more.

Runoff from abandoned mine lands can produce acid mine drainage which lowers pH. Lower pH values increase the solubility of some heavy metals, such as copper and aluminum, allowing them to dissolve into the water and become toxic to aquatic organisms.

Most natural waters have pH values of 5.0 - 8.5. Freshly fallen rainwater has a pH of 5.5 - 6.0 due to the presence of CO₂ in the atmosphere, but air pollution due to automobiles and coal-burning power plants creates acid rain which is even more acidic. Alkaline soils and minerals (limestone) buffer the effects of acid rain and may raise pH to 8.0 - 8.5.

Figure 20



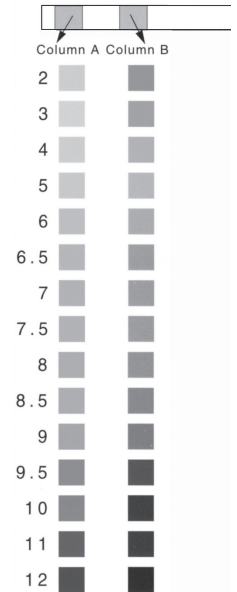
pH Instructions

For use with WaterWorks™ pH Test Strips (#481104).

1. Triple rinse sample collection container with water to be tested, then collect a sample.
2. Dip one test strip into sample for 10 seconds with a constant, gentle back-and-forth motion.
3. Remove the strip and shake once, briskly, to remove excess sample.
4. Wait 20 seconds and match with the closest color on the chart for both Columns A and B.
5. For best performance, complete the reading within 10 seconds.
6. Record the pH level.



10 sec

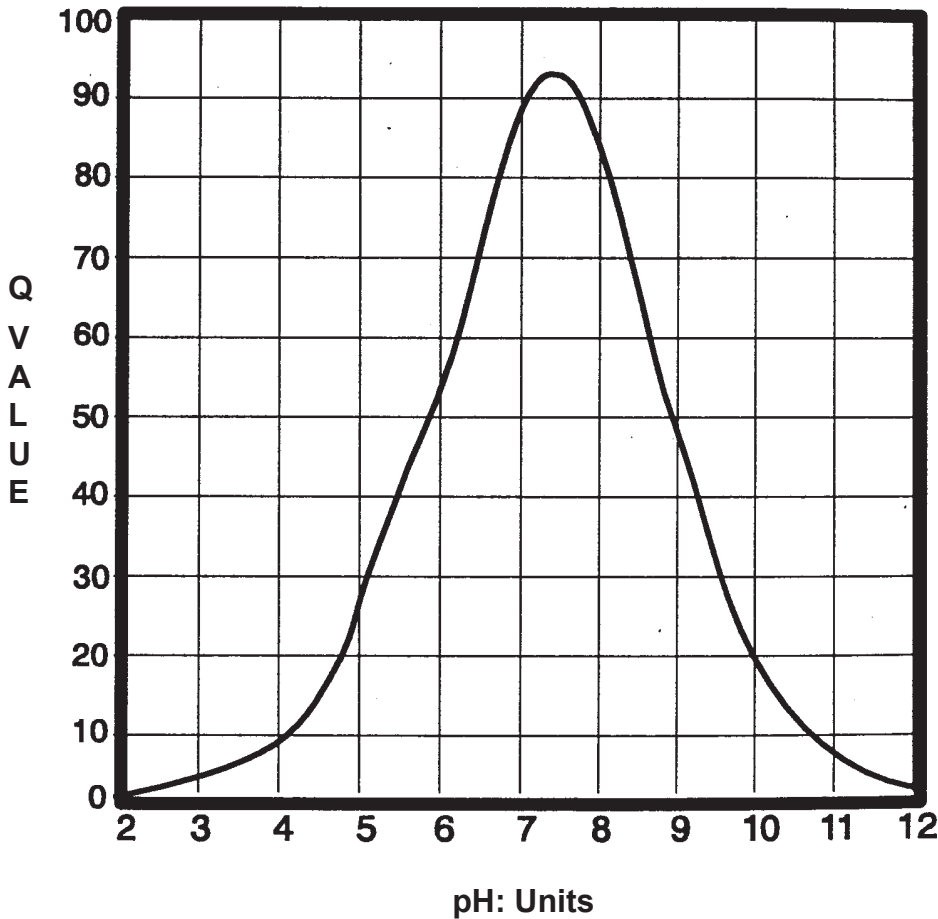


Typical range for pH = **7.2 to 8.8**

Indiana Average = 8.0

State Standard = between 6 - 9

Due to the state's limestone geology, Indiana surface waters will typically have a pH that is relatively basic (> 7).



pH Q-Values

pH (units)	Q-Value
<2	0
2	2
3	4
4	8
5	24
6	55
7	90
7.2	92
7.5	93 (max)
7.7	90
8	82
8.5	67
9	47
10	19
11	7
12	2
>12	0

Orthophosphate

Phosphorus (P) is essential to plant and animal life, and its presence in the environment is natural. Problems with phosphorus as a water pollutant result not from its presence, but from the addition of excessive amounts. Aquatic ecosystems develop with very low levels of phosphorus. The addition of seemingly small amounts of phosphorus can lead to problematic algal blooms in freshwater. Research has indicated nitrogen leads to algal bloom in saltwater systems.

Phosphorus enters surface waters in organic matter (dead plants and animals, animal waste), attached or adsorbed to soil particles, or in a number of manmade products (detergents, fertilizers, industry wastes). Phosphorus is an important nutrient in fertilizer because it increases terrestrial plant growth (vegetation). When transported into aquatic systems, phosphorus increases aquatic plant growth (e.g. algae, weeds), as well (Figure 21) .

Phosphorus (P) occurs in nature in the form of phosphates (PO_4). Phosphate levels higher than 0.03ppm contribute to increased plant and algae growth. Orthophosphates are one form of phosphates. Orthophosphates are dissolved in the water (mostly inorganic) and are readily available for plant uptake. Thus, the orthophosphate concentration is useful as an indicator of current potential for algae blooms and eutrophication.

Figure 21

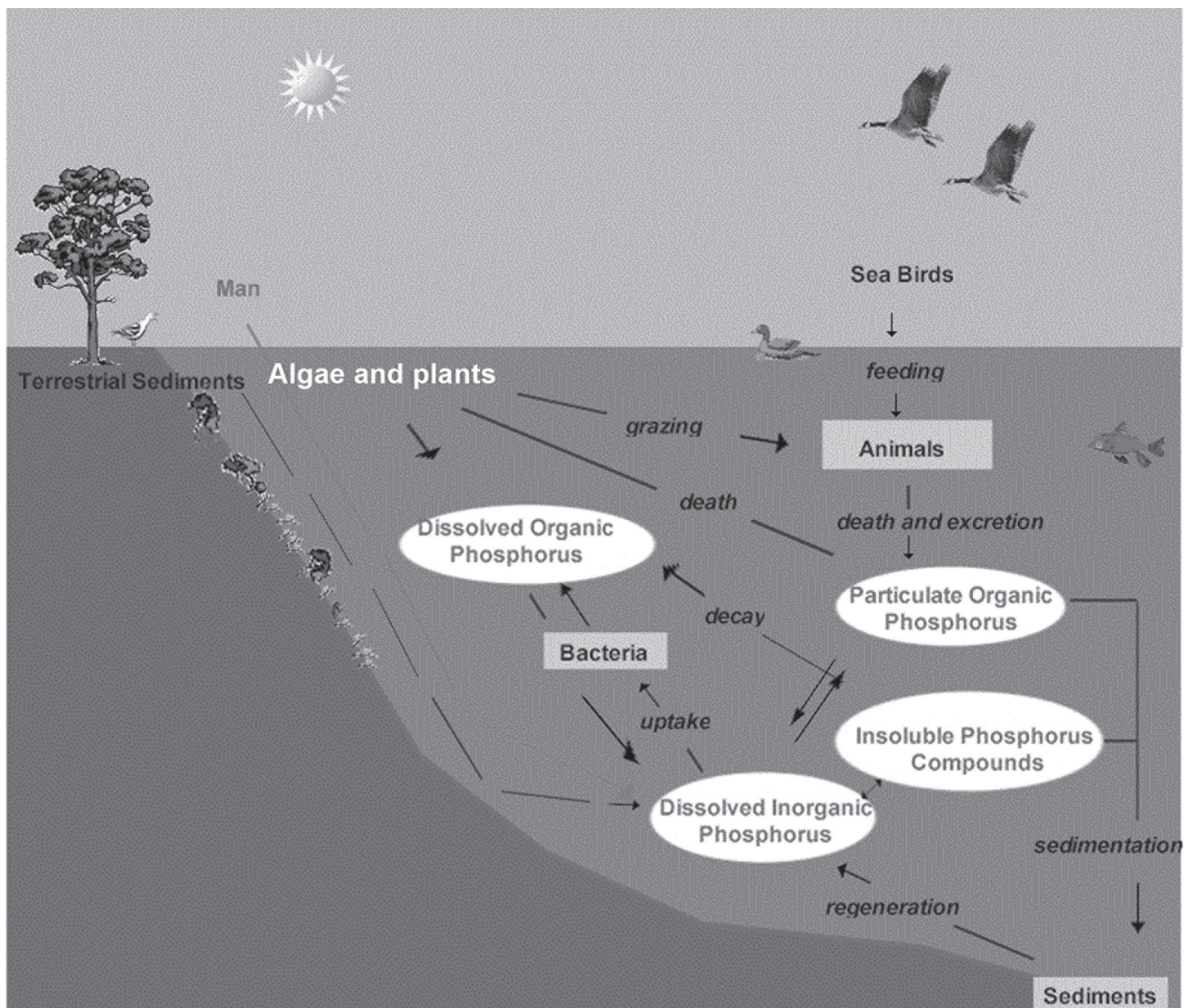
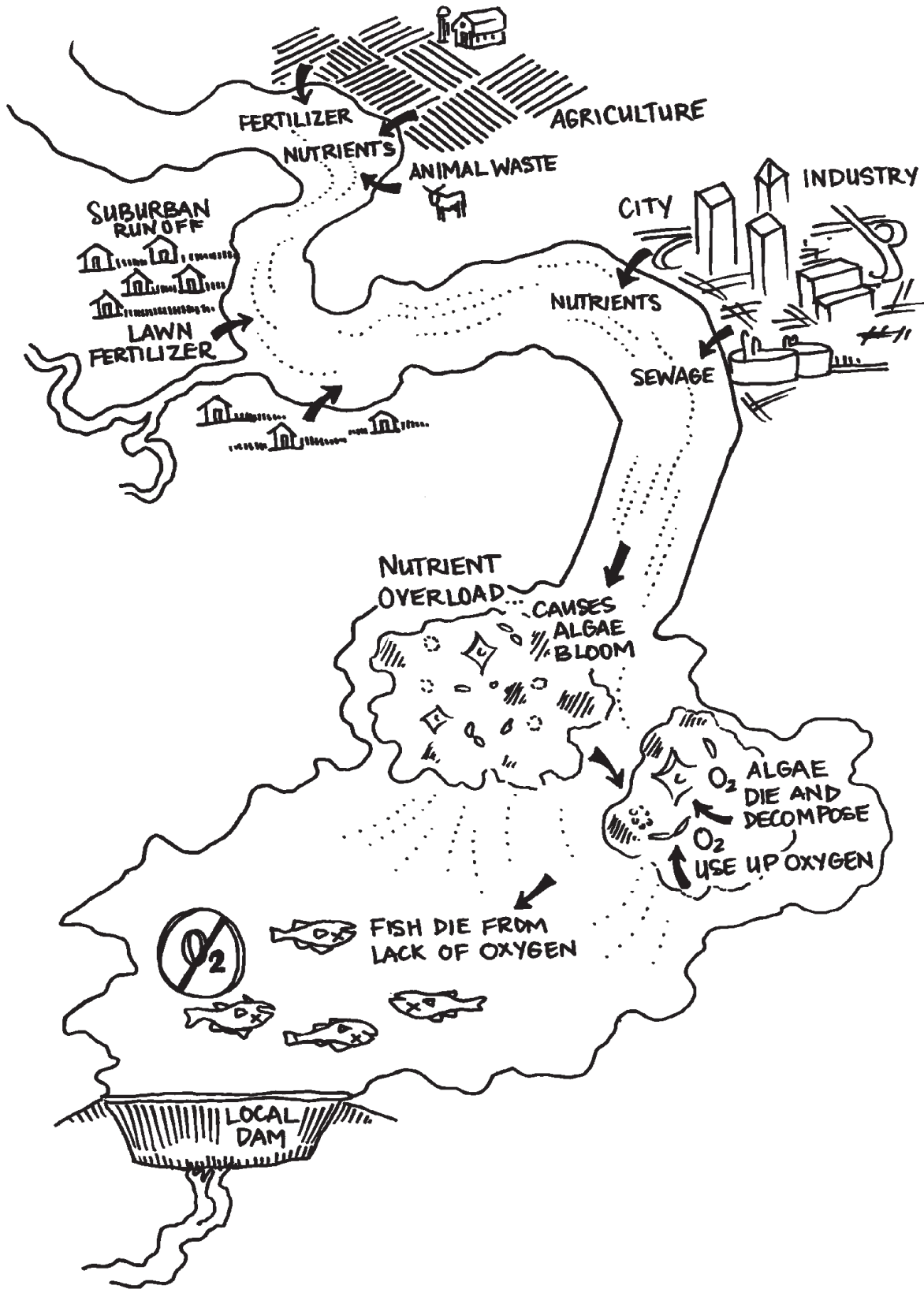


Image from Virginia Estabrook, Michigan Water Research Center

EUTROPHICATION (NUTRIENT OVERLOAD)



When phosphorus levels are too high, excess plant and algal growth creates water quality problems. Plants begin to die and decompose, depleting the dissolved oxygen supply in the water - a condition called **hypoxia**, which can lead to fish kills in some cases. Phosphorus is also released from the sediments and decomposing plants back into the water, continuing the cycle. The reaction of the aquatic system to an overloading of nutrients is known as **eutrophication** (Figure 22). Hypoxia and eutrophication, to some extent, occur within many of our lakes and stream every year, and, on a larger scale, such as in the western basin of Lake Erie.

Unlike nitrogen and other nutrients, phosphorus does not have a gaseous phase. Once it is in an aquatic system, it remains there and cycles through different forms unless physically removed (e.g. by dredging). Over time some of the other forms of phosphates attached to particles in the water column and in the sediments (including organic forms) can be changed into orthophosphates, becoming available for plant growth. For this reason, it is useful to test for total phosphate levels.

However, the chemistry methods currently utilized by Hoosier Riverwatch do not include a means for obtaining total phosphate results.

Problem

Most fresh water has naturally low phosphate levels, and this limits algal growth. If excessive phosphates enter surface water, it can support rapid algal growth. When the algae die, their decomposition by bacteria uses up oxygen and may produce odors and algal toxins.

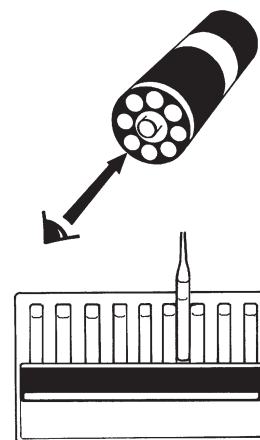
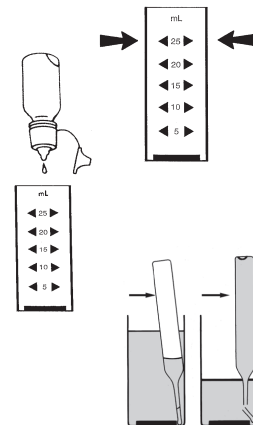
Causes

- Phosphorus occurs naturally in soil. Sediments from soil erosion and runoff are often a significant source of phosphorus. These may enter the stream via bank erosion or runoff from forestry, agriculture, and urban lands. Phosphorus can desorb from soil particles and enter solution.
- Phosphorus can come from manure sources, such as treatment lagoons, over-fertilized agricultural fields, or waterfowl.
- Urban sources of phosphorus may include: storm drains, parking lot and road runoff, construction sites, inadequately treated municipal wastewater and septic tank effluent, and lawn fertilizer.

Orthophosphate Instructions

These instructions are for use with the CHEMetrics Phosphate Test Kit K-8510.

1. Triple rinse sample cup and black lid with water to be tested. Fill the sample cup to the 25 mL mark with the sample.
2. Add **2 drops** of A-8500 Activator Solution. Place black cap on sample cup and shake it to mix the contents well.
3. Place the CHEMet ampoule in the sample cup. Snap the tip by pressing the ampoule against the side of the cup. Do not place your finger over the broken tip. The ampoule will fill leaving a small bubble to facilitate mixing.
4. Mix the contents of the ampoule by inverting it ten times, allowing the bubble to travel from end to end each time. Wipe all liquid from the exterior of the ampoule.
Wait **2 minutes** for full color development.
5. Use the appropriate comparator to determine the level of orthophosphate in the sample. If the color of the CHEMet ampoule is between two color standards, you can estimate half-way between the concentrations.
 - a. Low-range (0-1 ppm) Place the ampoule, flat end downward into the center tube of the low range comparator (broken tip pointing away from you.) Direct the top of the comparator up toward a source of bright light while viewing from the bottom. Rotate the comparator until the color standard below the ampoule shows the closest match.
 - b. High Range (0-10 ppm) Hold the high range comparator in a nearly horizontal position while standing directly beneath a bright source of light. You may remove the comparator from the lid. Place the ampoule between the color standards until the best color match is found. If the ampoule is between two color standards, you can estimate half-way between the concentrations.
6. Place ampoule and sample in waste container. Record the results in mg/L on the Chemical Monitoring Data Sheet. There is no Q-value for Orthophosphate, and this result may not be entered on the Water Quality Index Data Sheet.



Note: Results of the Orthophosphate test may be entered on the Chemical Monitoring Data Sheet & submitted to the online database. There are no state water quality standards for Orthophosphate.

However, we do know the Total Phosphate typical range (0-0.85 mg/L) and Indiana average (0.05 mg/L) values.

We generally expect orthophosphate values to be less than total phosphate, since orthophosphate is but one component of total phosphate.

Important Note:

The CHEMet ampoules and color standards contain a reagent which deteriorates upon prolonged exposure to light. They will remain stable only if stored in the dark. The reagent should be completely clear when the ampoule is removed from the box.

Nitrate & Nitrite

Nitrogen makes up about 80% of the air we breathe, and it is found in all living things. Nitrogen occurs in water as nitrate (NO_3), nitrite (NO_2), and ammonia (NH_3). It enters the water from human and animal waste, decomposing organic matter, and runoff of fertilizer from lawns and crops. Nitrates are an essential nutrient for plant growth. Similar to phosphates, these are a main ingredient in fertilizers and can lead to increased aquatic plant growth and eutrophication. Nitrogen is a leading cause of hypoxia in salt waters. Hoosier Riverwatch reports nitrates in items of mg/L of the nitrate molecule itself, which is 4.4 times greater than nitrate -N reported as mg/L of nitrogen in the form of nitrate.

Problem

Nitrogen works with phosphorus to increase algae growth and cause eutrophication.

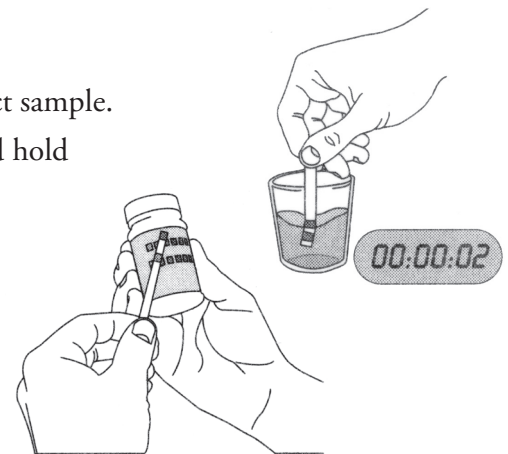
Causes

- Nitrogen can come from manure, such as treatment lagoons and over fertilized fields.
- Nitrogen is the most abundant nutrient in commercial fertilizers. Runoff from agriculture, golf courses, and lawns is high in nitrogen, especially if it rains soon after fertilization.
- Sewage is another source of nitrates in Indiana's surface water.

Instructions

For WaterWorks™ Nitrate/Nitrite Test Strips (#480009)

1. Triple rinse sample collection container with water to be tested. Collect sample.
2. Dip one test strip for 2 seconds without motion. Remove the strip and hold horizontally. Do not shake off excess sample water!
3. Wait 1 minute for colors to develop.
4. Match Nitrite (pad nearest handle) to the closest color. Also match Total Nitrate as N (end pad) to the closest color. Complete color matching within the next 1 minute.
5. Apply conversions to results:



Conversion Ratio:

A) To convert nitrite nitrogen (as N) to nitrite (NO_2^-), multiply the test strip result by 3.3.



Example: 1.5 ppm (test strip)
 $\times 3.3 = 4.95$ ppm nitrite (NO_2)

B) To convert nitrate nitrogen (as N) to nitrate (NO_3^-), multiply the test strip result by 4.4.



Example: 5 ppm (test strip)
 $\times 4.4 = 22$ ppm nitrate (NO_3)

6. Record on Chemical Monitoring Data Sheet.

Important Note:

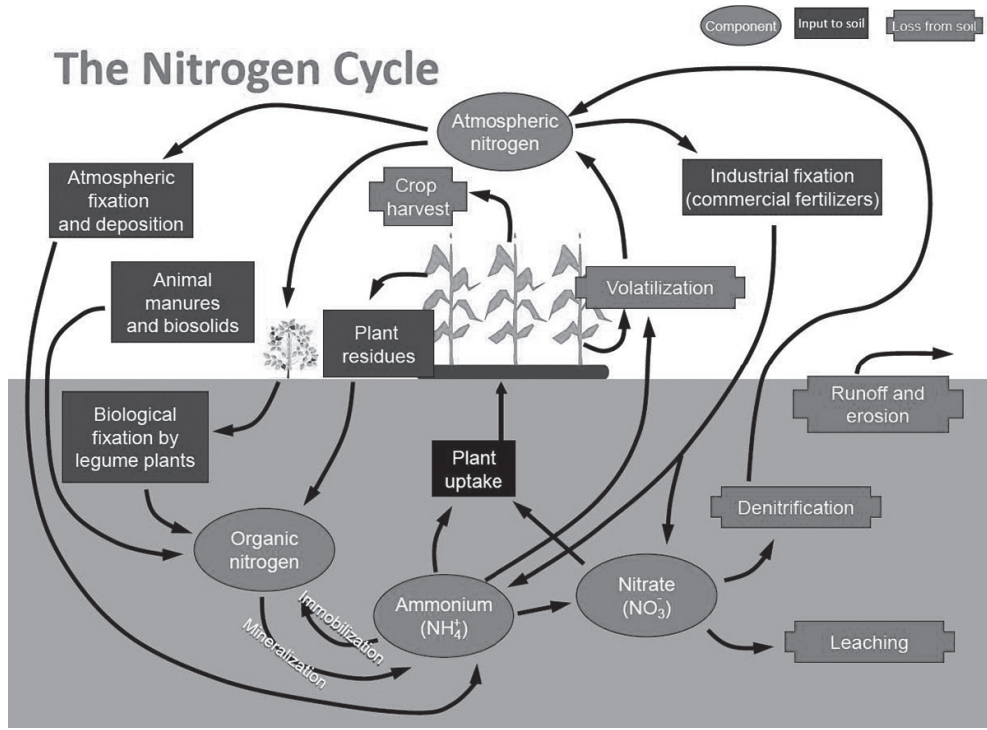
Store test strips in dry, cool place ($< 30^\circ \text{C}$) and away from direct sunlight. Use by date printed on package.

Typical range for NITRATE (NO_3^-)
= 0 to 36.08 mg/L

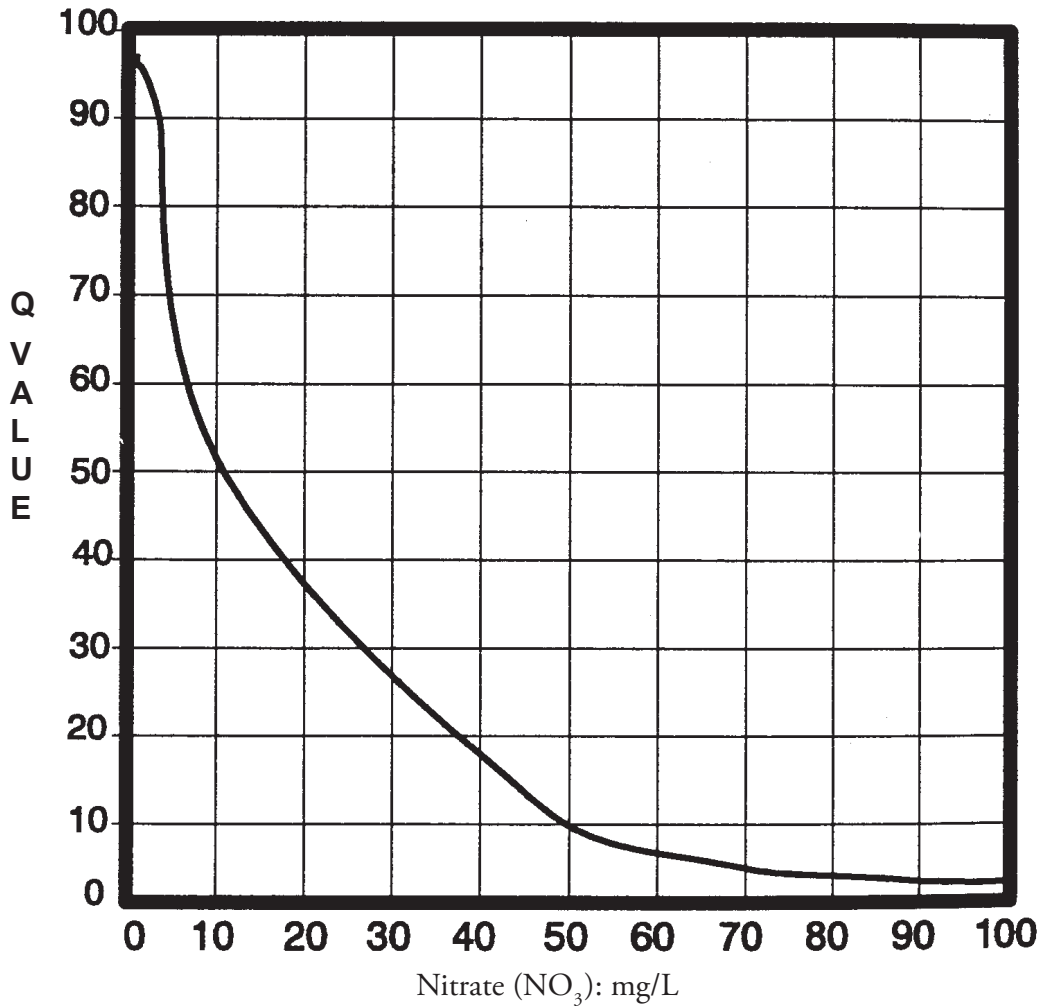
Indiana Average = 12.32 mg/L

EPA recommends 1.5 mg/L as the dividing line between mesoeutrophic and eutrophic streams.

Nitrate NO_3 (the value after the result is multiplied by 4.4) is used in the Q-Value chart and the Water Quality Index Data Sheet.



Nitrate (NO₃): mg/L Q-Values



Nitrate-N (mg/L NO ₃ -N)	Q-Value
0	98
0.25	97
0.5	96
0.75	95
1	94
1.5	92
2	90
3	85
4	70
5	65
10	51
15	43
20	37
30	24
40	17
50	7
60	5
70	4
80	3
90	2
100	1
>100	1

There is no Q-value chart for Nitrite (NO₂)

Turbidity and Transparency

Turbidity is the relative clarity of the water and is measured by shining a light through the water column. Turbid water is more cloudy, and is caused by suspended matter including clay, silt, organic and inorganic matter, and algae. These materials scatter and absorb light, rather than allowing it to shine through the water column in a straight line. Turbidity should not be confused with color, since darkly colored water (like tea) can still be clear and not turbid.

Turbid water may be the result of soil erosion, urban and agricultural runoff, algal blooms, and bottom sediment disturbances caused by boat traffic or abundant bottom feeding fish. If a stream is very turbid, light will not reach through the water column and many reactions, especially photosynthesis, will be limited. When water is turbid, the floating particles absorb heat from the sun, raising water temperature and thus lowering dissolved oxygen levels. The particles can also kill fish and aquatic invertebrates by clogging their gills and smothering their habitat (Figure 24).

Transparency measures the scattering of light and is observed by the depth at which we can see an object in the water column. We measure the transparency of our water sample, and use a pre-determined relationship to convert our transparency results (cm) to units of turbidity (NTUs).

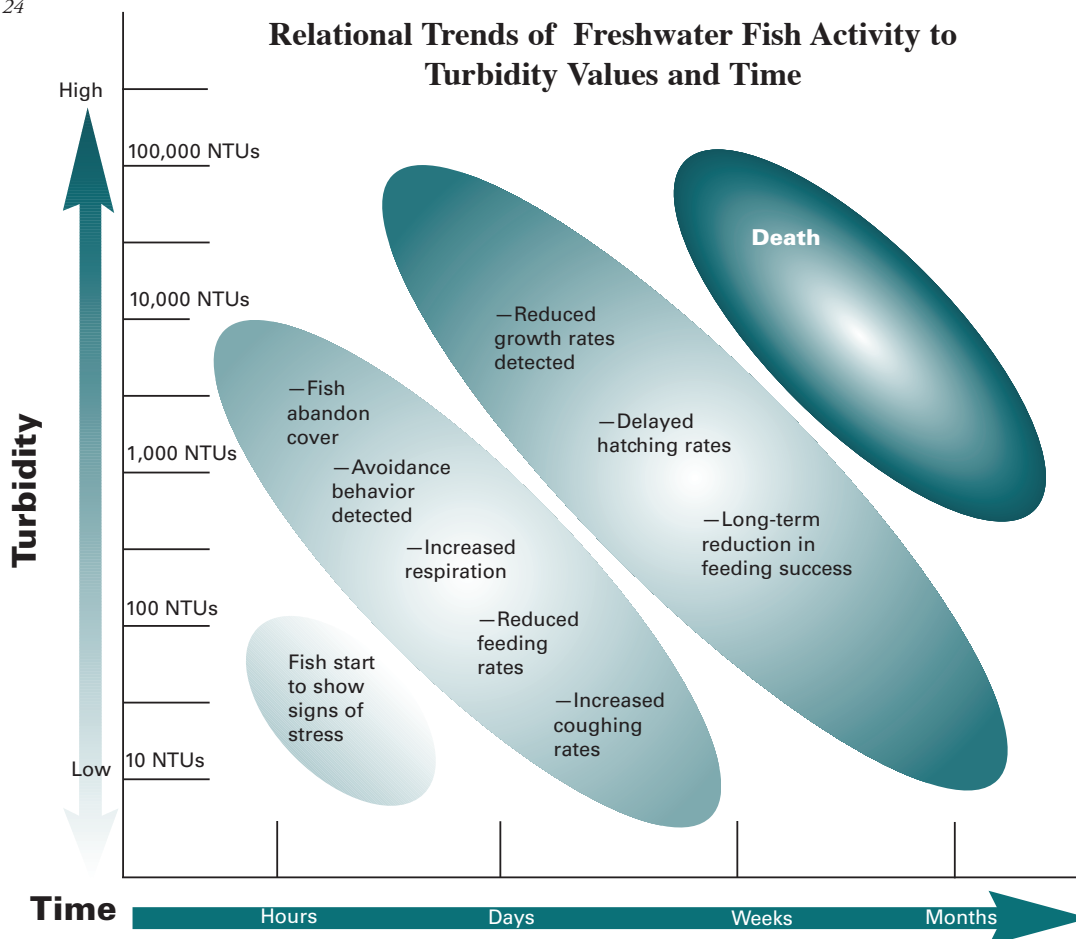
Problem

The water looks “dirty.” Photosynthesis is limited because organisms in the water column receive no light. Temperature is increased due to light absorption.

Causes

- Soil erosion and runoff from agricultural fields, lawns, parking lots, construction sites, or the stream bank itself.
- Algae and organic matter also contribute to turbidity.

Figure 24



Transparency Instructions

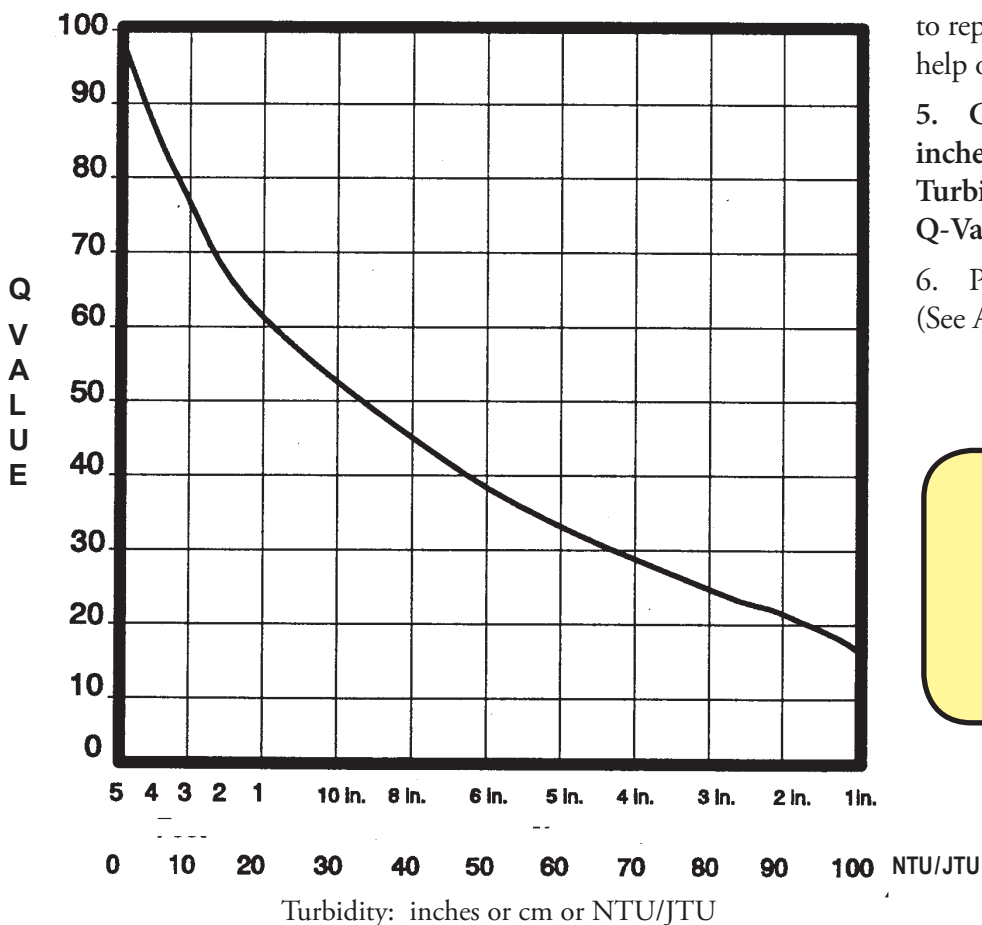
Turbidity can be assessed with a very accurate but expensive electronic turbidimeter. Transparency can be assessed with many types of equipment, including a homemade Secchi disk or transparency tube. As a side note, secchi disks are usually used for lentic waters, like lakes. A transparency tube is used for lotic waters, like rivers and streams. See Appendix A for information about purchasing or making your own transparency tube.

For use with a Transparency Tube:

1. Rinse sample container with sample water. Collect sample water in a bucket or other container from which you can pour the water into a calibrated transparency tube. (*Note: Avoid stirring bottom sediments when sampling at midstream.*)
2. Avoid direct sunlight by turning your back to the sun. Swirl the water in your bucket to mix and slowly pour sample water into the tube.
3. While looking vertically down into the tube, release water until the point at which you can barely see the "X" on the bottom of the tube, and record the result in centimeters or inches. (*Note: Do not wear sunglasses while taking this measurement.*)

Transparency (cm) Reading from Tube	Turbidity (NTU) (Approximate)	Q Value
150	0	97
120	5	85
90	10	76
> 60	< 15	70
60	15	68
30	20	62
27.5	25	57
25	30	53
22.5	35	48
20	40	45
15	50	39
12.5	60	34
10	70	28
7.5	80	25
5	90	22
2.5	100	17
<2.5	>100	5

Turbidity Q-values



4. Repeat the above steps to verify the result. (*Note: Allowing one or two people to repeat the test or view the tube may help obtain a more accurate result.*)
5. Convert the tube reading from inches or centimeters to Nephelometer Turbidity Units (NTUs) using the Q-Value chart on this page.
6. Properly clean your transparency tube. (See Appendix - A)

Typical range for Turbidity:
0 to 2150 NTU

Indiana Average = 15 NTU
EPA recommends 10.4 NTU

***E. coli* Bacteria**

Fecal coliform bacteria are found in the feces of warm-blooded animals, including humans, livestock, and waterfowl. These bacteria are naturally present in the digestive tracts of animals, but are rare or absent in unpolluted waters. Fecal coliform bacteria typically enter water via combined sewer overflows (CSOs), poor septic systems, and runoff from agricultural feedlots. The bacteria can enter the body through the mouth, nose, eyes, ears, or cuts in the skin.

E. coli is a specific species of fecal coliform bacteria that is used as an indicator of fecal contamination Indiana's state water quality standards. Thirty-eight percent (16,027 miles) of Indiana streams do not support primary contact recreation due to high *E. coli* bacteria levels (Source: IDEM Integrated Water Quality Monitoring and Assessment Report, 2012).

Bacteria & Human Health

Some strains of *E. coli* can lead to illness in humans. While not all strains of *E. coli* are pathogenic themselves, they occur with other intestinal tract pathogens that may be dangerous to human health. We test for the presence of *E. coli* as an indicator of fecal contamination, which may include many dangerous bacteria, viruses, protozoa, and other microbes.

The U.S. EPA has determined that *E. coli* bacteria counts above 235 colonies per 100 mL indicate that more than 8 people out of 1,000 who come into contact with the water may become sick. But it is important to remember that as *E. coli* counts go up, it is the chance that someone will get sick that goes up - there are many other things that determine if a person will become sick:

- How long someone is in contact with the water
- If water comes into contact with a person's eyes or mouth
- If the person has skin abrasions or wounds
- The age and health of the person, as that can determine a person's susceptibility to illness.

(Source: USGS Chattahoochee BacteriALERT website - <http://ga2.er.usgs.gov/bacteria>)

Hoosier Riverwatch participated in a six-state research project from 2004-2006 in conjunction with Purdue Extension to determine the most accurate and usable method for detecting *E. coli* and coliform bacteria by volunteers. Details of the study may be found at www.usawaterquality.org/volunteer/ecoli/.

Problem

High levels of *E. coli* indicate fecal contamination and the potential presence of pathogens that could cause human illness.

Causes

- Human waste from poorly functioning septic systems, wastewater treatment systems, or combined sewer overflows.
- Pet waste, wildlife (including waterfowl).
- Livestock or manure runoff from fields.

***E. coli* Testing Instructions – Coliscan Easygel**

The following instructions are adapted from those provided by Micrology Laboratories, Inc. for use with the Coliscan Easygel method. For details on use and interpretation of results, please refer to the manufacturer's instructions. **Be sure to request a copy of the color ID photo examples when ordering!**

Contact them (toll-free) at 1-888-EASYGEL or www.micrologylabs.com.

Coliscan media incorporates a patented combination of color-producing chemicals and nutrients that make *E. coli* colonies appear blue, coliform bacteria that are not *E. coli* as a pink magenta and non coliforms as white or tealgreen colonies.

Checklist

- Pre-treated petri dish from Micrology Labs
- Sterile pipettes, Whirl-pac bag or other sterile collection container
- Bottle(s) of Coliscan Easygel (thawed)
- Permanent marker (e.g. Sharpie)
- Tape, rubber gloves, ice and cooler (if needed)
- Bleach and water-tight bag for disposal
- Incubator

Do not rinse these materials before or after use! They are specially pre-treated or sterilized for use. Be sure to follow the instructions provided!

1. Preparation - Thaw Coliscan®Easygel® at room temperature by removing from freezer before sampling. Label the bottom of Petri dishes using a permanent marker. This label should include site ID, date and time of sample collection, volume of water collected, and sample number. Before plating, you may also secure the top and bottom of the petri dish with one piece of tape to make a “hinge.”

The amount of sample used will vary according to the suspected conditions of the water you are testing. For Easygel methods, .25 mL is the minimum and 5.0 mL is the maximum amount of sample you can use. If you suspect a high bacteria count after a recent rainfall event, transfer only 0.5-1.0 mL of sample. Typically, 3-5 mL is appropriate. Your goal is to have < 200 colonies in the petri dish.

2. Collection - Wearing gloves and using only sterile collection equipment, obtain a sample slightly below the water's surface in one of two ways:

- a) Take a measured sample directly from the source using a sterile pipette and immediately place it into the bottle of Coliscan Easygel, or
- b) Collect your sample in a sterile container (e.g. Whirl-pak Bag) and transport the water to an appropriate test site.

3. Plating - Transfer a measured volume of sample water into the bottle of Coliscan Easygel. Gently swirl and invert the bottle to distribute the Easygel and then pour the mixture into the *bottom half* of a Micrology Labs *pre-treated* petri dish. (If you hold the petri dish up to a light, you can see the gelling agent.) Being careful not to splash over the side or onto the lid, gently swirl the dish until the mixture is evenly distributed across the bottom.

Plating offsite is recommended. Water samples and Easygel bottles containing samples kept longer than 10 minutes prior to plating should be kept on ice in a cooler or in a refrigerator until plating. Samples must be plated within 24 hours.

While its contents are still in liquid form, place the dish right-side-up directly onto a level location out of direct sunlight. Solidification will occur in approximately 45 minutes.

4. **Incubation** - Turn the petri dish upside down (to reduce condensation) and incubate at 35° C (95° F) for 24-hours.

5. **Counting/Analysis** - After the appropriate incubation period, inspect the dish. Count all of the purple/blueviolet colonies in the dish and record the results in terms of *E. coli* per 100 mL of water. You may also count all of the pink and magenta colonies and record these as coliforms. Do not count pin-point colonies < 1mm in size, and disregard any light blue, teal, or white colonies, as these indicate other types of bacteria.

To report the total number of *E. coli* and coliform bacteria colony forming units (CFU) per 100mL, first divide 100 by the number of mL you used in your sample, then multiply that figure by the # of colonies you counted in your petri dish.

Example: You used 3 ml of stream water and you counted 4 purple colonies in your dish.



First divide 100 by 3 = 33.3

then multiply 33.3 x 4 = 133.2 colonies / 100mL

6. **Disposal** - To prepare your sample bottle and petri dish for disposal in normal trash, place 5 mL (about 1 teaspoon) of bleach onto the surface of the plate. Allow to sit for at least 5 minutes. Place in a watertight plastic bag and discard in trash.

Expiration -

Coliscan Easygel bottles (not petri dishes) need to be stored in a freezer. Coliscan Easygel medium is good for 1 year, and can be refrozen if thawed.

E. coli Testing Instruction – 3M Petrifilm

Storage

Store unopened Petrifilm plate pouches at temperatures <math><8^{\circ}\text{C}</math> (46°F) – **REFRIGERATE!**

Store plates from opened packages in sets of no more than 8 in a small “snack-size” Ziploc, Glad, or similar type storage bag. Place a weight on top of the package to keep it from curling. Plates may be stored for up to a year.

For further information: www.3m.com/microbiology/home/products/petrifilm/petripod/ecoli/overview.html

Checklist

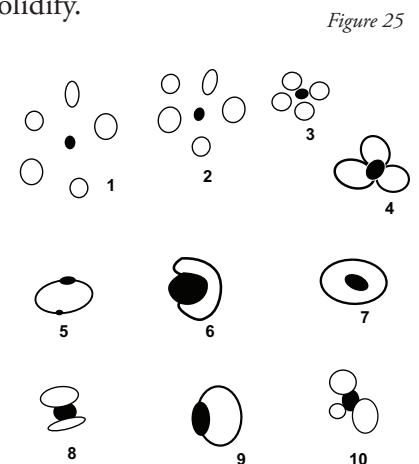
- 3M Petrifilm
- Sterile pipettes, Whirl-pac bag or other sterile collection container
- Permanent marker (e.g. Sharpie)
- Rubber gloves
- Bleach and water-tight bag for disposal
- Incubator

1. **Preparation** - Allow pouches to come to room temperature before opening – at least 10-15 minutes. Do not use plates that show orange or brown discoloration. Expiration date and lot number are noted on each package. (Example, expiration date: 2015-10, would expire in the 10th month (October), 2015. The lot number is also printed on individual plates.)
2. **Collection** -Wearing gloves and using only sterile collection equipment, obtain a sample slightly below the water’s surface.
3. **Plating** - Inoculate and spread one Petrifilm plate before inoculating the next plate.
 - Place a Petrifilm plate on a level surface.
 - Lift the top film and dispense 1 ml of sample or diluted sample on the center bottom film.
 - Slowly roll the top film down onto the sample to prevent trapping air bubbles.
 - Leave plate undisturbed for at least one minute to permit the gel to solidify.

4. **Incubation** - Incubate plates in a horizontal position, with the clear side up in stacks of up to 20 plates. Incubator should be humidified with distilled water. Incubate 24 hours at 35 °C (95° F) for 24-hours.

5. **Counting/Analysis** - After the appropriate incubation period, inspect the film. Count blue colonies with gas bubbles after 24 hours at 35 °C (95° F) for 24-hours. Do not count artifact bubbles. Approximately 95% of *E. coli* produce gas. In general, *E. coli* colonies are blue to blue-purple and closely associated (approximately one colony diameter) with entrapped gas. General coliform colonies are bright red and closely associated (approximately one colony diameter) with entrapped gas (Figure 25). Only count blue colonies that have a gas bubble!

6. **Disposal** - Place in a sealed Ziploc or similar type bag with bleach. The excess bleach will spill out and disinfect the Petrifilm plates, too. Discard with regular trash.



All 10 examples depict various bubble patterns associated with gas producing colonies. Each numbered picture would be counted as one colony. (From 3MPetrifilm interpretation guide)

Typical range for *E. coli* =
2 to 1,204K colonies/100mL

Indiana Average =
210 colonies/100mL

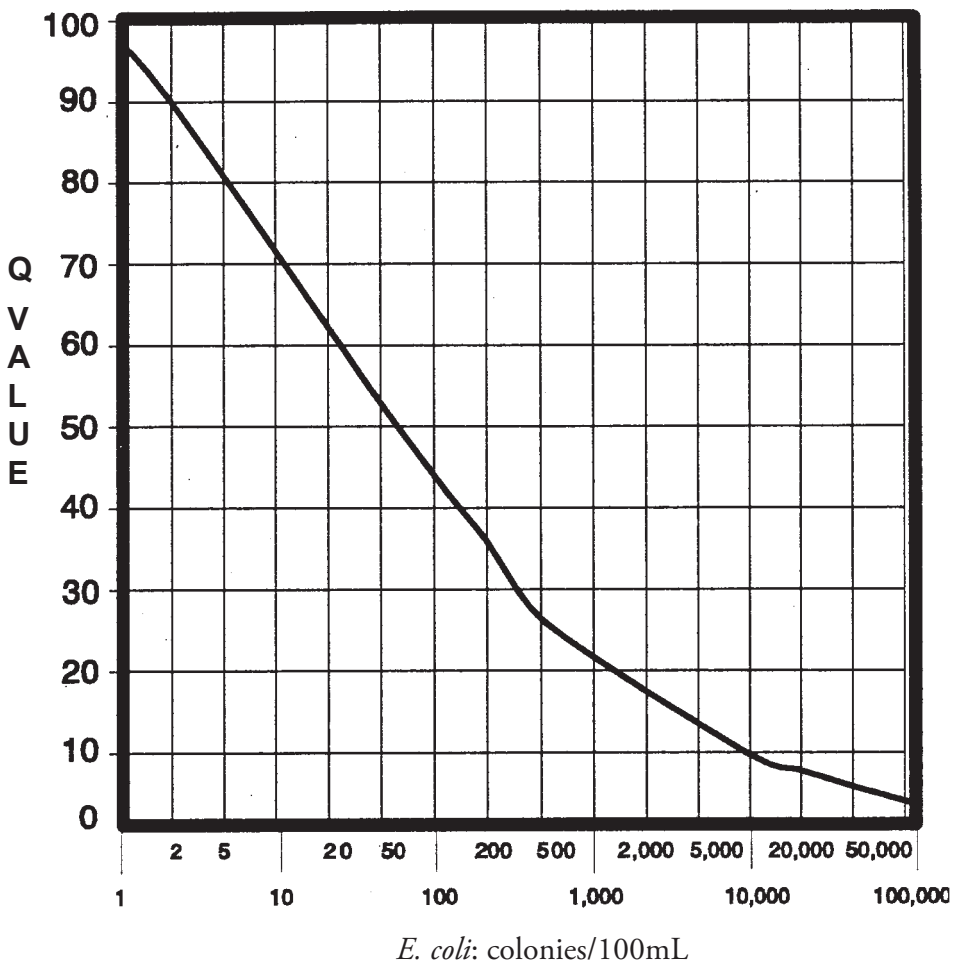
State Water Quality Standard for
total body contact recreation:

<235 CFU/100 mL (Single sample)

AND

<125 CFU/100 mL (Geometric mean of
5 samples equally spaced over 30 days)

E. coli Q-Values



<i>E. coli</i> (colonies/100mL)	Q-Value
0-1	98
2	89
5	80
10	71
20	63
50	53
100	45
200	37
500	27
1,000	22
2,000	18
5,000	13
10,000	10
20,000	8
50,000	5
100,000	3
>100,000	2

Chapter 5 - Benthic Macroinvertebrates

Benthic macroinvertebrates are animals that are big enough (macro) to be seen with the naked eye. They lack backbones (invertebrate) and live at least part of their lives in or on the bottom (benthos) of a body of water.

Macroinvertebrates include aquatic insects (such as mayflies, stoneflies, caddisflies, midges, beetles), snails, worms, freshwater clams, mussels, and crayfish. Some benthic macroinvertebrates, such as midges, are small and grow no larger than 1/2 inch in length. Others, like the three ridge mussel, can be more than ten inches long.

What is the ecological importance of benthic macroinvertebrates? Benthos are an important part of the food chain, especially for fish. Many feed on algae and bacteria which are on the lower end of the food chain. Some shred and eat leaves and other organic matter that enters the water. Because of their abundance and position as “middleman” in the aquatic food chain, benthos play a critical role in the balance and natural flow of energy and nutrients. As benthos die, they decay, leaving behind nutrients that are reused by aquatic plants and other animals in the food chain. (Source: Maryland Department of Natural Resources)

Why Do We Monitor Them?

Biological monitoring focuses on the aquatic organisms that live in streams and rivers. Scientists observe changes that occur in the number of types of organisms present in a stream system to determine the richness of the biological community. They also observe the total number of organisms in an area, or the density of the community. If community richness and community density change over time, it may indicate the effects of human activity on the stream.

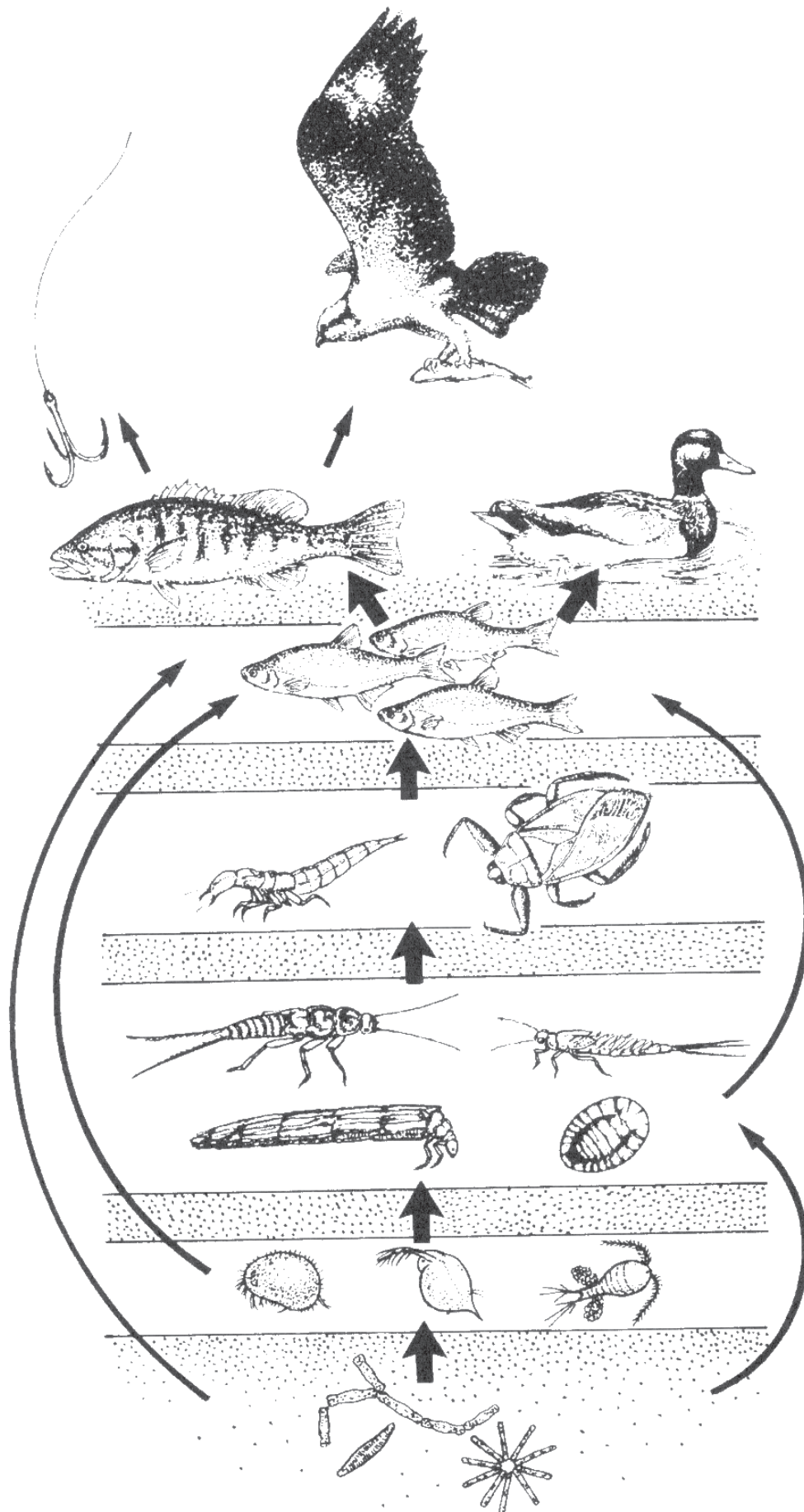
Biological stream monitoring is based on the fact that different species react to pollution in different ways. Pollution-sensitive organisms such as mayflies, stoneflies, and caddisflies are more susceptible to the effects of physical or chemical changes in a stream than other organisms. These organisms act as indicators of the absence of pollutants. Pollution-tolerant organisms such as midges and worms are less susceptible to changes in physical and chemical parameters in a stream. The presence or absence of such indicator organisms is an indirect measure of pollution. When a stream becomes polluted, pollution-sensitive organisms decrease in number or disappear; pollution-tolerant organisms increase in variety and number.

In addition to being sensitive to changes in the stream’s overall ecological integrity, benthic macroinvertebrates offer other advantages to scientists looking for indications of stream pollution.

- Benthic macroinvertebrates are relatively easy to sample. They are abundant and can be easily collected and identified by trained volunteers.
- They are relatively immobile. Fish can escape toxic spills or degraded habitats by swimming away. Migratory animals may spend only a small portion of their life cycles in a particular stream before moving to larger rivers, wetlands, or other streams. However, most macroinvertebrates spend a large part of their life cycle in the same part of a stream, clinging to objects so they are not swept away with the water’s current.
- Benthic macroinvertebrates are continuous indicators of environmental quality. The composition of a macroinvertebrate community in a stream reflects that stream’s physical and chemical conditions over time. Monitoring for certain water quality parameters (such as the amount of dissolved oxygen) only describes the condition of the water at the moment in time the samples were taken.
- Benthic macroinvertebrates are a critical part of the aquatic food web (Figure 26). They form a vital link in the food chain connecting aquatic plants, algae, and leaf litter to the fish species in streams. The condition of the benthic macroinvertebrate community reflects the stability and diversity of the larger aquatic food web.

Aquatic Food Web *(from Pond & Stream Safari, Cornell Cooperative Extension)*

Figure 26



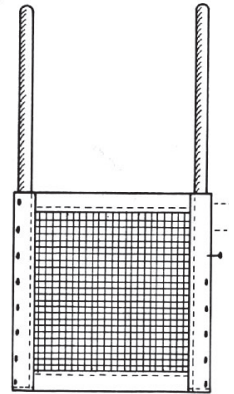
How Do We Collect Them?

Macroinvertebrate Collection Tips

You will want to collect macros a maximum of 3 samples per year. If you collect more frequently you can impact populations. Limit collection time to 30 minutes, and do not collect between mid-November and mid-April. The time of year you monitor will influence what macros you find due to their life cycles.

Kick Seine Sampling Method

The kick seine method is a simple procedure for collecting stream-dwelling macroinvertebrates. It is used in riffle areas where the majority of the organisms prefer to live. This method can be quite effective in determining relative stream health; . Two to three people work together to perform the method properly. Carefully read the procedures, and follow them as closely as possible.



1. Locate a “typical riffle.” Such a riffle is a shallow, faster moving mud-free section of stream with a stream bed composed of material ranging in size from one-quarter inch gravel or sand to ten-inch cobbles. The water ranges in depth from approximately two inches to a foot, with a moderately swift flow. Avoid riffles located in an area of a stream that has been recently disturbed by anything, including construction of a pipeline, crossing or roadway.
2. Once the riffle has been located, select an area measuring 3 feet by 3 feet that is typical of the riffle as a whole. Avoid disturbing the stream bed upstream from this area.
3. Examine the net closely and remove any organisms remaining from the last time it was used.
4. **Approach the sampling area from downstream!**
5. Have one person place the net at the downstream edge of the sampling area. (It may take two people to hold it in place.) The net should be held perpendicular to the flow, but at a slight (45 degree) downstream angle. Stretch the net approximately three feet, being certain that the bottom edge is lying firmly against the bed. If water washes beneath or over the net you will lose organisms.
6. Another person comes upstream of the net. **Stand beside, not within the sampling area.** Remove all stones and other objects two inches or more in diameter from the sampling area. Hold each one below the water as you brush all organisms from the rock into the net. You can also place rocks on the bottom edge of the net to help hold it in place against the stream bottom.
7. When all materials two inches or larger have been brushed, step into the upstream edge of the sampling area 3 feet from the net and kick the stream bed vigorously until you have disturbed the entire sampling area. Kick from the upstream edge toward the net. Try to disturb the bed to a depth of at least two inches. You can also use a small shovel to disturb the bed. Kick for approximately 3 minutes.
8. Carefully remove the net with a forward upstream scooping motion. **DO NOT** allow water to flow over the top of the net or you may lose organisms.
9. Carry the seine to a flat area on the stream bank. Place it on a large white sheet, plastic table cloth, garbage bag, or shower curtain. Remove leaves, rocks, and other debris - examine them for any attached organisms. Using fingers or forceps, remove organisms from the net and place in another container with water for later identification. If nothing appears to be on the net, leave it alone for a few minutes, and the organisms will begin to move around because they are out of the water. Be sure to check your white ground cover for any creatures attempting to escape. If you happen to collect live mussels (native or exotic) in your net, **please see page 73 for further instruction.**
10. Perform steps 1-9 a total of three times at different locations within your 200’ site. Your goal is to collect at least 200 organisms.
11. Sort all the organisms collected from the three samples according to body shape using ice cube trays or petri dishes. Record the number of each type of organism (if more than 100; record >100).

Dip Net Sampling Method

If there are no riffles at your stream site to perform the kick seine sampling method, then you should use the dip net to perform your biological monitoring. Take a total of twenty jabs in a variety of habitats (Figures 27 and 28). One dip net “jab” involves forcing the dip net against the stream bottom repeatedly, starting close to your body and finishing with arms fully outstretched. However, sampling technique differs depending on habitat conditions. *(Modified from the Clinton River Watershed Teacher Training Manual)*

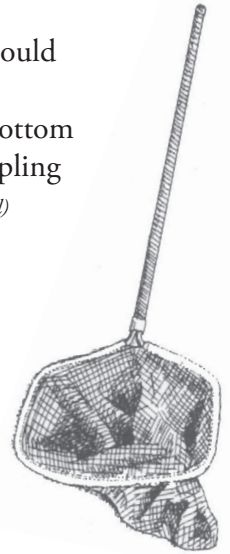


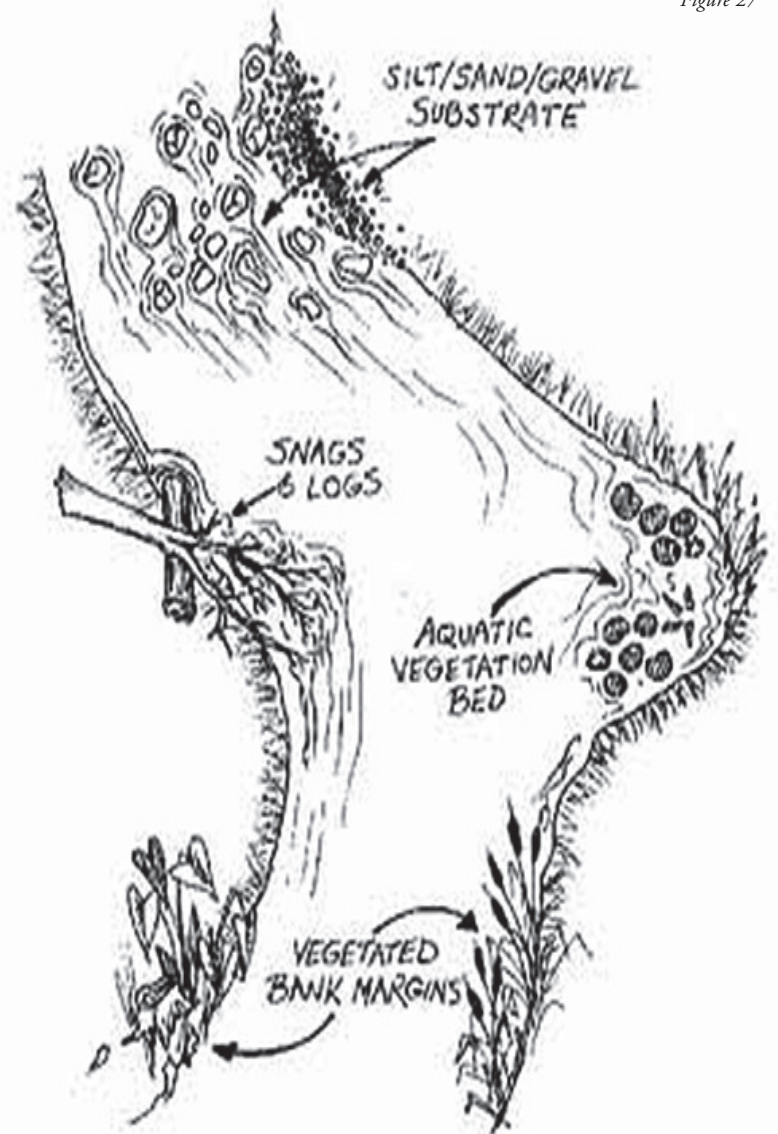
Figure 27

- **Leaf Pack:** Shake the leaf pack in the water to release organisms, and then quickly scoop up the net, capturing both the organisms and the leaves. (See information on the next page for experiments using leaf packs.)
- **Tree Roots, Snags (accumulations of debris), and Submerged Logs:** Select an area approximately 3 by 3 feet in size. Scrape the surface of roots, logs, or debris with the net, a large stick, or your hand or foot. Be sure the net is positioned downstream so that dislodged material floats into it.
- **Undercut Banks (page 28 - Figure 13):** Place the net below the overhanging vegetation. Move the net in a bottom-up motion, jabbing at the bank several times to loosen organisms.
- **Sediments (sand/mud):** If there is not much flow, jab the net into the bottom with a sweeping motion. If flow is good, stand upstream of the net holding it against the bottom of the stream and kick in front of the net so that the flow washes organisms into the net. To rinse, keep the opening of the net at least 1-2 inches above the surface of the water, and move it back and forth to wash small particles out of the net.

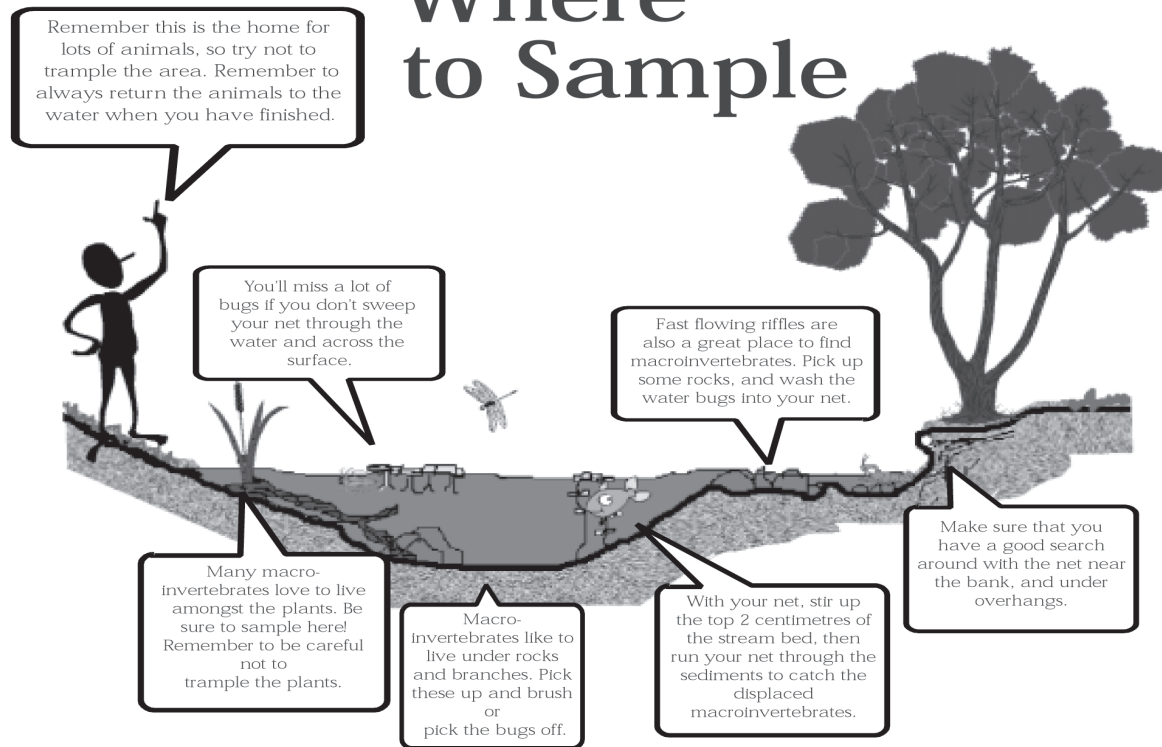
After two or three jabs with one net, dump the collected materials into a shallow white container (a dishpan works well). The materials in the bin may be quite muddy and turbid (depending upon your stream habitat). When you find macroinvertebrates, place them into another container (white pan, petri dish, bug board, ice cube tray) with clear water for easier identification.

Combination Sampling Method

If your 200' site has a variety of habitats, including riffles, then you may perform a combination of sampling methods. Record the equipment used and the types of habitats sampled on the **Biological Monitoring Data Sheet** (page 74).



Where to Sample

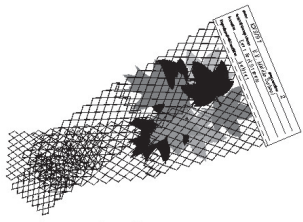


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Leaf Pack Experiments or Hester-Dendy Samplers

Another type of sampling involves placing an artificial substrate in the stream for a number of weeks, then collecting it after it's been colonized by macroinvertebrates. This method is useful if you are sampling a deep river and use of a net is difficult, or if you do not have sufficient time at the stream to perform the proper kick seine or dip net sampling procedures. Instructions for making your own Hester-Dendy are provided in Appendix A. Leaf pack experiments (below) are flexible; however, each experiment will (1) provide an understanding of the structure and function of macroinvertebrates within a stream community, and (2) relate the abundance and variety of macroinvertebrates colonizing artificial leaf packs to: habitat quality, water quality, and the influence of the forested riparian area.

1



Fill a mesh bag (5882-LPB) with local leaves or plant material to create a leaf pack. Tie a knot to close the bag.

2



Anchor the leaf pack in the river by tying it to the upstream side of a rock or cinder block.

3

date	macro	insect	macroin	macro	fish	macro
3		5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30


Leave the leaf pack in place for 3-4 weeks.

4



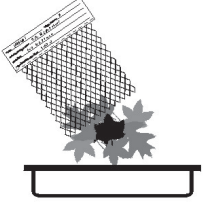
When removing the leaf pack from the river, care should be taken to disturb the leaf pack as little as possible. Approach the leaf pack from downstream and place a bucket or net under it to catch organisms that may be dislodged.

5



Place the leaf pack in a bucket partially filled with water to carry it to the sorting area.

6



Carefully transfer the contents of the bag to a white tray. Also transfer any organisms remaining in the bucket to the tray.

How do they develop?

Many of the benthic macroinvertebrates you will encounter are aquatic insects. Aquatic insects have complex life cycles and live in the water only during certain stages of development (Figure 29).

Complete Metamorphosis

Aquatic insects may go through one of two kinds of development or metamorphosis. Those that go through complete metamorphosis undergo four stages of development: egg, larva, pupa, and adult. They lay their eggs in water; eggs then hatch into larvae that feed and grow in the water. (These larval insects do not resemble the adult insects; many appear wormlike.) The fully-grown larvae develop into pupae and then into adults. The fully-formed adults of some species (midges and flies, for example) emerge from the water and live in the habitat surrounding the stream. Others, such as riffle beetles, continue to live in the stream as adults. After mating, adults of all aquatic insect species lay eggs in the water, beginning the life-cycle all over again.

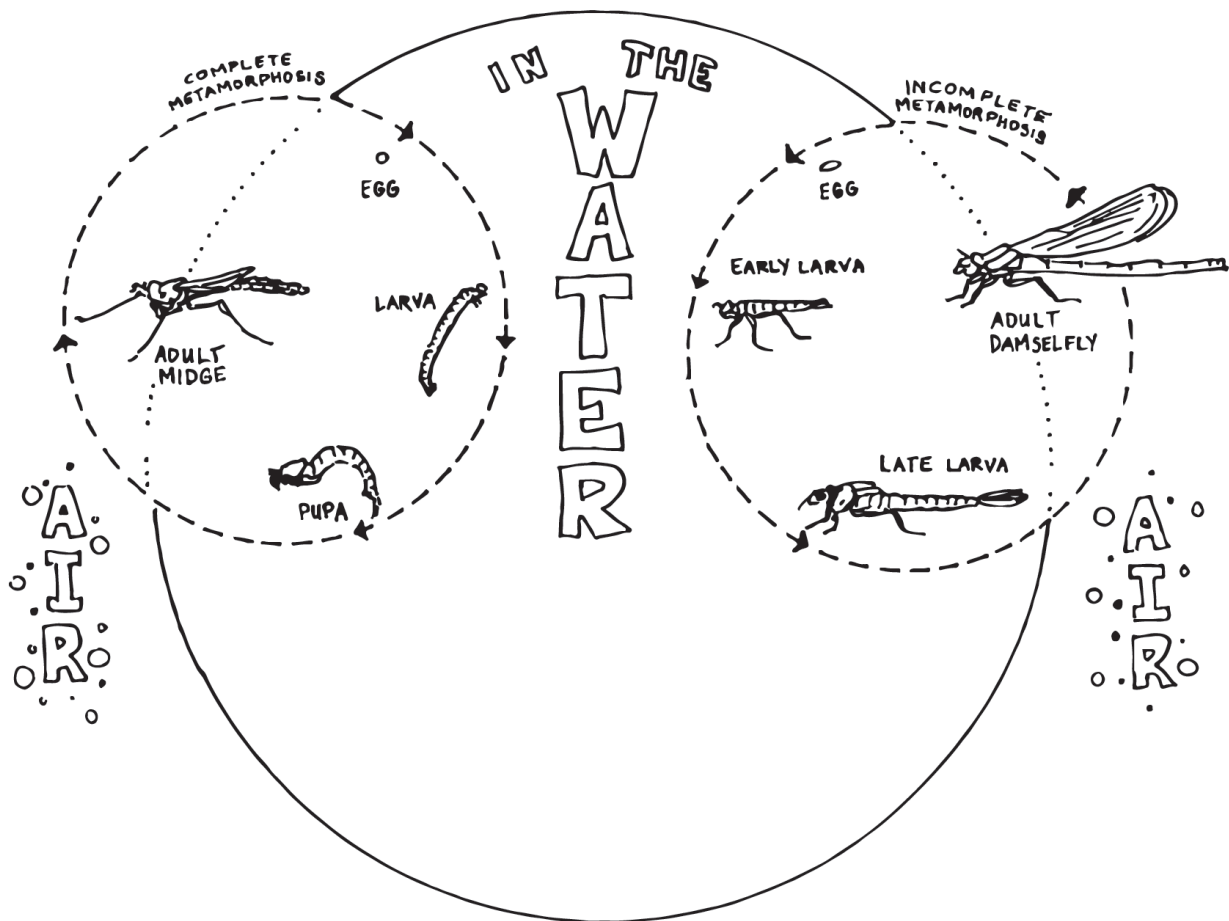
Complete metamorphosis: egg / larvae / pupa / adult (true flies, beetles, caddisflies)

Incomplete Metamorphosis

Aquatic insects that go through incomplete metamorphosis undergo only three stages of development; eggs, nymphs and adult. The eggs hatch into nymphs which feed and grow in the water while they develop adult structures and organs. (Nymphs often look similar in body shape to the adults.) The life cycle begins again when adults lay eggs in the water.

Incomplete metamorphosis: egg / nymph / adult (mayflies, dragonflies, stoneflies, true bugs)

Figure 29



What and How Do They Eat?

Macroinvertebrates may be categorized by their feeding groups - the type of food they eat and the manner in which food is obtained/collected.

Shredder: Feeds on coarse, dead organic matter (leaves, grasses, algae, and rooted aquatic plants), breaking it into finer material that is released in their feces. Shredders include stonefly nymphs, caddisfly larvae, crane fly larvae.

Collector: Feeds on fine, dead organic matter, including that produced by the shredders.

Filtering collector: Filters particles out of flowing current.
Examples include blackfly larvae and net-building caddisflies.

Gathering collector: Gathers matter while crawling along the river bottom.
Gatherers include mayfly nymphs, adult beetles, midge larvae.

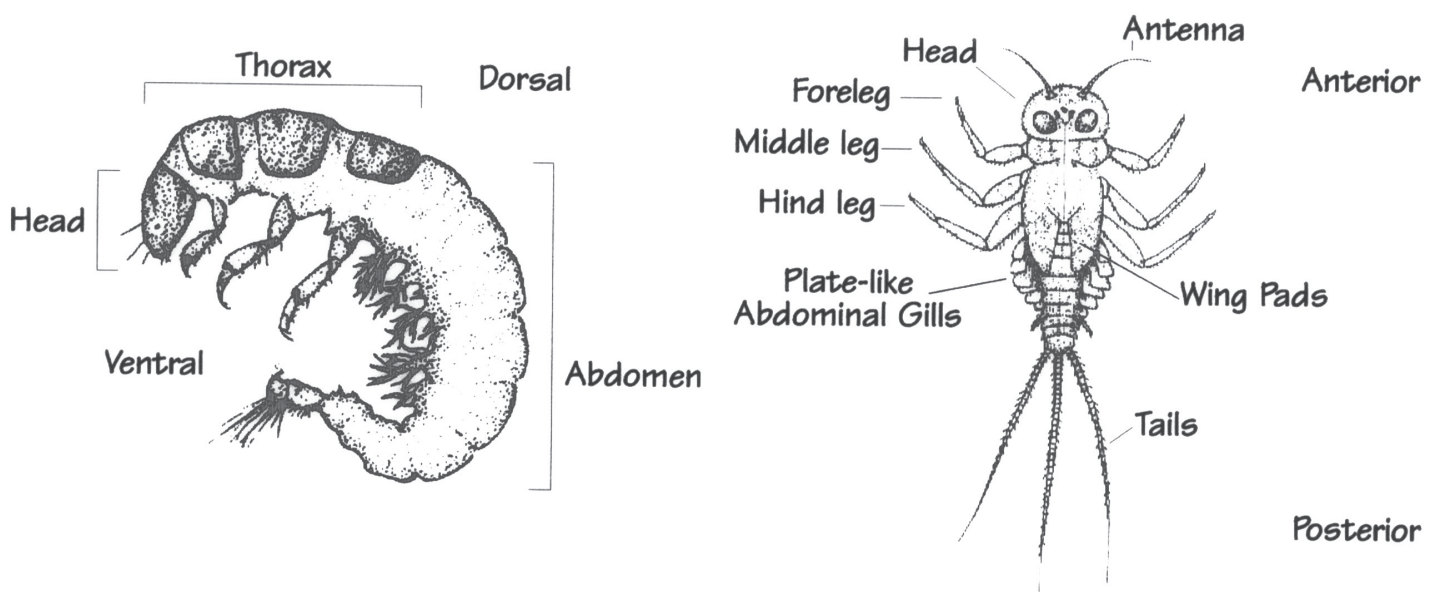
Grazer: Grazes on algae growing on rocks in the substrate or on vegetation. Grazers include snails and water pennies.

Predator: Feeds on other invertebrates or small fish. Mouth parts are specially adapted to feed on prey. Dragonflies and damselflies have scoop-like lower jaws, the jaws of hellgrammites (dobsonflies) are pincher-like, and water strider's mouth parts are spear-like. Also includes beetle adults and larvae.

What Do They Look Like?

A simple key to benthic macroinvertebrates is provided in Appendix B. The organisms are grouped according to pollution tolerance, starting with the most intolerant families. Figure 30 below (*from the GREEN Standard Water Monitoring Kit*) may help you identify the distinguishing features of many of the organisms.

Figure 30



What If You Find Freshwater Mussels?

Freshwater mussels are the most endangered group of animals in Indiana! Of the 77 species that once inhabited Hoosier lakes, rivers and streams, 10 are now extinct, 17 are endangered, and 7 are of special concern. As the presence and diversity of freshwater mussels serve as an indicator of river and stream health, we must minimize our impact on the stream substrate to protect these important species.

Follow these guidelines:

- **AVOID** sampling (especially kick seining) where you observe live mussels or a bed of mussel shells (open or closed).
- If you happen to collect mussels when sampling for macroinvertebrates, **you MUST replace ALL mussels** in the stream in the exact location and orientation where you found them. Observe any live mussel's shell for clues to its original orientation. If part of the mussel is covered in algae and part in mud, the algae side was sticking up toward the sun while the other side was buried in the substrate. Also, the hinge (closure) should face downstream, with the opening toward the streamflow. If you have any question how to put back a mussel in the substrate that you kicked up, then just lay it gently on the bottom of the stream in the area that it was kicked from and allow it to reorient and re-bury itself.
- Be careful not to spread exotic species. **Volunteers sampling in zebra mussel infested waters should allow their equipment to dry completely** before using it in another water body. Zebra mussel *veligers* (*planktonic larvae*) can live for a while out of water. If the equipment must be used in a different waterbody soon after sampling in infested waters, you must rinse the equipment thoroughly with hot water!

Identifying mussel species is not an easy task; only specially-trained biologists are able to differentiate species. It's unlikely we, as volunteer stream monitors, will be able to distinguish an endangered mussel from a nonendangered species. Therefore, **ALL mussels should be treated as though they are endangered!**

Freshwater Mussels Regulations

In an effort to reverse statewide declines in their populations, the removal of freshwater mussels, both live specimens and dead shells, from Indiana waters became illegal in 1991. It is illegal to have live or dead mussel shells in your possession. (Live shells are closed and are held together by the living mussel inside.) Leaving the mussels in the streams not only protects them, but you as well.

Why are Freshwater Mussels in Danger?

Mussels have a very complicated life cycle (Figure 31), which may make it difficult for some species to persist. Male mussels release their sperm into the water column, and the sperm must then be 'lucky' enough to be siphoned in by a female mussel downstream of the male (*which is why it is VERY important that you replace a mussel exactly where and how you found it*). After a time, the female will release mussel larvae or glochidia into the water where they will die unless they attach to a host fish. The fish serves as a source of food, shelter and locomotion for the developing larvae. Without the proper fish to serve as host, many mussel species could not expand their ranges or survive!

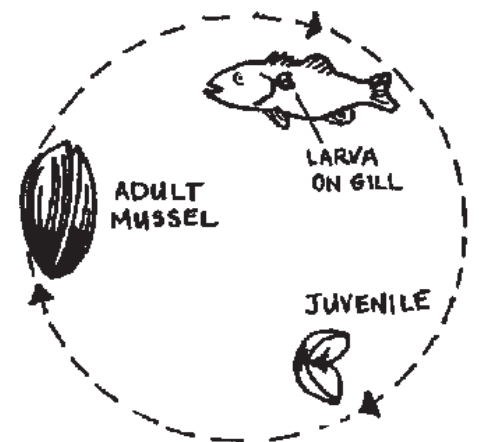


Figure 31

Many aquatic organism populations, including fish and mussels, have suffered because of habitat disturbances such as dam construction, channelization, dredging, and watershed activities such as construction and agriculture, which can lead to increased siltation and polluted runoff to rivers, streams, and lakes.

Commercial demands for freshwater mussel shells have also contributed to their decline. Mussel shells were used to make pearl buttons from the late 19th and early 20th centuries until the 1940s when plastic became the button material of choice. Current commercial use involves grinding freshwater mussel shells to insert into oysters and stimulate the production of cultured pearls. Poaching remains a threat to mussel populations. If you suspect poaching of mussels, report it to the Indiana Department of Natural Resources immediately through **(800) TIP - IDNR**, toll-free.

Other Biological Indicators of Stream Health

If any of these indicators are present, please check the appropriate box on the bottom of the biological Monitoring Data Sheet.

- Native Mussels
- Zebra Mussels – Invasive species
- Rusty Crayfish – Invasive species
- Aquatic Plants – Indicators of clear water and stable substrate. They provide habitat and stabilize the stream bed during high flow conditions. They also produce oxygen and take contaminants out the sediment via root absorption (From IOWATER Program Handbook). However, exotic invasive plant can cause serious damage to an ecosystem.
- % Algae Cover - Excess algae can be caused by too many nutrients in the stream. Too much algae can lead to oxygen depletion. Estimate the amount of the stream bottom (or the rocks) within your 200' stream section covered with algae - in increments of 25%, 50%, 75%, or 100%.

Biological Monitoring Data Sheet

The biological monitoring data sheet can be taken into the field to record the results of your biological sampling. The sheet includes information about the day, equipment used to collect samples (kick net or dip net), habitats sampled, and organisms collected. The bottom of the sheet includes other biological indicators. Although these do not factor into scoring, they can help you document what is going on in your stream.

The macroinvertebrate index is divided into Pollution Tolerance Groups 1, 2, 3, and 4. These groups represent the different levels of pollution tolerance, the higher the number, the higher the pollution tolerance level. Record the number of macroinvertebrates you find in this space.

A completed data sheet can be found on page 76. After counting and recording numbers of organisms found in the appropriate space, you count the number of taxa present and record that information in the # of Taxa box. Do not make the mistake of adding the numbers of organisms together. You will then multiply the # of Taxa by the appropriate weighting factor and total these to get a Pollution Tolerance Index (PTI) score.

Note: The volunteer stream monitoring database (www.HoosierRiverwatch.com) will perform the calculations for you when you submit data.

Once you have identified the macroinvertebrates in your river or stream samples and noted the number of each tax, the data can be easily applied to more than one index. These include *Virginia Save our Streams Multimetric Index* and the *Macroinvertebrate Diversity Index*. You can use these indices for education and further reference about your stream.

Hoosier River watch Biological Monitoring Data Sheet

Date: ____/____/____ Volunteer ID: _____ Site ID: _____
 Stream Name: _____ Latitude: _____ Longitude: _____
 Time ____:____ AM / PM Time Sampling: _____ hrs Air Temp.: _____ °C
 Current Weather: Clear/Sunny Overcast Showers Rain (steady) Storm (Heavy)
 Worst Weather (past 48 hours): Clear/Sunny Overcast Showers Rain (steady) Storm (Heavy)
 Check Methods Used: Kick Seine Net (3 times) Dip Net (20 jabs or scoops)
 Check Habitats Sampled: Undercut Banks Riffles Leaf Packs Snags/Vegetation Sediment

Pollution Tolerance Index (PTI)

Record the taxa (group) represented in your sampling by either entering the number of organisms you counted or a ✓

<input type="checkbox"/> Stonefly nymph	<input type="checkbox"/> Damselfly nymph	<input type="checkbox"/> Leech	<input type="checkbox"/> Aquatic worm
<input type="checkbox"/> Mayfly nymph	<input type="checkbox"/> Dragonfly nymph	<input type="checkbox"/> Midge larva	<input type="checkbox"/> Blood midge larva (red)
<input type="checkbox"/> Caddisfly larva	<input type="checkbox"/> Scud	<input type="checkbox"/> Planaria/Flatworm	<input type="checkbox"/> Rat-tailed Maggot
<input type="checkbox"/> Riffle Beetle	<input type="checkbox"/> Sowbug	<input type="checkbox"/> Black fly larva	<input type="checkbox"/> Left-Handed or Pouch snail
<input type="checkbox"/> Dobsonfly Larva	<input type="checkbox"/> Cranefly larva		
<input type="checkbox"/> Right-Handed or Gilled snail	<input type="checkbox"/> Clam/Mussel		
<input type="checkbox"/> Water Penny	<input type="checkbox"/> Crayfish		
<input type="checkbox"/> # of TAXA represented	<input type="checkbox"/> # of TAXA represented	<input type="checkbox"/> # of TAXA represented	<input type="checkbox"/> # of TAXA represented
<input type="checkbox"/> Weighting Factor (x4)	<input type="checkbox"/> Weighting Factor (x3)	<input type="checkbox"/> Weighting Factor (x2)	<input type="checkbox"/> Weighting Factor (x1)

Pollution Tolerance Index Rating
 (Add the final index values for each group)

PTI Ratings	
Excellent	23 or More
Good	17 - 22
Fair	11 - 16
Poor	10 or Less

Please check other Biological Indicators you observed:
 Native Mussels Zebra Mussels Rusty Crayfish Aquatic Plants _____ % Algae Cover _____ Diversity Index

Hoosier Riverwatch Biological Monitoring Data Sheet

Date: 10/04/2009 Volunteer ID: 1000 Site ID: 1000 Longitude: 40.76054
 Stream Name: Example Stream Indiana Latitude: -85.76369
 Time: 12:15 AM / PM Air Temp.: 29.5 °C
 Current Weather: Clear/Sunny Overcast Showers Rain (steady) Storm (Heavy)
 Worst Weather (past 48 hours): Clear/Sunny Overcast Showers Rain (steady) Storm (Heavy)
 Check Methods Used: Kick Seine Net (3 times) Dip Net (20 jabs or scoops)
 Check Habitats Sampled: Undercut Banks Riffles Leaf Packs Logs/Vegetation Sediment

Pollution Tolerance Index (PTI)

Record the taxa (group) represented in your sampling by either entering the number of organisms you counted or a ✓

Group 1 - Intolerant	Group 2 - Moderately Intolerant	Group 3 - Fairly Tolerant	Group 4 - Very Tolerant																																
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">6</div> <div style="text-align: center; margin-right: 10px;"> Stonefly nymph </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Damsselfly nymph </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Leech </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">25</div> <div style="text-align: center; margin-right: 10px;"> Aquatic worm </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">5</div> <div style="text-align: center; margin-right: 10px;"> Mayfly nymph </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">15</div> <div style="text-align: center; margin-right: 10px;"> Dragonfly nymph </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">>100</div> <div style="text-align: center; margin-right: 10px;"> Midge larva </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Blood midge larva (red) </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">10</div> <div style="text-align: center; margin-right: 10px;"> Caddisfly larva </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">16</div> <div style="text-align: center; margin-right: 10px;"> Planaria/ Flatworm </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">16</div> <div style="text-align: center; margin-right: 10px;"> Black fly larva </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Rat-tailed Maggot </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Riffle Beetle </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Sowbug </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Left-Handed or Pouch snail </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">1</div> <div style="text-align: center; margin-right: 10px;"> Right-Handed or Gilled snail </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Dobsonfly Larva </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 10px;"> Cranefly larva </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">2</div> <div style="text-align: center; margin-right: 10px;"> Clam/Mussel </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">2</div> <div style="text-align: center; margin-right: 10px;"> Water Penny </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">30</div> <div style="text-align: center; margin-right: 10px;"> Right-Handed or Gilled snail </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">2</div> <div style="text-align: center; margin-right: 10px;"> Crayfish </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px; color: green;">2</div> <div style="text-align: center; margin-right: 10px;"> Crayfish </div> </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; 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PTI Ratings
Excellent 23 or More
Good 17 - 22
Fair 11 - 16

28

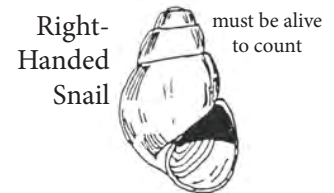
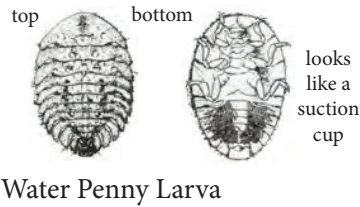
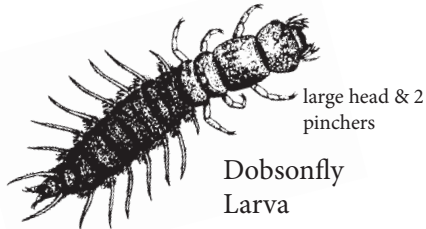
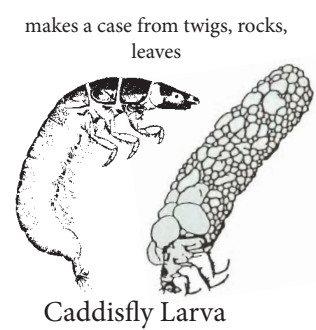
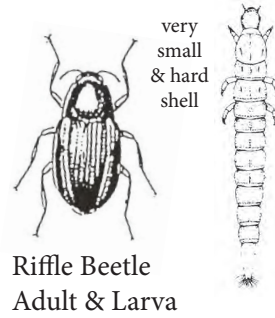
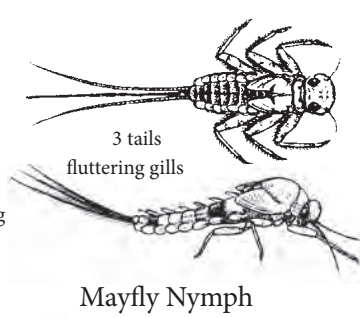
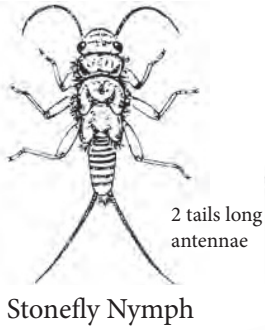
Pollution Tolerance Index Rating

(Add the final index values for each group)

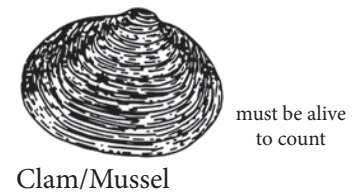
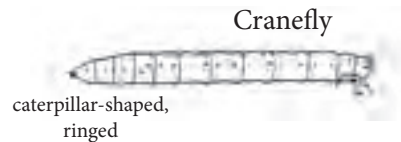
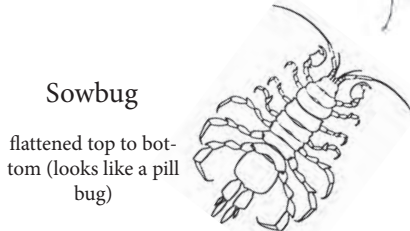
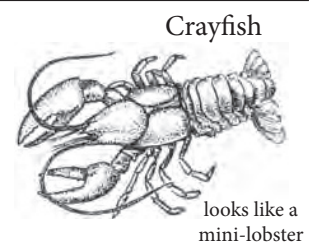
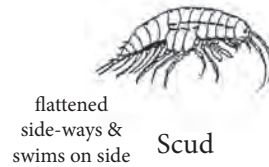
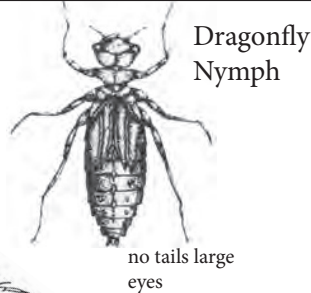
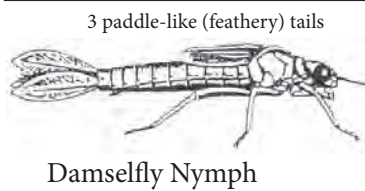
Please check other Biological Indicators you observed:
 Native Mussels Zebra Mussels Rusty Crayfish Aquatic Plants % Algae Cover Diversity Index

Macroinvertebrate Identification Key

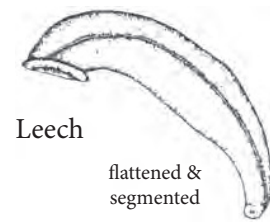
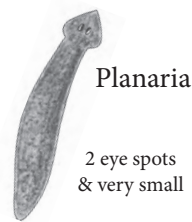
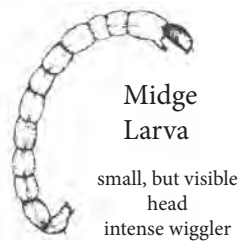
GROUP 1 – Very Intolerant of Pollution



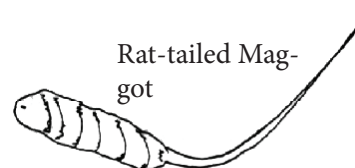
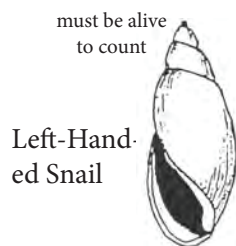
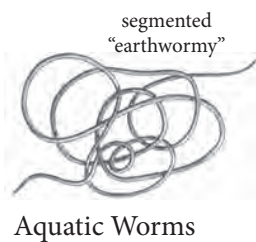
GROUP 2 – Moderately Intolerant of Pollution



GROUP 3 – Fairly Tolerant of Pollution



GROUP 4 – Very Tolerant of Pollution



Macroinvertebrate Adults Key

GROUP 1 – Young are Very Intolerant of Pollution



Stonefly Adult



Mayfly Adult



Riffle Beetle Adult



Caddisfly Adult



Dobsonfly Adult



Water Penny Adult



Right-Handed Snail

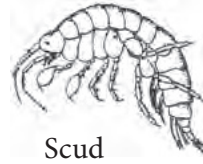
GROUP 2 – Young are Moderately Intolerant of Pollution



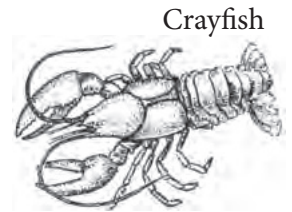
Damselfly Adult



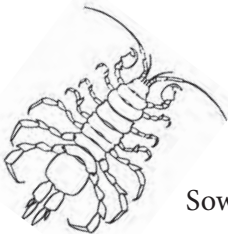
Dragonfly Adult



Scud



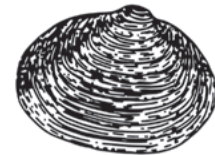
Crayfish



Sowbug



Crane fly Adult



Clam/Mussel

GROUP 3 – Young are Fairly Tolerant of Pollution



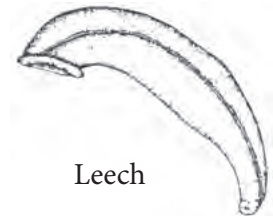
Midge Adult



Planaria



Black Fly Adult



Leech

GROUP 4 – Young are Very Tolerant of Pollution



Aquatic Worms



Left-Handed Snail



Hoverfly (Rat-tailed maggot adult)



Blood Midge Adult

Chapter 6 - Aquatic Invasive Species (AIS)

What are aquatic nuisance species?

An “invasive species” is defined as a species that is non-native (or alien) to the ecosystem under consideration and whose introduction causes or is likely to cause economic or environmental harm or harm to human health (Executive Order 13112; www.invasivespecies.gov/). Invasive species can be plants, animals, and other organisms, such as bacteria and viruses. This plan addresses invasive species that can live in the aquatic habitats of Indiana, such as lakes, rivers and wetlands.

Why should we be concerned?

Invasive species problems are both a consequence of and an impact on the economic welfare of our nation (Evans, 2003). Most introductions of invasive species can be linked to the intended or unintended consequences of economic activities, such as trade and shipping (Perrings, *et al.*, 2002). Six types of economic impacts can be identified: (a) production; (b) price and market effects; (c) trade; (d) food security and nutrition; (e) human health and the environment; and (f) financial costs impacts (Food and Agricultural Organization, 2001). During the past 200 years or so, more than 50,000 foreign plant and animal species have become established in the United States. About one in seven has become invasive, with damage and control costs estimated at more than \$137 billion each year (Pimental *et al.*, 2000).

New invasions of nuisance aquatic species could decimate fisheries and other aquatic resources, requiring funds for prevention, control and mitigation that could have been used for other purposes. Nuisance aquatic plant and animal invaders, such as zebra mussels, bighead carp, purple loosestrife, gizzard shad and sea lamprey, cost Hoosiers millions of dollars each year in control measures and lost natural resource value. For instance, University of Notre Dame researchers determined that it would be cost effective to spend \$324,000 per year to prevent zebra mussel infestation of each lake associated with a power plant due to the high costs of managing their negative impacts on water withdrawals (Leung *et al.*, 2002). A recent survey conducted by the Invasive Plant Advisory Committee of the Indiana invasive species council found that land owners and managers in Indiana spent \$5.85 million in 2012 to manage invasive plants on their land.

Species of Interest

The following pages list just a few of the species of concern in Indiana. This is by no means a complete list, but these are species that you may have heard of. As Riverwatch volunteers, we ask that you keep your eyes open for anything that looks out of place. In an attempt to aid the public and water resource managers, DNR has posted 40+ aquatic invasive species fact sheets that aid in identification of plants, vertebrates, and fish at: www.IN.gov/dnr/3123.htm. If you think you've seen an exotic or invasive species, there are several ways that you can report it. Visit the above website for more information and pictures of invasive species in Indiana and instruction on how to report a sighting.

Exotic Invasive Mussels

The introduction of exotic invasive species such as the Asian clam (*Corbicula fluminea*), quagga mussel and the very prolific zebra mussel (*Dreissena polymorpha*) has had detrimental effects on many mussel species. Zebra mussels colonize on native mussels which can hamper their movements and even opening and closing their shells. Zebra mussels filter a large amount of water for such a small mussel (1 liter per day) and due to their large numbers they can take away a large portion of the food that the natives need. If zebra mussels are found, check the box on the Biological Monitoring Data Sheet.

What you can do to prevent the spread of Zebra Mussels:

Figure 32

- Learn to recognize zebra mussels.
- Inspect and remove aquatic plants, animals, and mud from boat, motor, and trailer.
- Drain water from boat, motor, livewell, bilge, and bait containers.
- Rinse boat and equipment with high-pressure and/or hot water (104°F) especially if moored for over a day. OR
- Dry everything for at least five (5) days.
- Never introduce fish, plants, crayfish, snails, or mussels from one body of water to another.

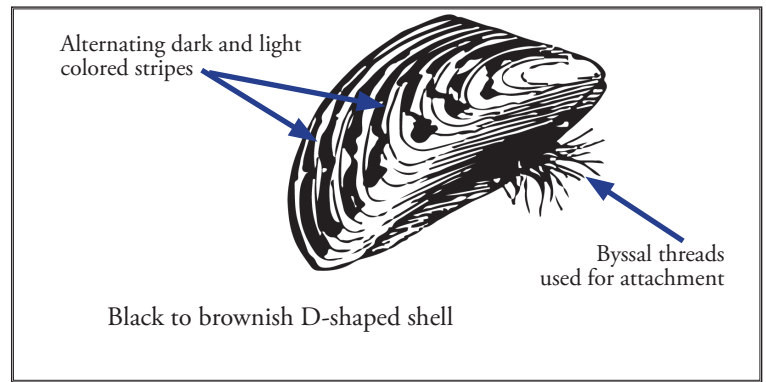


Figure 33

Description: Zebra mussels (Figure 32) have a triangular shaped shell that rarely exceeds 1.5 inches in length. Their shell is bivalve meaning it has two halves. Usually the shell will have alternating dark and light bands resembling the stripes of a zebra, hence their name. However, not all zebra mussels will have this characteristic coloring pattern, some may be entirely dark or light. The most distinguishing characteristic to look for would be the tuft of fibers called the byssal threads that grow from the foot and through the hinge of the mussel. These threads allow the mussel to attach to any hard surface. A similar species that may be confused with the zebra mussel is the quagga mussel, another exotic species.

Asian Carp

Asian carp (Figure 33) is a catchall name for species of silver, bighead, grass, and black carp from Southeast Asia. They were imported into the US in the 1970's to Arkansas fish farms. Flooding in the area allowed them to escape and establish populations in the wild. At present, bighead carp have been found in the open waters of 23 states and silver carp in 17 states. Asian carp represent over 97% of the biomass in portions of the Illinois and Mississippi Rivers and are swiftly spreading northward up the Illinois River in the direction of the Great Lakes. Voracious filter feeders, Asian carp consume up to 20% of their bodyweight per day in plankton and can grow to over 100 pounds. Plankton are small floating organisms that form the foundation of the aquatic food chain and are vital to native fish. The huge, hard-headed silver carp also pose a threat to boaters. The fish **can leap out of the water when startled** by boat engines, often colliding with people and causing injuries.

STOP The Invasion!

3 FL. 5 FL.

Silver Carp
can weigh up to 60 pounds

Bighead Carp
can weigh up to 100 pounds

Asian Carp
are foreign invaders that are harmful to Indiana fishing and other water recreation.

Asian Carp often jump out of the water when disturbed by boat motors, causing damage to boats and potentially harming passengers.

How You Can Help Stop Their Spread

Wanted Dead! *It is illegal to release an Asian Carp back into the water if you catch one or if one jumps into your boat. Eat it (they can be quite good), put it in the trash, or use it as cut bait. For more information, go to www.asiancarp.dnr.in.gov.*

Put unused live bait in the trash—don't dump it into the lake or river. Young Asian Carp look very similar to other common baitfish and they might already have invaded your bait bucket.

Drain your live wells and bilges before leaving the lake or river. Asian Carp eggs might be floating in the water.

Silver Carp (Asian)
Gizzard Shad (Native)
Bighead Carp (Asian)

Check your bait bucket for young Asian Carp like these.

Spread the word to other anglers and boaters!
www.asiancarp.dnr.in.gov

STOP AQUATIC HITCHHIKERS!
Great Lakes RESTORATION

DNR
Indiana Department of Natural Resources

Invasive Aquatic Plants

Aquatic plants are indicators of clear water and stable substrate. They provide habitat and stabilize the stream bed during high flow conditions. They also produce oxygen and take contaminants out of the sediment via root absorption. (From IOWATER Program Handbook) However, exotic invasive plants can cause serious damage to an ecosystem. We need your help to identify and check for two new invaders to Indiana's water, hydrilla and Brazilian elodea. If hydrilla or Brazilian elodea is discovered, please report immediately to the DNR Aquatic Invasive Species Coordinator at (317) 234-3883.

Hydrilla (*Hydrilla verticillata*): is an exotic and extremely invasive aquatic plant. Hydrilla typically has 5 leaves whorled around the stem although that number can range from 2 to 8. Leaves have distinctly serrated edges. Individual leaves can range from 1 to 2 cm. If nut-like tubers are found on the roots, the plant is definitely hydrilla. The other two plants described here do not form tubers. (Figure 34)

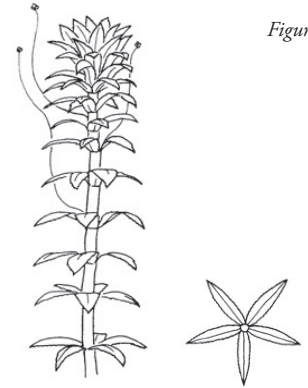


Figure 34

Brazilian elodea (*Egeria densa*): Brazilian elodea is an exotic invasive aquatic plant. This plant has 3 to 5 leaves per whorl although 4 are most common. Serrated leaf edges are not visible. This plant can have leaves up to 4 cm, making it much larger than the other plants described. Tubers do not form on the roots. (Figure 35)

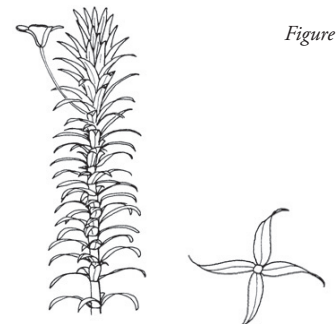


Figure 35

Elodea (*Elodea canadensis*): is a **native** submersed aquatic plant. Elodea usually has 2 or 3 leaves per whorl. Serrated edges of the leaves are not obvious. Leaves can be up to 1.5 cm although usually they are much smaller. Tubers are not produced on the roots. **Elodea is a beneficial native plant.** Reports are not necessary if you discover this plant. (Figure 36)



Figure 36

Chapter 7 - Hoosier Riverwatch Database

Introduction

The Hoosier Riverwatch Volunteer Stream Monitoring database went online in fall 2001. Hoosier Riverwatch is interested in your results and we strongly encourage you to share your data by entering it online at www.HoosierRiverwatch.com. This database is yours, giving you a location to store and retrieve your data. Entry in this database also makes your data accessible to the public, other volunteers, agencies, and anyone else interested in Indiana’s water quality.

To enter your stream data, you first need to register yourself, your group, and your stream site through the database. Instructions for database registration are provided on the following pages. **Only data collected by trained Riverwatch volunteers may be entered in the statewide online database.** You will need the database password to register and submit data. **The database can be reached through HoosierRiverwatch.com.**

Due to the limited number of Hoosier Riverwatch program staff, volunteers are encouraged to enter their own data through this system. If you don’t have a computer or Internet access at home, going to your local library is an option; most libraries offer public Internet access. Another option is to partner with a school or local organization (i.e., Soil and Water Conservation District) that may have a computer and Internet access.

Figure 37

Keep Hard Copies of Your Datasheets!

Make sure to keep your field data sheets. You may need them several months later if you or we question a result when checking the database. It is possible that a perceived problem may be nothing more than a simple data entry error.

Register New User

Creating a new user in the Hoosier Riverwatch program is simple. (Figure 37) Please be sure to fill out all of the required fields as noted by the * in front of their title. If you would like to be included in the Hoosier Riverwatch Directory, please check the box. This directory will be available online and will include your name and email address so other volunteers may contact you. This directory will only be accessible to Riverwatch volunteers.

The screenshot shows the 'NEW USER REGISTRATION' form on the Hoosier Riverwatch website. At the top, there is a navigation bar with links: HOME, REGISTER A USER, REGISTER A SITE, ENTER DATA, SEARCH DATABASE, DATAWATCH, and RIVERWATCH AT IDEM. Below the navigation bar, the form is titled 'I. NEW USER REGISTRATION'. The instructions state: 'Directions: Please fill out the following form. The Continue button will not become active until all items are successfully completed.' The form contains the following fields: *Password (text input), *First Name (text input), *Last Name (text input), *Email (text input), *Street Address (text input), *City (text input), *State (dropdown menu with 'IN' selected), *Zip Code (text input), and *Phone Number (text input). Below these fields is a checkbox labeled 'Would you like your information to appear in the Hoosier Riverwatch Mentoring Directory? What does this mean?'. At the bottom of the form, there is a section titled 'ARE YOU COLLECTION DATA AS A MEMBER OF OF ORGANIZATION?' with two radio buttons: 'No, I am not collecting for an organization.' and 'Yes, I am collecting for an organization.'. A blue 'CONTINUE' button is located at the bottom of the form.

If you are collecting data as a member of an organization, please check the button -“Yes, I am collecting for an organization.” If you are not collecting for an organization, you may check -“No, I am not collecting for an organization” (figure 37).

For those users not collecting for an organization, clicking the Continue button will register you into the system and generate a Volunteer ID number. Please record this number or print the page for your records. You will need this Volunteer ID. An email confirmation will also be sent to the email on file.

Users collecting for an organization, will be asked to select your organization from a list of current organizations in our system. Look carefully to see if your organization is already listed. If you find your organization, select from the drop-down menu and hit the Continue button. Clicking that button will register you into the system and generate a

Volunteer ID number. Please record this number or print the page for your records. You will need this Volunteer ID. An email confirmation also will be sent to the email on file.

If you do not find your organization in the drop-down menu, then you need to register your organization with Hoosier Riverwatch. Selecting the “My Organization Isn’t Listed” button will activate this process. Please be sure to fill out all the information accurately. By creating this account, you will be your organization’s contact with Hoosier Riverwatch. Clicking the Continue button will register you AND your organization into the system and generate a Volunteer ID. Please record this number or print the page for your records. You will need this Volunteer ID. An email confirmation also will be sent to the email on file. There is no Organization ID.

Register New Site

Note: Before you begin registering a new site with Hoosier Riverwatch, please see if someone is already sampling in your area.

Volunteer ID number: _____

Database password: _____

Site IDs: _____

With more than 1,200 sites already on record, there is a possibility that your site is already being sampled. Please see the Explore Sites feature of the DataWatch feature of the website. If someone is already sampling at the location, you may simply use that Site ID as your valid sampling location. Registering a new site with Hoosier Riverwatch can be done only after you have already registered as a user and have a valid Volunteer ID (Figure 38). If you have this ID, fill out the information on the form. If you are not sure within which watershed your sample site falls, visit the Indiana HUC finder at: <http://inwater.agriculture.purdue.edu/HUC> .

Figure 38

The screenshot shows the 'NEW SITE REGISTRATION' form on the Hoosier Riverwatch website. At the top, there is a navigation bar with links: HOME, REGISTER A USER, REGISTER A SITE, ENTER DATA, SEARCH DATABASE, DATAWATCH, and RIVERWATCH AT IDEM. Below the navigation bar, the form title is 'I. NEW SITE REGISTRATION'. A message states: 'Please fill out the form below. The Continue button will not become active until all items are successfully completed.' The form fields are as follows:

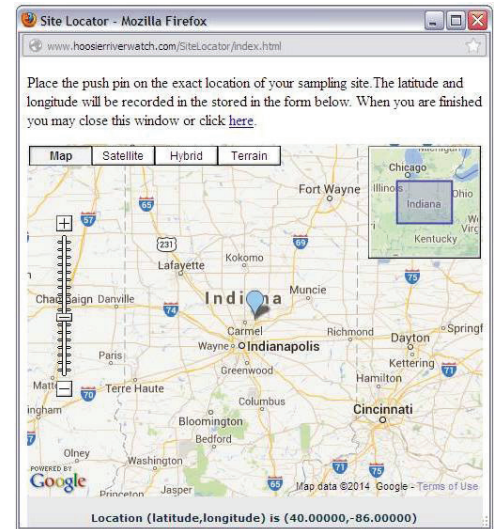
- *Vol ID: [Forget Vol ID?](#)
- *River Name:
- *City:
- *County:
- *Watershed Name:
- If you do not know your site's latitude and longitude, please use the Site Locator tool. Otherwise, please enter your Latitude and Longitude in decimal degrees.
- *Latitude: [Launch Site Locator](#)
- *Longitude:
- Description of site: Please describe the location of your sampling site using road names and other obvious landmarks.

At the bottom of the form, there is a blue button labeled 'CONTINUE'.

To gather the most accurate data, please use the Site Locator feature of this page. This can be initialized by clicking the “Launch Site Locator” link next to the Latitude input box.

Figure 39

Zooming in and out using the “+” and “-” buttons or the set of vertical steps, locate your sampling site within this map. (Figure 39) You will notice that a blue push pin will attempt to follow you around the page. Once you have found your sampling site, click on the blue push pin and drag it to the exact location on the map that you will sample. You will see that the latitude and longitude are calculated at the bottom of the open window and also are put into the latitude and longitude fields of the Register New Site form. You may close the Site Locator when you have finished.



Before submitting your site, take some time and write a small description of the area around your site. Use crossroads, bridges, parks, etc. as landmarks so other volunteers may know exactly where someone is already sampling.

Clicking the Continue button will register your site into the system and generate a Site ID. Please record this number or print the page for your records. You will need this Site ID. An email confirmation will be sent to the email on file.

Figure 40

HOOSIER RIVERWATCH

[HOME](#) | [REGISTER A USER](#) | [REGISTER A SITE](#) | [ENTER DATA](#) | [SEARCH DATABASE](#) | [DATAWATCH](#) | [RIVERWATCH AT IDEM](#)

DATA ENTRY

Please fill out the following form. The Submit Details Button will not become active until all items are successfully completed. If you need further information about any of the items, please click the ? on the right hand side.

ACTION	PARAMETERS	DATA	STATUS	HELP
Password	Password found in Hoosier Riverwatch Manual	<input type="text"/>	REQUIRED	?
Volunteer ID	Created Online	<input type="text"/>	REQUIRED	?
Site ID	Created Online	<input type="text"/>	REQUIRED	?
# Adults	Min-Max (1-20)	Select <input type="text"/>	REQUIRED	?
# Students	Min-Max (1-30)	Select <input type="text"/>	REQUIRED	?
Date of Sample	mm/dd/yyyy	<input type="text"/>	REQUIRED	?
Time of Day	Be careful to identify am/pm	- <input type="text"/> : - <input type="text"/> AM <input type="text"/>	REQUIRED	?
Time Spent	Measured in :30 minutes intervals	Select <input type="text"/>	REQUIRED	?
Weather at Sample Time	Select weather at time of sampling	Select <input type="text"/>	REQUIRED	?
Past 48 hours	Select the worst weather in the past 48 hours prior to sampling	Select <input type="text"/>	REQUIRED	?

PERSONAL INFORMATION

Volunteer ID

First name

WATERBODY INFORMATION

Site ID

River Name

Description

Enter Data

Entering data into the Hoosier Riverwatch program can only be done by volunteers who have a valid Volunteer ID and Site ID. If you have these two items, you are ready to go. (Figure 40)

The first step is to fill out all the information about the sampling trip. Typing your Volunteer ID will trigger the system to determine if it is valid. Your Volunteer ID and first name will appear in the lower left corner of the form. If this is not you, you probably have entered the wrong Volunteer ID. Doing the same thing for the Site ID will show you the River Name and Watershed Name below. You may use the “?” in the far right of each column to find out more information about each data point, including looking up Volunteer and Site IDs. Use these as your guide if confused about what is being asked.

Figure 41

Once you have filled out all the required information, the “Submit Details” button will appear. Clicking this button will take you to the Parameter Selection page (Figure 41). **Note: Please use the notes area to write anything unique about the day, such as odd weather or drought conditions.**

The **Parameter Selection** page is considered your home base for sampling. You will notice that your sampling specifics are stored in the system and displayed above the Parameter buttons. You will only select the parameters that you completed on the date shown. Clicking on any of the parameter buttons will cause a browser window to occupy your entire screen.

You do NOT want to close this window at any time during the data entry of that parameter until you have submitted all of your data. If you close the window, it will cancel your session.

Chemical Parameter Example

Use the Enter Data button on the right to select which test you have completed during this sampling trip. (Figure 42) When the Enter Data button is selected a form appears in the lower half of the screen. (Figure 43) These screens contain input fields for your data. Follow the instructions and fill in all needed data. You will notice that the system will average all values (if needed) and calculate your Q and WQI value for each test.

Figure 42

HOOSIER RIVERWATCH			
TEST	EQUIPMENT OR METHOD	RESULT AVERAGE	WQI VALUE
Temp/Temp Change	N/A	Temp Change , Temp	N/A <input type="button" value="ENTER DATA"/>
Dissolved Oxygen	N/A	mg/L	N/A <input type="button" value="ENTER DATA"/>
BOD5	N/A	BOD	N/A -- <input type="button" value="ENTER DATA"/>
pH	N/A	pH	N/A <input type="button" value="ENTER DATA"/>
Total Phosphates	N/A	mg/L	N/A <input type="button" value="ENTER DATA"/>
Orthophosphates	N/A	mg/L	N/A <input type="button" value="ENTER DATA"/>
Nitrates	N/A	mg/L	N/A <input type="button" value="ENTER DATA"/>
Nitrites	N/A	mg/L	N/A <input type="button" value="ENTER DATA"/>
Turbidity	N/A	mg/L	N/A <input type="button" value="ENTER DATA"/>
EColi Bacteria	N/A	C/1000	N/A <input type="button" value="ENTER DATA"/>
Site Specifics	-	-	WQI=N/A --

Be sure to select your sampling equipment if required. Once this data has been filled in, click the Continue button. This will trigger the data to be stored and be made available to the database once you complete all tests.

Notice that after you submit a test, the results for that test will appear above. You simply select the next test and repeat. At the completion of six of eight necessary tests, a WQI is calculated. A Submit Dataset also appears after the completion of just one test. Remember, you can do as few or as many tests as you want and still submit to Hoosier Riverwatch. Your data have not been submitted into the Riverwatch system until you select the Submit Dataset and follow the steps.

After submitting the data you will see a Data Entry Complete screen (Figure 44).

Complete Another Parameter Using the Same Sampling Details

Select this option if you have another parameter (flow, chem., inverts, habitat) that needs to be entered for the same sampling specifics as the last sample. In other words, did you do another test on the same day and need to enter it now? Selecting this option will drop you back to the Parameter Selection page where you can make another choice.

Enter New Data

Select this option if you are finished entering parameter data for a particular day, but want to create new Sampling Details for another day or site. Selecting this option will take you back to the Enter Data page on which you can enter new sampling specifics.

Figure 43

The screenshot shows a web form titled "DATASHEET: pH" with a sub-header "TEST PARAMETERS". It is divided into four steps: STEP ONE: "Input your sampling equipment." with a dropdown menu for "Sampling Equipment" set to "Choose One"; STEP TWO: "Input up to three (3) samples into the boxes located to the right." with three input fields for "Sample 1", "Sample 2", and "Sample 3", each followed by "units"; STEP THREE: "The averages of your samples will be used to generate a Q value." with fields for "Q Value" and "X .12 Weighting Factor", and a "WQI" field below them; STEP FOUR: "Click the Continue Button to store your results for entry to the database" with a prominent blue "CONTINUE" button.

Figure 44

The screenshot shows a "HOOSIER RIVERWATCH" header and a large "DATA ENTRY COMPLETE" title. Below the title is a box titled "WHAT'S NEXT?" containing the text "Now that you have submitted this recordset, what do you do now?". It lists three options: "Complete another parameter using the same Sampling Details" (underlined), "or Enter New Data" (underlined), and "or Log Out" (underlined).

Search Database

With more than 10,000 record sets in the Hoosier Riverwatch Database, finding data specific to your group, location or even to you as an individual can be a daunting challenge; however, the Search and Filter feature will allow users to find all information quickly and easily. Please note only Riverwatch sites that have been registered are in the database.

By selecting the Search Database link at the top, the Hoosier Riverwatch main page will take you into the Search and Filter Datasets page (Figure 45). There are presently five ways in which volunteers can retrieve information. A volunteer can search by Site ID, Organization name, Volunteer ID, Watershed, or River Name. The following example uses Site ID as the search criteria.

Search by Site ID example

Figure 45



The screenshot shows the 'SEARCH AND FILTER DATASETS' page. At the top, there is a navigation bar with links: HOME, REGISTER A USER, REGISTER A SITE, ENTER DATA, SEARCH DATABASE, DATAWATCH, and RIVERWATCH AT IDEM. Below this is a dark header with the text 'SEARCH AND FILTER DATASETS'. The main content area is titled 'Search By Site ID' and contains the following form elements:

- A text input field labeled 'Site ID:'.
- A dropdown menu labeled 'Data Type:' with 'Select' as the current selection.
- Two radio buttons for 'Output Format': 'Excel' (selected) and 'HTML with Filter function'.
- A 'Search By Site ID' button.

In order to search by Site ID, one only needs to know a valid Hoosier Riverwatch Site ID. In most cases this will be a Site ID that you created. You can also use the DataWatch feature of the Riverwatch website to find specific sites about which you may want to learn more. Use the mapping function of DataWatch to find Site IDs and return to this point to gather the datasets.

Once a Site ID has been entered in the box above, a **Data Type** must be selected (Chemical, Habitat, Invertebrate, Flow). The final choice of the search is to choose an **Output Format**. Choosing **Excel** will produce for you a Microsoft Excel worksheet with all the raw data that match your search criteria. You may simply download this sheet and open in Microsoft Excel to view the data. The Excel sheet contains ALL details from the sampling, including weather, notes from the volunteer, number of people at the sampling site, etc. It is the most comprehensive data search available in the system.

The second choice under Output Format is **HTML with Filter Function**. Selecting this option will return your data in an HTML table, which will offer you further filtering functions. See the following image depicting the results of a Site ID/Chemical/HTML with Filter. (Figure 46)

CHEMICAL TEST DETAILS						
Use the Search box below to narrow the choices down in this list. You may also sort the results of the table by clicking the top headers of each column.						
Search Chemical Data		<input type="text"/>	Contains: <input checked="" type="checkbox"/>		Clear Search	
SITE ID	COUNTY	RIVERNAME	VOL ID	DATE SAMPLED	WQI	
326	Shelby	Little Blue River	587	8/19/2004	69.19	View Details
326	Shelby	Little Blue River	266	8/10/2006	66.55	View Details
326	Shelby	Little Blue River	785	10/13/2008	74.09	View Details
326	Shelby	Little Blue River	785	12/12/2008		View Details
326	Shelby	Little Blue River	785	2/9/2009	62.73	View Details
326	Shelby	Little Blue River	785	6/15/2009	69.64	View Details
326	Shelby	Little Blue River	785	8/12/2009	69.79	View Details
326	Shelby	Little Blue River	785	10/13/2009	72.94	View Details
326	Shelby	Little Blue River	785	12/14/2009	64.64	View Details
326	Shelby	Little Blue River	785	3/8/2010	63.31	View Details
326	Shelby	Little Blue River	785	4/15/2010	66.8	View Details
326	Shelby	Little Blue River	785	6/21/2010	61.27	View Details
326	Shelby	Little Blue River	785	8/24/2010	73.27	View Details
326	Shelby	Little Blue River	776	10/25/2006	84.57	View Details
326	Shelby	Little Blue River	776	3/30/2007	90.2	View Details
326	Shelby	Little Blue River	776	8/15/2007	85.2	View Details
326	Shelby	Little Blue River	776	4/22/2008	73.4	View Details
326	Shelby	Little Blue River	776	8/4/2008	74.94	View Details
326	Shelby	Little Blue River	776	10/16/2008		View Details
326	Shelby	Little Blue River	776	12/12/2008		View Details

In this example, there were multiple samples taken at site 326. At any time you may sort the data from low to high values of any column by clicking on the column header. If you want to know the highest WQI score for this site, simply click the WQI header and the data will sort in order from highest to lowest. If at any time you want to view more details about a specific dataset, you can click View Details, which will show you specifics from that sample.

Yet another feature of the HTML with Filter is the ability to quickly filter down datasets. In the example above, you will see that site 326 was sampled by four different individuals. Look what happens if you type 776 in the Search Chemical Data field. (Figure 47)

Figure 47

CHEMICAL TEST DETAILS						
Use the Search box below to narrow the choices down in this list. You may also sort the results of the table by clicking the top headers of each column.						
Search Chemical Data		<input type="text" value="776"/>	Contains: <input checked="" type="checkbox"/>		Clear Search	
SITE ID	COUNTY	RIVERNAME	VOL ID	DATE SAMPLED	WQI	
326	Shelby	Little Blue River	776	10/25/2006	84.57	View Details
326	Shelby	Little Blue River	776	3/30/2007	90.2	View Details
326	Shelby	Little Blue River	776	8/15/2007	85.2	View Details
326	Shelby	Little Blue River	776	4/22/2008	73.4	View Details
326	Shelby	Little Blue River	776	8/4/2008	74.94	View Details
326	Shelby	Little Blue River	776	10/16/2008		View Details
326	Shelby	Little Blue River	776	12/12/2008		View Details
326	Shelby	Little Blue River	776	4/17/2009		View Details

The same dataset has suddenly been reduced to show only those samples taken from Vol ID 776. You can then sort the highest WQI score for just that individual at site 326.

In this example above, the dataset was fairly small and organized. What if you searched for chemical data in the entire Upper White watershed? Your dataset would be much larger and have more variability to it. In that case you could use the search feature to narrow the set in a specific county in that watershed.

Which to use and when?

The ability to save a dataset to Microsoft Excel is a powerful function; however, sometimes the steps taken to get a small amount of data out of that sheet are not worth the effort. This is where the HTML with Filter comes in handy.

When to use the HTML with Filter

- To see how many tests have been done at a particular location
- To look for the last date of sampling in a dataset
- To look for the high and low test scores in a certain test

When to use the Excel Output

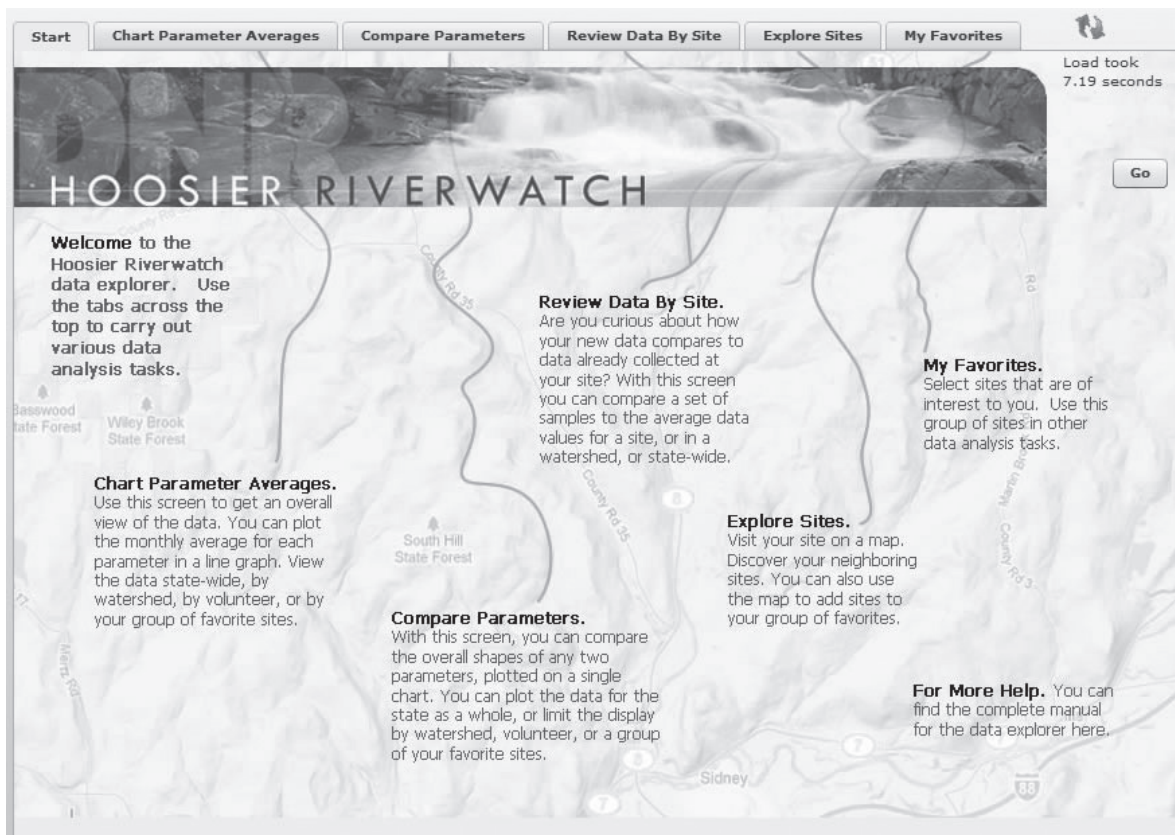
- To view specific details of a dataset
- To activate the ability to create charts and graphs from a dataset
- To compare two sets against each other

Another option is to use HTML with Filter to see if the dataset includes the test results you seek before you download the Excel sheet to your local computer.

Datawatch

Datawatch is a component of the Hoosier Riverwatch database that allows a user to do some simple graphs and analysis of the data that has been entered. A user can also view a map of Riverwatch sites, provided a latitude and longitude has been entered.

Figure 48



Explore Sites

Use the Explore Sites screen to get an overall picture of the existing Hoosier Riverwatch sampling sites, or to find sites near your neighborhood.

Viewing the Sites

To plot a group of Hoosier Riverwatch sites, use the map on the left to select a watershed. The individual sites for that watershed will appear on the interactive map to the right of the statewide map (Figure 49), and that map will center itself to show the sites. It is also possible to see only those sites associated with a particular volunteer. To do so, enter the volunteer's ID number in the type-in box and hit the Enter key.

If you have a group of favorite sites defined for this session, selecting the My Favorites button will plot those sites on the map.

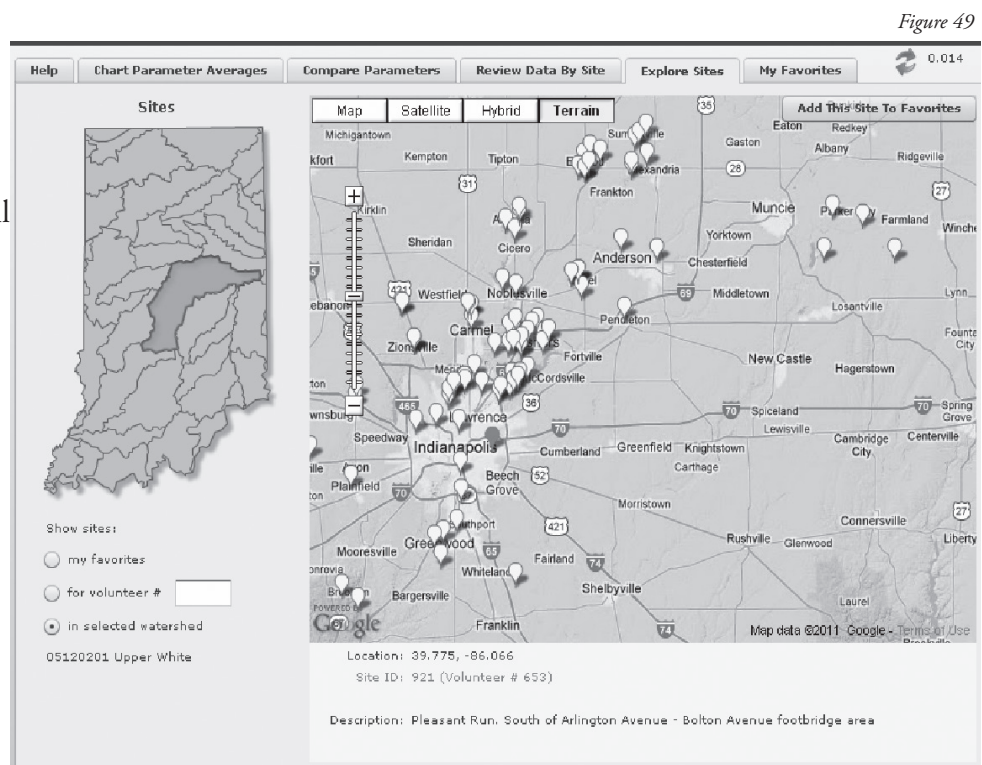


Figure 49

Manipulating the Map

The sites are displayed using Google maps, and the controls are probably familiar to you. Use the buttons at the top left corner of the map to choose different views of Indiana. Zoom in and out using the “+” and “-” buttons or the set of vertical steps.

If you mouse-down (click with the left button) anywhere on the map and then move your mouse, you'll move the map, dragging it along with your mouse. You can also double-click anywhere on the map. The view will zoom in to the location where you clicked, and that map location will move to center stage. Finally, if your mouse has a scroll wheel, you can use that wheel to zoom in or out on the map.

You can get information about a site by clicking on the yellow site icon. When you select a site, its icon turns red. Detailed information about that site appears in the panel below the interactive map. For each site, the information includes the location of the site (its latitude and its longitude), a site description, the ID number of the site, and the ID number of the volunteer who first registered this site. The number of times that the site has been sampled is also shown.

Adding a Site to Favorites

Notice the button in the top-right corner (figure 49). Clicking that button will add the currently selected site (if you have one) to your group of favorites. More information about favorite sites is in the next section.

My Favorites

Figure 50

The My Favorites panel lets you manage sites that are especially interesting to you. You can create a group of My Favorites and use them in a single session. You can also save multiple groups of favorite sites to your computer for use in later sessions. Use the My Favorites screen to view and manage your favorite sites (Figure 50). On any other screen in DataWatch, the phrase My Favorites refers to your current group of favorites, as shown on this screen. On the My Favorites screen, the table on the left lists the sites that are currently part of your group of Favorites. The table shows the site ID, the ID number of the volunteer who first registered the site, the eight-digit HUC, and the number of times that observations have been made at that site. In the table, if you click on any of these sites, more details of the site are shown in the box labeled Site Details.

Site	Volunteer	HUC	Chem	Flow	Habitat	Macro	Total
273	237	05120204	19	5	7	15	46
1482	1078	05120204	7	0	0	0	7
1472	1078	05120204	13	3	3	1	20
1474	1078	05120204	12	1	3	0	16
98	140	05120204	2	0	1	1	4

Site Details

Site: 98
River: Big Blue River
Location: 39.54722, -85.75667
Description: Big Blue River about 1/4 mile northeast of I-74 off Knightstown Road in Addison Township near Shelby

Delete this Site from my Favorites
Delete ALL Sites from my Favorites

Manage Favorites

Add this Site to my Favorites
Add Sites from this Volunteer

Load My Favorites
Save My Favorites

Managing Your Favorites

You can add sites to a group or delete sites from a group. You also can save a group of sites for later use.

Adding sites

There are a number of ways that you can add sites to your group of favorites:

- Use the Add Site to My Favorites button on the map section of the Explore Sites panel.
- If you know the ID number of a site, you can add it to your favorites by using the type-in box next to the button that reads Add this Site to My Favorites.
- You can also add all the sites registered by a particular volunteer. Enter the volunteer's ID number in the type-in box next to the button that reads Add Sites from this Volunteer.

Figure 51

Deleting Sites

To delete sites from your group of favorites:

- Select a site from the left-hand table and its details showing in the Site Details box, use the button labeled Delete this Site from My Favorites.
- Click the button labeled Delete ALL Sites from MyFavorites to do exactly that.

Saving and Loading Groups of Sites

You can save a group of sites that are interesting to you for later use and re-use. Use the button labeled "Save My Favorites." As shown (Figure 51), a pop-up box will appear. Use the pop-up to name and save the file to your local computer. To reload those sites in a later session, use the Load My Favorites button on the My Favorites panel.

Save As

<< Riverwatch >> Favorites Search Favorites

Organize New folder

- IUware Online
- MSOCache
- PerfLogs
- Program Files
- Program Files (x86)
- ProgramData
- Riverwatch
- Favorites
- UF2011
- Users
- Windows

- AngiesList
- JacksonCreekNearBloomington
- LakeOfTheWoodsNearBremen
- TurkeyCreek

File name: BigBlueRiver

Save as type:

Hide Folders Save Cancel

Chart Parameter Averages

The Chart Parameters panel plots the month-by-month averages of a single parameter as observed in Hoosier Riverwatch sites (Figure 52).

You can specify that all of the Hoosier Riverwatch sites be included in the chart, or you might limit which sites are included. To include only the data from a particular watershed, select the watershed using the map of Indiana's watersheds.

You can also select sites by supplying the ID number of a volunteer in the type-in box and hitting the Enter key. Or, if you have a group of Favorites in this session, you can limit the data included in the chart to those sites. The parameters available for charting are listed to the right of the map. You can restrict the time period for which data are charted by manipulating the drop-down boxes labeled Dates.

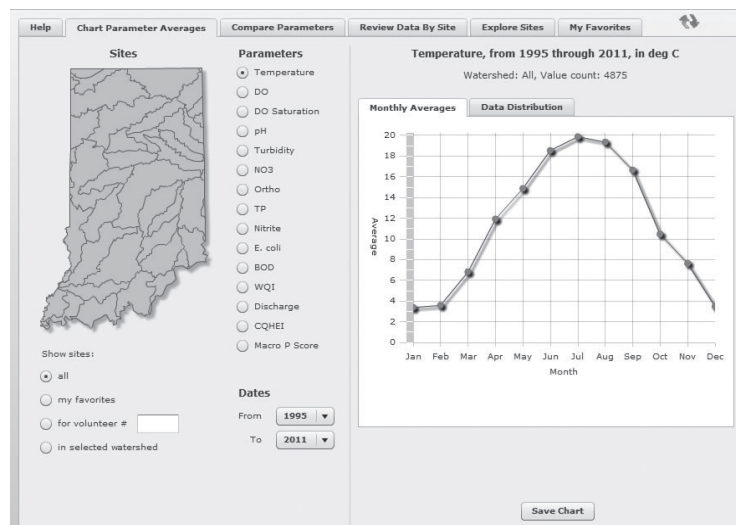


Figure 52

A chart of the data appears on the right side of the panel. The data are plotted using the minimum and maximum values found in the data set. You can interact with the Monthly Averages chart to get more detail (Figure 53). If you position your mouse inside a data marker, a small pop-up will show the data value. A count of how many observations account for that data value also appears.

Data Distribution

A chart showing the distribution of the data is also provided. The data range is divided into 10 intervals. Click the tab labeled *Data Distribution* to see a chart similar to this (Figure 54).

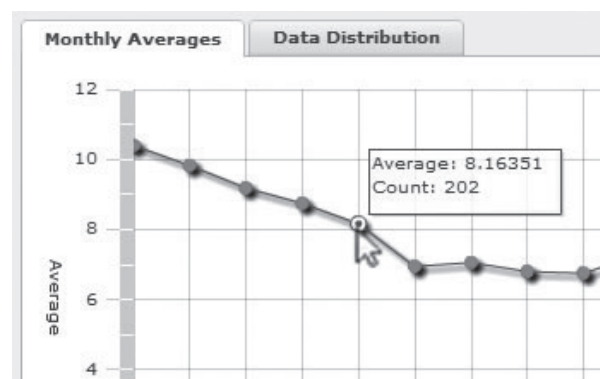


Figure 53

The Data Distribution chart is also interactive. If you position your mouse at the end of a bar, you'll see the count of samples that are in this interval.

Saving the Monthly Averages Chart

To save a copy of the monthly averages plot, click the Save Chart button. A pop-up box will appear where you can supply a name and a location. This chart will be saved as a jpg file.

You can use this image in other programs, including Microsoft Word and PowerPoint.

Currently, DataWatch has no way to help you save the Data Distribution chart as a jpg file. You can, of course, do a screen capture of your screen.

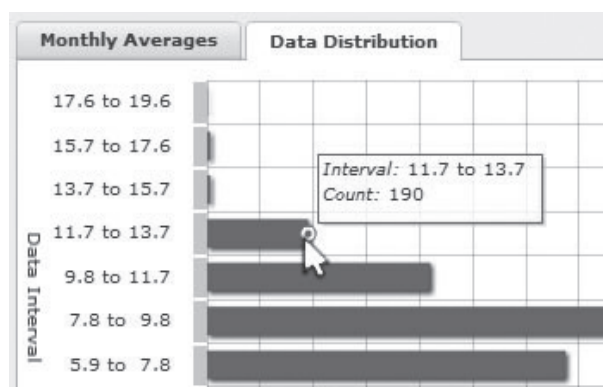
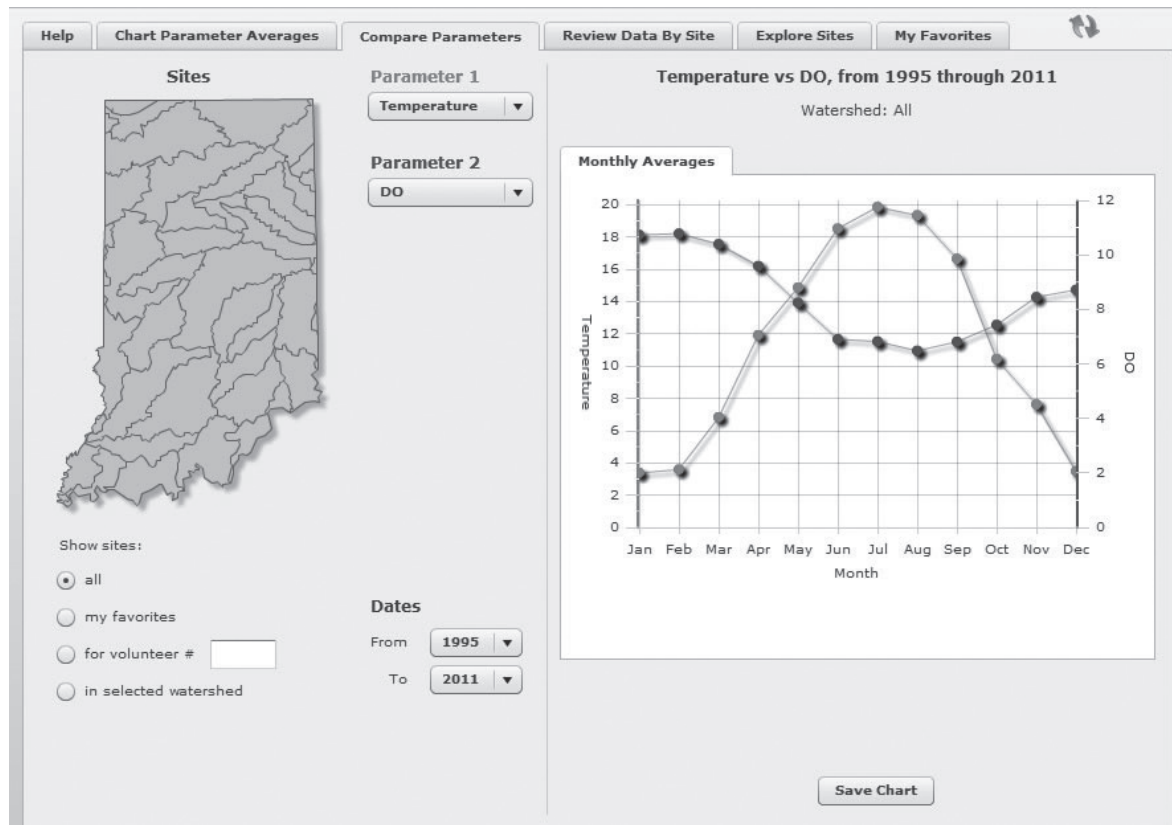


Figure 54

Compare Parameters

The Compare Parameters screen (Figure 55) lets you explore the relationship between parameters by charting any two parameters on a single chart.

Figure 55

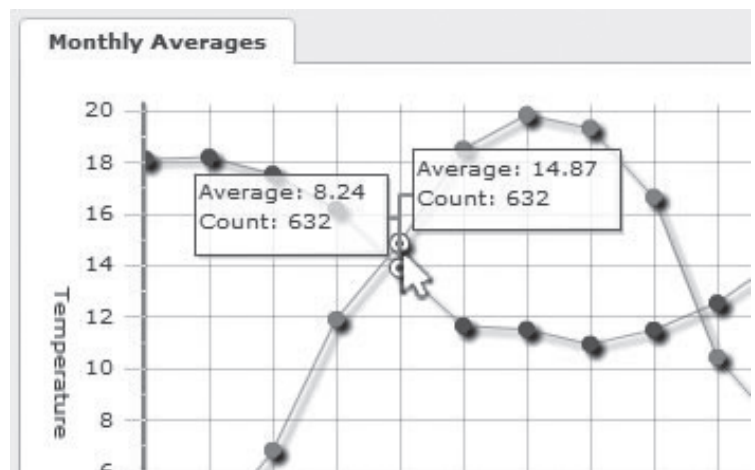


In terms of user interface, this screen is similar to the screen for charting monthly averages of data observations.

Figure 56

The only significant change is that the listing of parameter names has been replaced by two drop-down boxes. Parameter 1 will be plotted against the left (red) axis, using red markers. Parameter 2 is plotted against the right (blue) axis, using blue markers.

The Compare Parameters chart is also interactive. Positioning your mouse over the data markers will display the actual value and a count of observations that account for this value. (Figure 56)



Review Data by Site

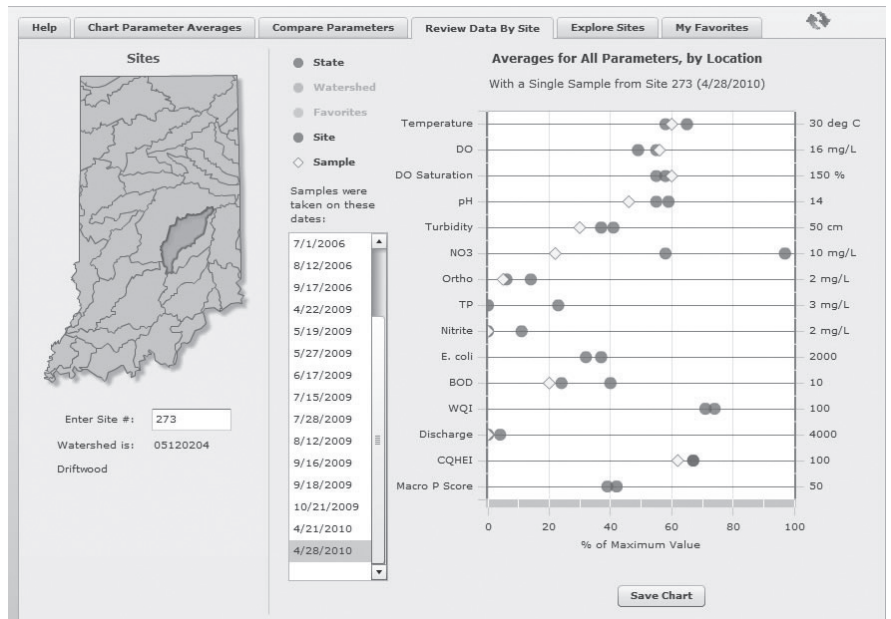
Figure 57

Have you ever wondered how your newly collected data compare to data previously collected at a site, or in a watershed?

The Review Data By Site screen can plot your data along with the average of data collected previously at this site, or in this watershed, or across the state (Figure 57).

Selecting a Site

To review data for a site, enter the ID number for the site in the type-in box labeled Enter site # (below the map). The watershed containing the site will highlight, and the watershed HUC and name will appear under the type-in box. In addition, any data for this site will be retrieved and the sampling dates will be listed in the scrollable box.



Interacting with the Chart

In the chart, each parameter is plotted on a horizontal line. The maximum value expected for a parameter is shown at the far right side of the parameter's axis, along with the units of measure. Various data values are plotted along each horizontal line. For example, for each parameter, the statewide average is plotted using a green circle. The average for the watershed is plotted as a blue circle. As shown in the legend, the average for your current group of favorite sites is plotted in magenta. The average for all data collected at the site is shown in red. Finally, the individual data values for the selected sampling date are plotted using a yellow diamond. As shown in the legend, data values for a particular sampling date are plotted along with the averages for the state, the watershed, your favorites, and the site. As with the other charts, this chart is interactive. This chart compares the average values at the site with the average of the overall watershed. The pop-up shows the data values.

Chapter 8 - Data - What's next? Data Analysis, Action & Evaluation

**Concepts in this chapter were modified from the GREEN Standard Water Monitoring Kit Manual. The process is detailed in the Earth Force-GREEN publication: Protecting Our Watersheds.*

Analyze

Analysis involves looking at data and trying to explain or understand what you've found. Often, collection of data over time reveals patterns and trends that are extremely useful in data analysis. Using graphs may help you see and understand these patterns. Tips on creating graphs are provided on pages 97-98.

It is important to remember that the data you have collected are interrelated – habitat evaluation helps to explain macroinvertebrate presence, which depends upon chemical parameters, etc. A simple but important question is: Do my results make sense? If not, what does not fit? How can this be explained? The following are useful questions to ask during data analysis:

- Are there any noticeable patterns? (See graphing information on pages 97-98)
- How do my results compare to the Indiana average values and typical ranges? (See Appendix D)
- What does macroinvertebrate sampling reveal that is not reflected in chemical testing? (See page 99)
- Do the results indicate sources of pollution in the watershed? (See pages 100-102)
- Do the test results seem to correlate to land use? (See page 103)
- Do the habitat (CQHEI), biological (Pollution Tolerance Index), and chemical (Water Quality Index) results make sense when analyzed as a group to describe the conditions at your stream site? (See page 104)

Take Action

Before starting a project, remember to contact Hoosier Riverwatch or your watershed specialist to see if they can provide any feedback or help. List any problems that you discovered during sampling. You may decide that you want to help resolve a problem that you have identified. First, you must define who or what is affected by the problem. For example, *E. coli* bacteria contamination impacts the stream community and is a threat to human health.

Second, determine the possible actions that you could take. You may choose to educate others by speaking to neighbors, at school, or by writing to the newspaper. You may choose to take direct action by making lifestyle changes, organizing a stream cleanup, or planting vegetation to stabilize stream banks. You may even consider taking political action by speaking at a public meeting or by writing or visiting public officials.

Third, create an action plan comprised of the actions you feel will best help solve the problem. Your plan needs to be realistic and achievable with available information, have a designated time frame, and yet still be challenging and interesting to you and your group. Work locally with people in your community. Finally, implement your plan. Divide tasks among group members and interested participants and set timelines for each step, as well as an overall deadline. Record meetings and monitor your progress. We encourage volunteers to use their data to take action at a local level.

Evaluate the River Study

Evaluation of your river study is important, as it helps to identify successes and improve future monitoring efforts. Consider whether or not you were able to meet the goals you set prior to beginning stream monitoring. Was time a major limitation? Did you take on too many sampling sites? Did you feel comfortable using the equipment, or would another Hoosier Riverwatch training workshop be helpful? What did you learn? If you developed an action plan, was it successful?

In evaluating your stream or river study, you will likely come up with additional questions. Feel free to contact the Hoosier Riverwatch office at riverwatch@idem.IN.gov, as we want to help with the continued success of your volunteer monitoring project and the statewide volunteer stream monitoring program.

Serrated leaf edges are not visible. This plant can have leaves up to 4 cm, making it much larger than the other plants described. Tubers do not form on the roots.

Data Analysis and Presentation Using Graphs *(Information from U.S. EPA Volunteer Stream Monitoring: A Methods Manual)*

Analyzing and presenting numerical data is very difficult using tables filled with numbers. Graphs and charts are one of the best ways to summarize your findings and show the bottom line for each site (e.g., is it good or bad) and seasonal and year to year trends.

Graphs and Charts - Graphs can be used to display the summarized results of large data sets and to simplify complicated issues and findings. The three basic types of graphs that are typically used to present volunteer monitoring data are: bar graph, line graph, and pie chart. Bar and line graphs are typically used to show results (such as phosphorus concentrations) along a vertical or y-axis for a corresponding variable (such as sampling date or site) which is marked along the horizontal or x-axis. These types of graphs can also have two vertical axes, one on each side, with two sets of results shown in relation to each other and to the variable along the x-axis.

Bar Graph - A bar graph uses columns with heights that represent the value of the data point for the parameter being plotted. Figure 58 is an example using fictional data from Volunteer Creek displaying habitat data.

Line Graph - A line graph is constructed by connecting the data points with a line. It can effectively be used for depicting changes over time or space. This type of graph places more emphasis on trends and the relationship among data points and less emphasis on any particular data point. Figure 59 is an example of a line graph again using fictional data from Volunteer Creek displaying trends in phosphorus data.

Figure 58

Habitat scores as a percent of reference condition at sites #1 and #2 for 1992-1994

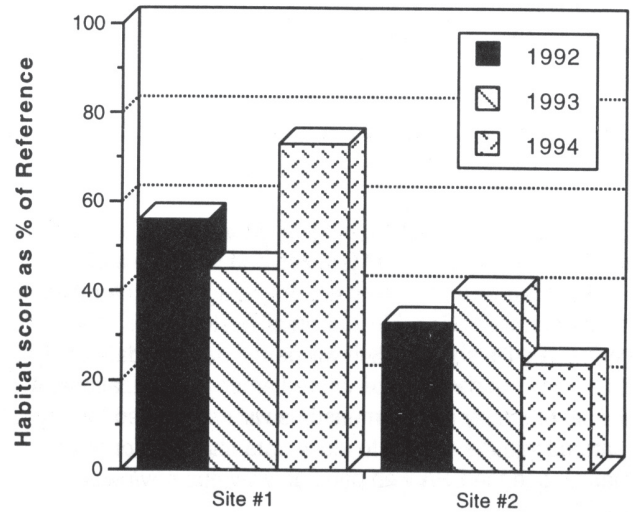
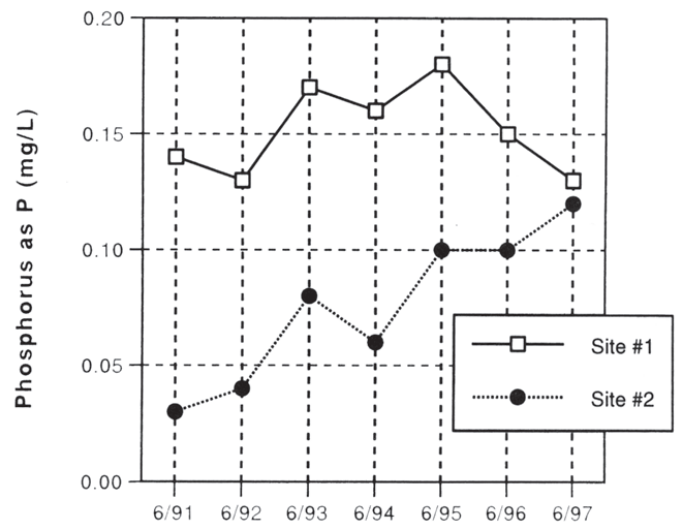


Figure 59

June phosphorus concentrations at Sites #1 and #2 from 1991 - 1997

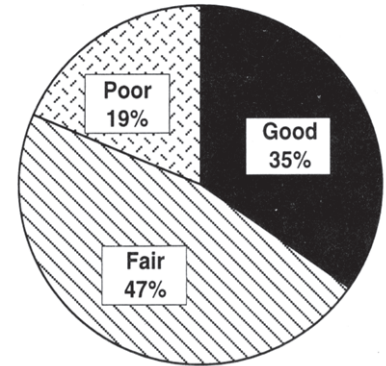


Pie Chart - Pie charts are used to compare categories within the data set to the whole. The proportion of each category is represented by the size of the wedge. Pie charts are popular due to their simplicity and clarity. Figure 60 is a fictional summary of water quality ratings.

Graphing Tips

Regardless of which graphic style you choose, follow these rules to ensure you can utilize your graphics most effectively.

Summary of water quality ratings for Volunteer Creek



(Total no. of stations= 52)

- Each graph should have a clear purpose. The graph should be easy to interpret and should relate directly to the content of the text of a document or the script of a presentation.
- The data points on a graph should be proportional to the actual values so as not to distort the meaning of the graph. Labeling should be clear and accurate and the data values should be easily interpreted from the scales. Label the X and Y axes. Do not overcrowd the points or values along the axes. If there is a possibility of misinterpretation, accompany the graph with a table of the data.
- Keep it simple. The more complex the graph, the greater the possibility for misinterpretation.
- Limit the number of elements. Pie charts should be limited to five or six wedges, the bars in a bar graph should fit easily, and the lines in a line graph should be limited to three or less.
- Consider the proportions of the graph and expand the elements to fill the dimensions, thereby creating a balanced effect. Often, a horizontal format is more visually appealing and makes labeling easier. Try not to use abbreviations that are not obvious to someone who is unfamiliar with the program.
- Create titles that are simple, yet adequately describe the information portrayed in the graph.
- Use a legend if one is necessary to describe the categories within the graph. Accompanying captions may also be needed to provide an adequate description of the elements.

Habitat Parameters for Selected Macroinvertebrates*

(from Globe Manual 1997)

pH Ranges for Selected Macroinvertebrates*

TAXA	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mayfly							■	■						
Stonefly							■	■						
Caddisfly							■	■						
Snails									■	■				
Clams									■	■				
Mussels									■	■				

pH ranges 1-6 and 10-14 are unsuitable for most organisms

Temperature Ranges for Selected Macroinvertebrates

TAXA	Middle		
	Cold Range <12.8°C	Range 12.8 - 20°C	Warm Range > 20°C
Mayfly	■		
Stonefly	■	■	
Caddisfly	■	■	
Water Penny	■		
Water Beetle		■	
Water Strider		■	
Dragonfly		■	■

Minimum Dissolved Oxygen Levels for Selected Macroinvertebrates

TAXA	Medium		
	High Range 8-10 ppm	Range 4-8 ppm	Low Range 0-4 ppm
Stonefly	■		
Water Penny	■		
Caddisfly	■	■	
some Mayfly	■		
Dragonfly		■	
True Bugs		■	
Damselfly		■	
Mosquito			■
Midge			■
Pouch Snail			■
Rat-tailed Maggot			■

* The values provided are preferred ranges for most species of these groups of organisms.



LAND USE CONDITIONS



MAKING WATER QUALITY CONNECTIONS

RURAL OBSERVATIONS	POSSIBLE ASSOCIATED PROBLEMS	POSSIBLE ASSOCIATED CAUSES
AGRICULTURAL Crop Production	<p>Chemical runoff — pesticides, herbicides, insecticides</p> <p>Temperature increase in body of water adjacent to agricultural fields</p> <p>Natural flow of water impeded</p> <p>Reduced ability to contain suspended solids, chemicals, and excess water from runoff</p>	<p>Poor farming practices causing excessive erosion of sediment and chemicals from fields</p> <p>Shade trees and shrubs removed from stream bank for irrigation or agricultural expansion, exposing the water to direct sunlight</p> <p>Dams, dikes, and diversions for agricultural practices decrease flow rate of water, absorbing more heat from sunlight</p> <p>Draining swamps and marshes for farmland</p>
Manure Piles	Organic waste entering water from runoff	Improper containment of farm animal waste
Animal Grazing	Organic waste entering water from runoff	Direct discharge from farm animals with access to waterways or waste entering a body of water as runoff
RESIDENTIAL Housing	<p>Excess water and chemical runoff, runoff from fertilized and impervious land</p> <p>Reduction in vegetation shading body of water</p>	<p>Urbanization leads to increasing numbers of buildings, homes, and roads on lands that previously were natural areas, runoff from driveways and lawn</p> <p>Shade trees and shrubs removed from watershed for housing development, exposing the water to direct sunlight and increasing sediment and suspended solids entering a body of water from erosion</p>
Septic Systems and Gray Water Fields	<p>Human wastes and/or gray water leaking into groundwater</p> <p>Detergents</p>	<p>Leaking or failing septic systems</p> <p>Household cleaning agents washing into water and sewage systems</p>
Dumping	<p>Trash</p> <p>Organic waste — once part of a living plant or animal (food, leaves, feces, etc.)</p>	<p>Litter washed into sewer systems</p> <p>Pet wastes not collected and disposed of properly</p> <p>Grass, tree, and shrub clippings washed into sewer systems</p>
SCHOOL	<p>Runoff from fertilized and impervious land</p> <p>Trash</p>	<p>Impervious land cover such as sidewalks, play grounds and parking lots causes excessive runoff</p> <p>Litter washed into adjacent waterways or sewer systems</p>
COMMERCIAL/INDUSTRIAL	<p>Reduction in vegetation shading body of water</p> <p>Organic waste</p> <p>Runoff from fertilized or impervious land</p> <p>Industry and power plant discharge</p>	<p>Shade trees and shrubs removed from watershed for commercial/industrial development, exposing the water to direct sunlight and increasing sediment and suspended solids entering a body of water</p> <p>Wastewater treatment plants</p> <p>Discharge from food-processing plants, meat-packing houses, dairies, and other industrial sources</p> <p>Organic waste from fibers originating from textile and plant processing plants</p> <p>Impervious land cover such as parking lots and sidewalks causes excessive runoff</p> <p>Industrial cooling process; water returned to source body of water is at higher temperature than at initial intake point</p> <p>Industrial or mining drainage</p>
CONSTRUCTION Buildings and Roadways	<p>Sediment and suspended solids</p> <p>Temperature increase</p>	<p>Construction of new buildings, homes, and streets causes excessive erosion</p> <p>Paved roads cannot absorb chemicals, soil, and suspended particles in runoff</p> <p>Draining swamps and marshes for commercial or residential development reduces water catchment ability and filtering of silt and suspended solids</p> <p>Dredging waterways</p> <p>Dams, dikes, and diversions for drinking water intake decreases flow rate of water, absorbing more heat from sunlight</p>
PUBLIC USE Zoo	Organic waste	Direct discharge from mammals and birds as waste entering a body of water as runoff
Parks and Golf Courses	Runoff from fertilized and impervious land	<p>Chemical runoff from golf courses and recreational parks entering a body of water as runoff</p> <p>Impervious land cover such as parking lots causes excessive runoff</p>
Airports, Bus Stations, Train Stations	Runoff from impervious land	Impervious land cover such as parking lots causes excessive runoff
Marina or Shipping Port	Petroleum products	Chemical pollutants from point or nonpoint source pollution

Fig



WATER QUALITY CONDITIONS



GREEN
(Global Rivers Environmental Education Network)

MAKING WATER QUALITY CONNECTIONS

WATER QUALITY CONDITIONS OBSERVED	POSSIBLE ASSOCIATED PROBLEMS	POSSIBLE ASSOCIATED CAUSES
DECREASE IN DISSOLVED OXYGEN	<p>Temperature increase</p> <p>Organic waste — once part of a living plant or animal (food, leaves, feces, etc.)</p> <p>Chemical runoff — herbicides, pesticides, insecticides</p> <p>Trash</p> <p>Lack of algae and rooted aquatic plants</p> <p>Low water levels</p>	<p>Reduction in vegetation shading body of water; increase in sediment or suspended solids; industrial cooling processes</p> <p>Leaking or failing septic systems; waste from farms and animals (pets and feedlots); discharge from food-processing plants, meat-packing houses, dairies, and other industrial sources; garbage; industrial waste (organic fibers from textile, paper, and plant processing); sewage treatment plants, natural processes; grass, tree, and shrub clippings; urban runoff; agricultural runoff</p> <p>Golf courses; residential lawns; agricultural lands; recreational parks</p> <p>Litter washed into sewer systems</p> <p>Multiple sources of water pollution (e.g., chemicals, toxins)</p> <p>Climatic or weather change</p>
FECAL COLIFORM BACTERIA E. COLI ENTEROCOCCI	<p>Organic waste — feces from human beings or other warm-blooded animals</p>	<p>Leaking or failing septic systems; failing sewer systems</p> <p>Direct discharge from mammals and birds with access to waterways or waste entering a body of water as runoff</p>
INCREASE IN TEMPERATURE (THERMAL POLLUTION)	<p>Organic waste — once part of a living plant or animal (food, leaves, feces, etc.)</p> <p>Reduction in vegetation shading body of water</p> <p>Industry and power plant discharge</p> <p>Runoff from warmed urban surfaces</p> <p>Suspended solids</p> <p>Flow of water impeded</p>	<p>Natural processes; grass clippings; tree and shrub clippings; unnatural fish or animal kills</p> <p>Shade trees and shrubs removed from stream bank for urban development, irrigation, and industrial and agricultural expansion, exposing the water to direct sunlight</p> <p>Water returned to source is at higher temperature than at initial intake point</p> <p>Impervious land cover such as paved streets, sidewalks, and parking lots</p> <p>Urbanization leading to increased numbers of buildings, homes, and roads on lands, that previously were natural areas and absorbed rain and snowmelt more efficiently</p> <p>Removal of streamside vegetation; overgrazing; poor farming practices and construction causing excessive soil erosion</p> <p>Dams, dikes, and diversions for agricultural, industrial, or municipal practices decrease flow rate of river, absorbing more heat from sunlight</p> <p>Dams created from beavers or log jams</p>
TURBIDITY HIGH TOTAL DISSOLVED SOLIDS/ TOTAL SOLIDS	<p>Suspended solids (ranging from clay, silt, and plankton, to industrial wastes and sewage)</p>	<p>Erosion from agricultural fields; construction sites; residential driveways, roads, and lawns; natural and accelerated erosion of stream bank; excessive algae growth</p> <p>Leaves and plant materials</p> <p>Wastewater treatment plant</p> <p>Runoff from urban areas</p> <p>Dredging waterways</p> <p>Waste discharge (garbage, sewage)</p> <p>Excessive population of bottom-feeding fish (such as carp) that stir up bottom sediments</p>
EXCESSIVE PHOSPHATES	<p>Human wastes</p> <p>Organic waste — once part of a living plant or animal (food, leaves, feces, etc.)</p> <p>Runoff from fertilized land</p> <p>Industrial waste</p> <p>Detergents</p> <p>Natural events</p>	<p>Leaking or failing septic systems; sewage treatment plants</p> <p>Waste containers leaking; lack of waste storage facilities; animals have direct access to waterways</p> <p>Pet wastes not collected and disposed of appropriately</p> <p>Removal of natural vegetation for farming or construction practices, causing soil erosion</p> <p>Draining swamps and marshes for farmland or commercial/residential development</p> <p>Drained wetlands no longer functioning as filters of silt and phosphorus</p> <p>Agricultural fields; residential lawns; home gardens; golf courses; recreational parks</p> <p>Poorly treated sewage; broken pipes; farms; golf courses; sewage treatment facilities; industrial discharges</p> <p>Household and commercial cleaning agents washing into water and sewage systems</p> <p>Forest fires and fallout from volcanic eruptions</p>
EXCESSIVE NITRATE	<p>Runoff from fertilized land</p> <p>Human wastes</p> <p>Animal wastes</p> <p>Organic waste — once part of a living plant or animal (food, leaves, feces, etc.)</p>	<p>Agricultural fields; residential lawns; golf courses; recreational parks</p> <p>Leaking or failing septic systems; sewage treatment facilities</p> <p>Waste containers leaking; lack of waste storage facilities; animals (particularly ducks and geese) that have direct access to waterways</p> <p>Pet wastes not collected and disposed of appropriately</p> <p>Natural processes; grass clippings; tree and shrub clippings; unnatural fish or animal kills</p>
PH	<p>Vehicles for transportation</p> <p>Industrial waste</p> <p>Runoff from fertilized land</p>	<p>Improper engine maintenance of vehicles (emissions systems)</p> <p>Industrial or mining drainage; sewage treatment plants</p> <p>Agricultural fields; residential lawns; golf courses; recreational parks</p>
PH & ALKALINITY	<p>Acid rain (beginning in neighboring regions)</p>	<p>Excessive air pollution from burning fossil fuels for automobiles, boats, planes, etc.</p>
SALINITY	<p>Salt and oil runoff</p> <p>Bodies of salt water mixing with fresh water</p>	<p>Paved roads cannot absorb substances, such as salts used on roads in winter; irrigation water picks up salts in soil</p> <p>Water tables decrease in areas where water is being pumped (used) at levels exceeding replenishment capability</p>
HIGH CONDUCTIVITY	<p>Discharges into the water</p>	<p>Failing sewage systems</p> <p>High temperature</p> <p>Water used for irrigation</p> <p>Discharge of heavy metals into the water</p>
LOW CONDUCTIVITY	<p>Discharges into the water</p>	<p>Oil spill</p> <p>Low temperature</p>

re 24

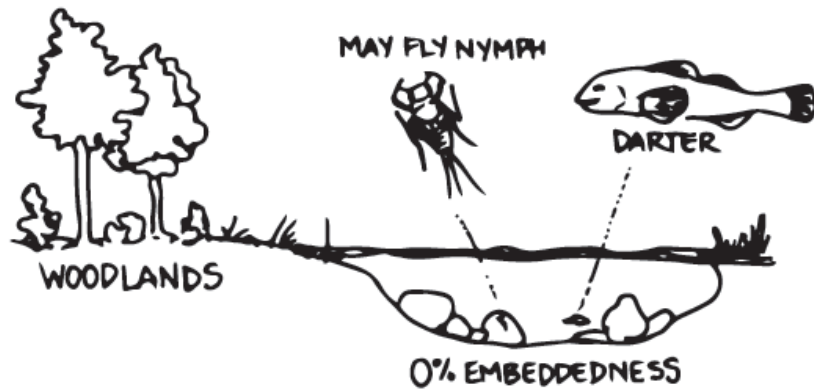


PHYSICAL CONDITIONS

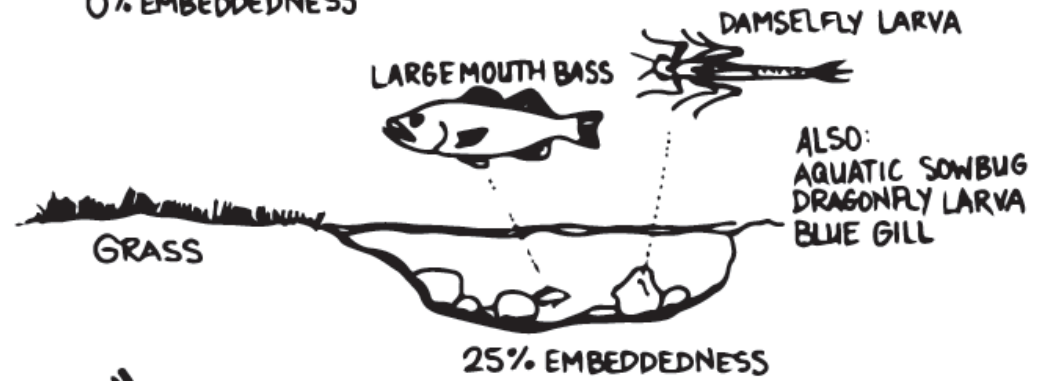


PHYSICAL CONDITIONS OBSERVED	POSSIBLE ASSOCIATED PROBLEMS	POSSIBLE ASSOCIATED CAUSES
WATER APPEARANCE		
Green, Green-Blue, Brown or Red	Indicates the growth of algae	High levels of nutrient pollution, originating from organic wastes, fertilizers, or untreated sewage
Muddy, Cloudy	Indicates elevated levels of suspended sediments, giving the water a muddy or cloudy appearance	Erosion is the most common source of high levels of suspended solids in water Land uses that cause soil erosion include mining, farming, construction, and unpaved roads
Dark Reds, Purple, Blues, Blacks	May indicate organic dye pollution	Originating from clothing manufacturers or textile mills
Orange-Red	May indicate the presence of copper	Copper can be both a pollutant and naturally occurring Unnatural occurrences can result by acid mine drainage or oil-well runoff
Blue	May indicate the presence of copper, which can cause skin irritations and death of fish	Copper is sometimes used as a pesticide, in which case an acrid (sharp) odor might also be present
Foam	May indicate presence of soap or detergent	Excessive foam is usually the result of soap and detergent pollution Moderate levels of foam can also result from decaying algae, which indicates nutrient pollution
Multi-Colored (oily sheen)	Indicates the presence of oil or gasoline floating on the surface of the water. Oil and gasoline can cause poisoning, internal burning of the gastrointestinal tract and stomach ulcers	Oil and gasoline pollution can be caused by oil drilling and mining practices, leaks in fuel lines and underground storage tanks, automotive junk yards, nearby service stations, wastes from ships, or runoff from impervious roads and parking lot surfaces
No Unusual Color	Not necessarily an indicator of clean water	Many pesticides, herbicides, chemicals, and other pollutants are colorless or produce no visible signs of contamination
ODORS		
Sulfur (rotten eggs)	May indicate the presence of organic pollution	Possible domestic or industrial wastes
Musty	May indicate presence of organic pollution	Possible sewage discharge, livestock waste, decaying algae, or decomposition of other organic pollution
Harsh	May indicate presence of chemicals	Possible industrial or pesticide pollution
Chlorine	May indicate the presence of over-chlorinated effluent	Sewage treatment plant or a chemical industry effluent
No Unusual Smell	Not necessarily an indicator of clean water	Many pesticides and herbicides from agricultural and forestry runoff are colorless and odorless, as are many chemicals discharged by industry
EROSION		
	Sediment and suspended solids	Land uses that cause soil erosion include mining, farming, construction, unpaved roads, and deforestation
DUMPING		
	Decomposition of organic material or humanmade products, presence of chemical or metal pollutants in water, presence of oil or gasoline in water	Construction, urbanization
DISCHARGE PIPES		
	Organic wastes, detergents, chemical/industrial runoff, sewage, temperature increase in body of water	Improper industrial waste treatment, improper sewage or gray water treatment

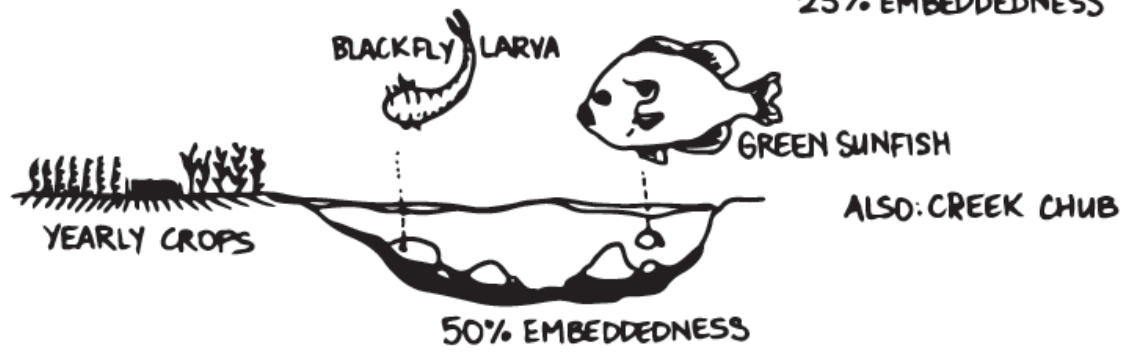
THE RELATIONSHIP BETWEEN LAND USE & LIKELY AQUATIC LIFE



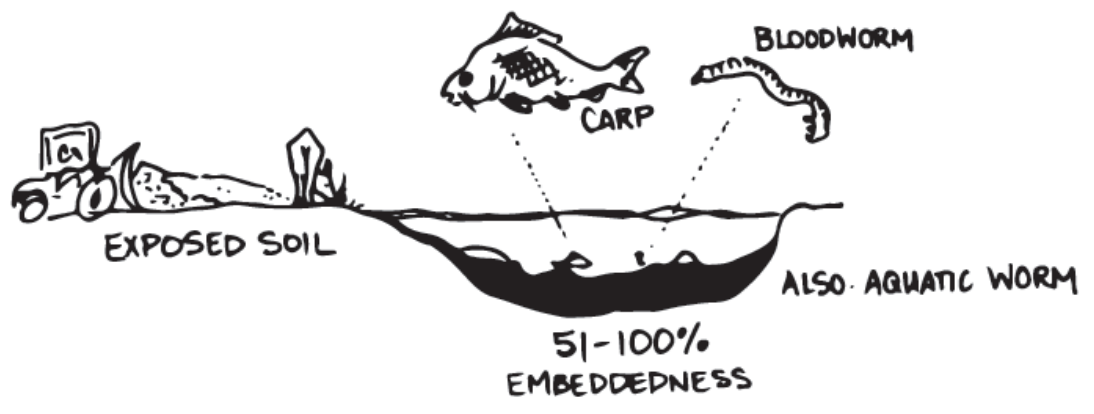
- ALSO LIKELY TO SEE:
- CADDISFLY LARVA
 - RIGHT-HANDED SNAIL
 - RED HORSE SUCKER
 - SCULPIN



- ALSO:
- AQUATIC SOWBUG
 - DRAGONFLY LARVA
 - BLUE GILL



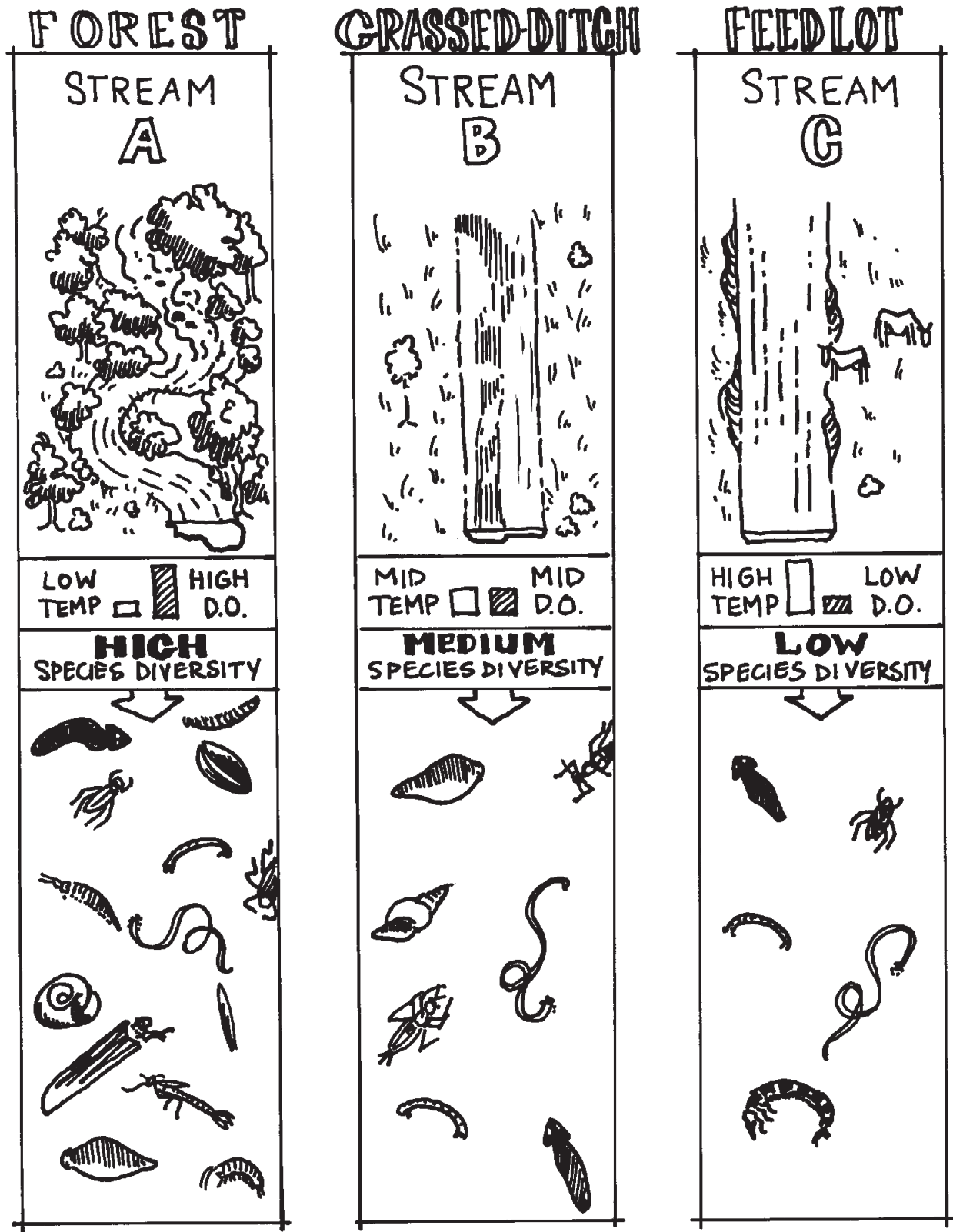
- ALSO: CREEK CHUB



- ALSO: AQUATIC WORM

REPRESENTATIVE STREAMS

HABITAT & SPECIES DIVERSITY



Appendix A - Equipment

How to Clean and Care for Equipment

Nets

To ensure that no contamination occurs between sampling sites, make sure that all nets and organism collection equipment have been cleaned of all organisms and matter. Be sure to rinse them thoroughly with hot water before transporting to another location.

Transparency Tube

(From Minnesota Citizen Stream Monitoring Program, "Stream Reader" Spring 2000)

If you monitor a stream that is on the murky side, chances are the walls of your transparency tube have clouded up. Try cleaning the inside of your tube by filling it three-quarters full with tap water, add a couple drops of dish soap, and push a clean, soft rag or washcloth down the tube with the end of a broom handle, scrubbing the sides. If you take the stopper out of the bottom, be sure to fit it back into the tube securely. If your tube has a release tube and valve, it may become crimped. Try moving the position of the clamp on your release valve from time to time, and fully release the clamp between uses. By doing this, the tube won't break down and get crimped in any one spot.

E.coli Testing Supplies

Store bottles of Coliscan Easygel in the freezer for up to one year. Thawed bottles can be refrozen. Do not freeze pretreated petri dishes.

Chemical Testing Kits

Do not store kits in your car or anywhere they would experience extreme hot or cold temperatures. Bright light degrades the reagents in the CHEMetrics ampoules and color standards - do not leave them open in sunlight or indoors. Be sure to *triple* rinse bottles & tubes with distilled water immediately following tests to avoid staining and contamination, and always triple rinse with sample water before taking a stream sample.

Be sure your chemicals, test strips, and color standards are not expired! CHEMetrics color standards are good for 2 years, Water Works pH test strips are good for 2 years, and the Nitrate/Nitrite test strips expire after 20 months.

Equipment for Water Quality Monitoring

The following supplies may be useful in monitoring the water quality of your local river or stream:

Site Assessment

- Maps (e.g., 7.5" topographic map, assessor's map indicating property boundaries) and aerial photos
- Compass and survey tape for marking boundaries
- Clipboard, writing utensils, and laminated copies of chemical, biological, and habitat data sheets
- Tape measure or twine marked in one-meter/foot lengths
- Stopwatch for measuring stream flow
- Apple, orange, or other biodegradable object that can be floated to measure stream flow
- Yardstick or other device to measure depth

Biological Assessment

- Kick seine net, dip net, shovel, or other tools for collecting benthic macroinvertebrates
- Sieve and trays for sorting biological samples (ice cube trays work well for sorting organisms)
- Tweezers, hand lens, magnifying glass, and possibly a microscope
- Glass vials or jars filled with isopropyl alcohol or white vinegar for storing insects (if so desired)
- Handmade Hester-Dendy substrate sampler or GREEN Leaf-pack bags to use in waterways too deep to enter on foot.

Chemical Assessment

- Chemical water quality testing equipment will vary with the type of monitoring you wish to pursue. Some of the tests most commonly performed include dissolved oxygen, *E.coli*, pH, BOD, water temperature change, total phosphates, nitrates, turbidity, and total solids. Equipment for each test will vary in range, sensitivity, and cost depending on the use of chemical or electronic materials
- Handmade extension sampling rod (See page 109)
- Distilled water for rinsing sampling bottles and tubes
- Secchi disk or handmade turbidity tube
- Container with kitty litter for liquid waste (if using hazardous chemicals, need separate waste container)
- Material Safety Data sheets for every chemical being used

Safety

- Throw bag, life preserver or rope
- Rubber boots, hip boots or waders (**WARNING:** Never put children in chest-high waders because they can fill with dangerous amounts of water if submerged.)
- Rubber gloves and protective eyewear
- First Aid kit that includes eyewash
- Washing water, antibacterial soap, and a towel
- Insect repellent
- Life vest

Other Supplies

- Drinking water
- Camera for documenting site
- Trash bags or other waste containers for a streambank clean-up
- Folding card table
- Calculator
- Computer and Internet access for entry of water quality data

How to Make Your Own Equipment

Not all of your water monitoring equipment has to be purchased through a catalog or at a store. Nets and other sampling supplies can be made at home.

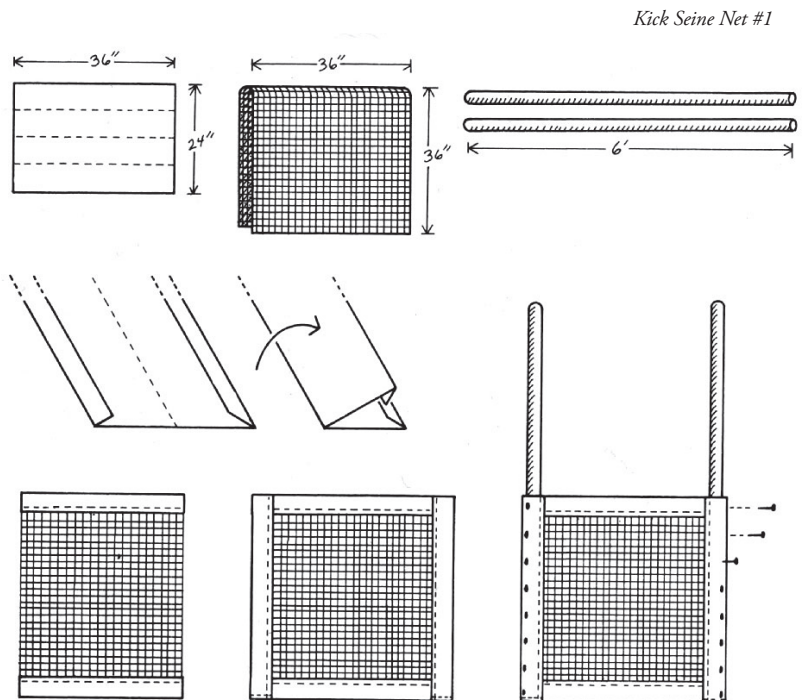
Kick Seine Net #1

Materials:

- 3 foot by 6 foot piece of nylon or fiberglass screening (white, if you can find it)
- 4 strips of heavy canvas (6 inches by 36 inches)
- 2 broom handles or wooden dowels (6 feet long)
- finishing nails
- sewing machine and thread
- hammer
- iron and ironing board

Directions:

1. Fold screening in half (3 foot by 3 foot).
2. Fold edges of canvas strips under 1/2 inch and press with iron.
3. Sew 2 strips at top and bottom of screening, then use remaining 2 strips on the sides of the screening to make casings for handles. Sew bottom of casings shut.
4. Insert handles into casings and nail into place with finishing nails.



Kick Seine Net #1

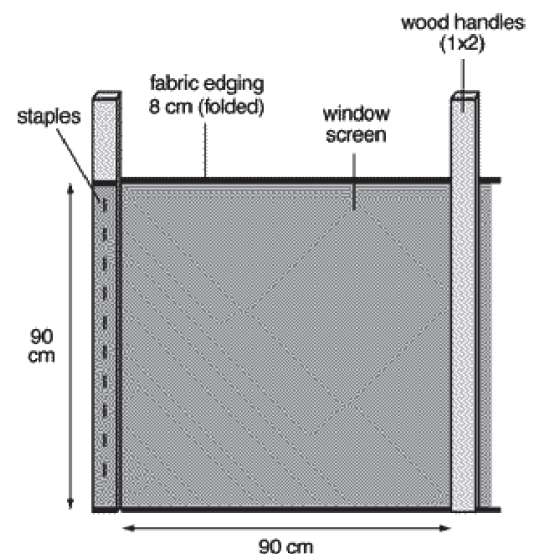
Kick Seine Net #2

Materials:

- 3 foot by 4 foot piece of nylon or fiberglass screening (white, if you can find it)
- 2 strips of heavy canvas (6 inches by 36 inches)
- 2 broom handles or wooden dowels (6 feet long)
- Staple gun and staples
- sewing machine and thread

Directions:

1. Fold one strip of fabric over one of the long screen edges and sew, reinforcing the edge.
2. Repeat for the other long edge.
3. Attach screen to poles with staples, making the poles even with the bottom of the screen and extending to form handles at the top.
4. Wrap screen around poles several times and staple again to reinforce the edges.



Kick Seine Net #2

Dip Net

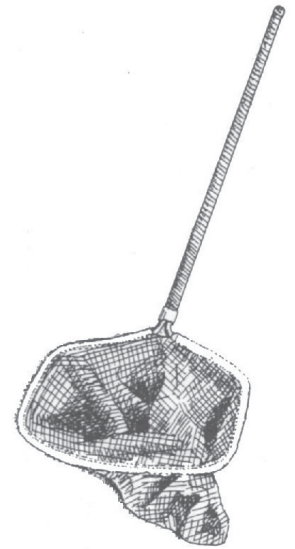
Materials:

- 2 pieces of 12 inch by 18 inch nylon or fiberglass screening (white, if you can find it)
- Strip of heavy canvas or fabric
- broom handle or wooden dowel (48+ inches long)
- duct tape, pipe clamp, 2 wire clotheshangers
- sewing machine and thread
- drill and wire cutters

Directions:

1. Cut a net shape from the 36 x 53 cm pieces of nylon screen and sew them together leaving an opening.
2. Edge the open end of the net with heavy fabric, leaving an opening to form a casing to insert the hangers.
3. Cut hooks from hangers and untwist the wires.
4. Use duct tape to tape the hangers together to make your frame heavier.
5. Insert wire through the casing and twist ends back together at opening.
6. Drill a hole in the tip of the wooden handle large enough to insert the ends of the hangers into the hole in the pole. Secure the net to the pole by using the hook you cut from the hanger and using the pipe clamp or duct tape to secure the hook to the pole.

Dip Net



Turbidity Tube

For instructions on how to correctly use the turbidity tube see Chapter 4 Chemical Monitoring.

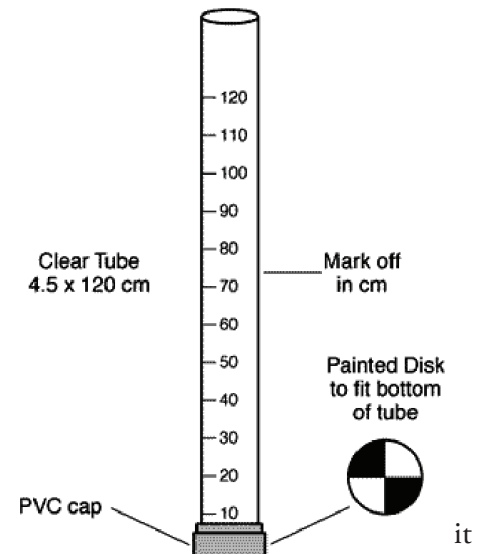
Materials:

- Clear tube 4.5 cm diameter x 120+ cm length
- Tight fitting PVC end cap for tube/rubber stopper
- 4.5 cm diameter wooden or plastic disk
- Paint, permanent marker
- Glue
- Measuring stick / meter stick sewing machine and thread.

Directions:

1. Put a PVC cap over one end of a clear tube (a fluorescent light bulb tube cover works great). Cap should fit tightly so water cannot leak out. A rubber stopper also works.
2. Cut a disk from wood or plastic the same size as the tube diameter.
3. Divide the disk into four quadrants. Paint the alternating quadrants black and white. Seal the disk by laminating or painting with varnish to make it waterproof.
4. Glue the disk in the bottom of the tube, painted side facing up (toward the open end of the tube).
5. Use a marker and meter stick to make a scale on the side of the tube, beginning at the disk with 0 cm. or mark on a piece of tape and stick to the outside of the tube.

Turbidity Tube



Underwater Viewer

The underwater viewer can be used in shallow and slow moving streams to view under the surface.

Materials:

- Large metal coffee can with both ends cut out
- Plastic food wrap
- Large rubber bands

Directions:

1. Stretch the plastic food wrap tightly over one end so that it is tight and smooth.
2. Secure the wrap with a rubber band, tape the rubber band to hold it securely in place.

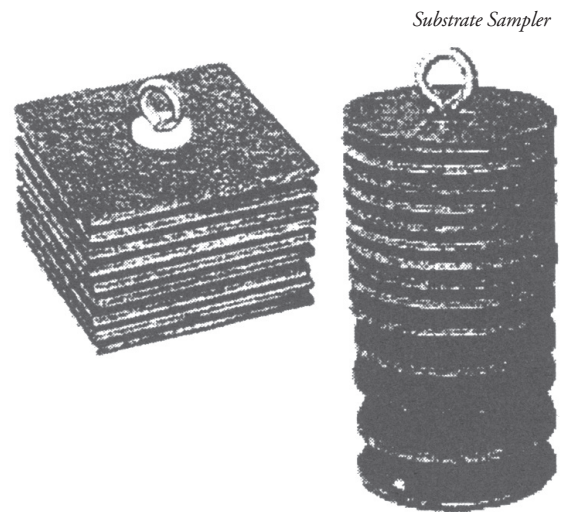
Hester-Dendy Artificial Substrate Sampler

Materials:

- Nine 3 x 3 inch Masonite plates (hardest and most water resistant grade)
- Nylon spacers
- Stainless steel eye-bolt extra long

Directions:

1. Drill a hole in the middle of each masonite plate, so that the eye bolt will slide through each plate.
2. Place a nylon spacer between masonite plates.
3. Insert the eye bolt through the plates and the spacers (see diagram to right). The width between each masonite plates can be varied by adding more spacers.



Extension Sampler

(The following instructions were provided by John Rouch, Past-President of Water Watchers of Indiana.)

An extension sampler may be helpful for collecting stream water at monitoring locations where the water cannot be entered into directly (e.g., too deep, too fast, or too polluted).

Materials:

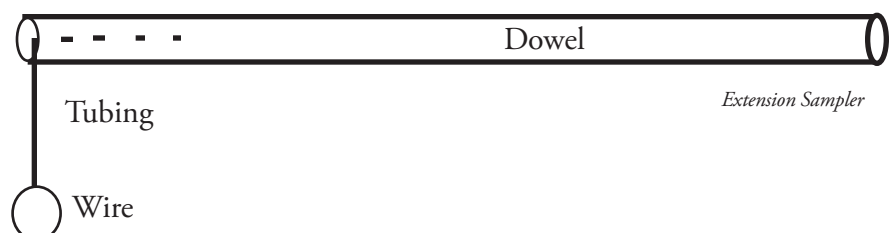
- 4-6 foot dowel rod, 1/2 inch or more in diameter
- rubber inner tube, cut into 12 inch by 3 inch strips
- 6 inch length of picture framing wire (or other flexible wire)
- 6 small nails

Directions:

1. Nail the rubber tubing to the end of the dowel.
2. Hook the wire onto the end of the tube so that the wire forms a circle (see diagram below).
3. Nail the remaining four nails along the dowel so that the rubber tubing can secure different sizes of bottles for water collection.

For use:

Secure the sampling container against the dowel rod by wrapping the tube around the container and hooking the wire loop around one of the nails.



Where to Purchase Equipment

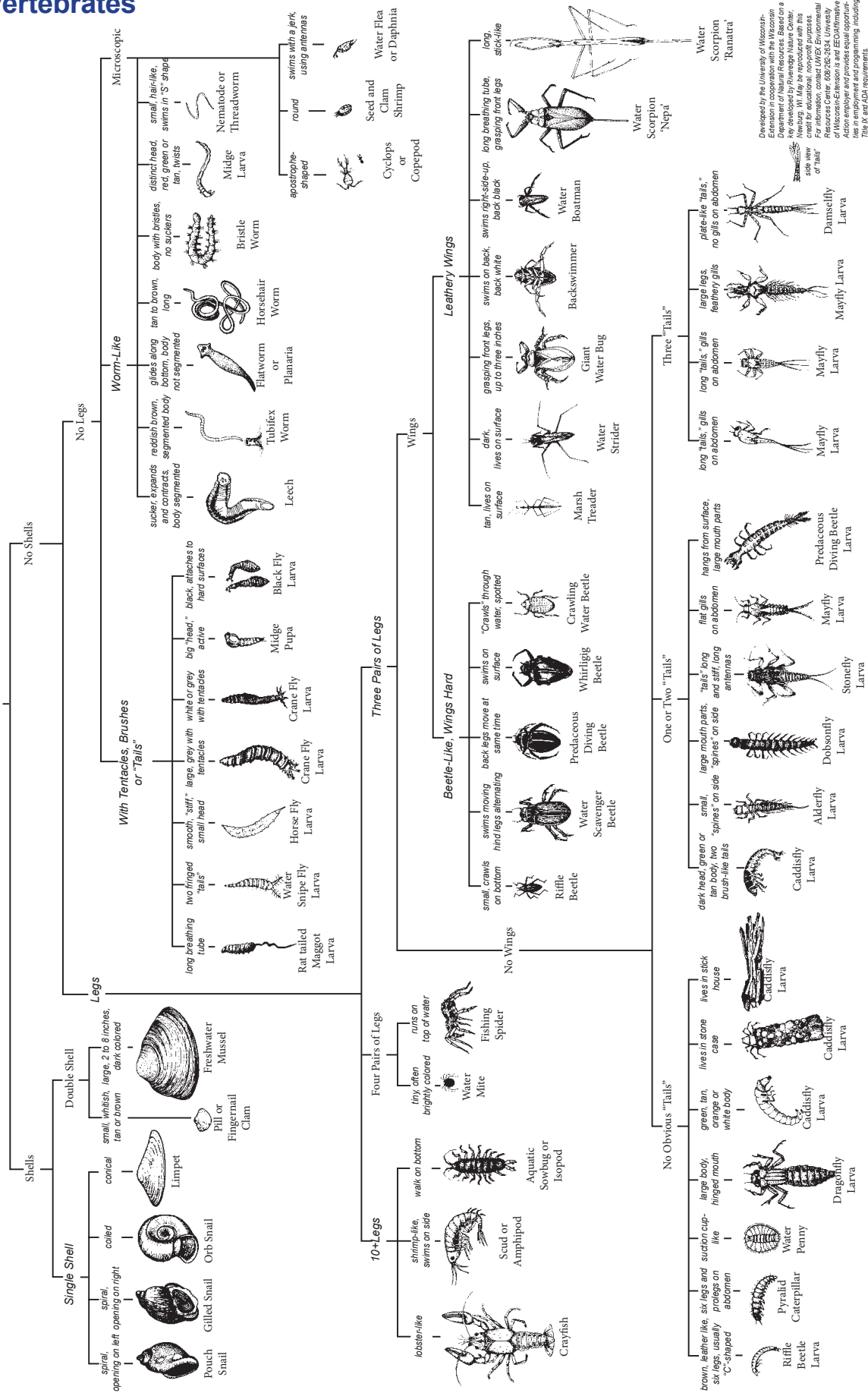
Product	Vendor	Website	Item Number	Price
Chemical Monitoring Supplies				
Dissolved Oxygen Test Kit	CHEMetrics	chemetrics.com	K-7512	\$50.24
Dissolved Oxygen Ampoules	CHEMetrics	chemetrics.com	R-7512	\$25.19
Dissolved Oxygen Comparator	CHEMetrics	chemetrics.com	C-7512	\$18.05
OrthoPhosphate Test Kit	CHEMetrics	chemetrics.com	K-8510	\$58.82
OrthoPhosphate Ampoules	CHEMetrics	chemetrics.com	R-8510	\$23.96
OrthoPhosphate Color Comparator	CHEMetrics	chemetrics.com	C-8501 (0-1)	\$12.47
			C-8510 (1-12)	\$18.05
WaterWorks Nitrate strips (bottle of 50)	Industrial Test Systems	sensafe.com	480009	\$16.99
WaterWorks pH strips (bottle of 50)	Industrial Test Systems	sensafe.com	481104	\$10.49
BOD Bottle	Specialty Bottle	specialtybottle.com	BRA2	\$0.65
Thermometer	Forestry Suppliers	forestry-suppliers.com	89108	\$12.95
Transparency Tube (60cm)	Forestry Suppliers	forestry-suppliers.com	77107 (60 cm)	\$40.95
Biological Monitoring Supplies				
Dish pan for bug sorting	Retail store	-	-	\$3.00
Set of large & small bug magnifiers	Forestry Suppliers	forestry-suppliers.com	53744 (small)	\$2.20
			53745 (large)	\$3.95
Elenco 2-way bug viewer	Amazon	amazon.com	-	\$9.99
Yellow kick net (no poles)	Forestry Suppliers	forestry-suppliers.com	78012	\$34.25
Aquatic dip nets (1/16" mesh)	Nichols Net & Twine	nicholsnetandtwine.com	-	\$38.65
Golden Guide <i>Pond Life</i> book	Amazon	amazon.com	ISBN 1582381305	\$6.95
Insect Identification Cards	Forestry Suppliers	forestry-suppliers.com	76609	\$46.25
Life Cycle and Habitat Flash Cards	Forestry Suppliers	forestry-suppliers.com	76619	\$54.95
E. coli Supplies				
Coliscan EasyGel/Petri Dishes (10 tests)	Micrology Labs	micrologylabs.com	25001	\$24.86
Pipettes 1 mL	Micrology Labs	micrologylabs.com	DRP01	\$0.21
Pipettes 3 mL	Micrology Labs	micrologylabs.com	DRP03	\$0.23
3M™ Petrifilm™ E. coli/Coliform Count Plates (50)	3M	3M.com	6404	\$77.50
Thermal Air Hova-bator	G.Q.F. Manufacturing	gqfmfg.com	1602N	\$56.98
Other Resources				
Stream Survey Kit	Hach Company	hach.com	27120-00	\$372.00
500mL wash bottle	Hach Company	hach.com	620-11	\$7.25
Nitrate Standard (1 mg/L)	Hach Company	hach.com	2046-49	\$22.05
Phosphate Standard (1 mg/L)	Hach Company	hach.com	2569-49	\$22.65
A Guide to Common Freshwater Invertebrates of North America (Voshell)	Amazon	amazon.com	ISBN 939923874	\$26.55
Aquatic Entomology (McCafferty)	Amazon	amazon.com	ISBN 867200170	\$137.80
Field Guide for Water Quality Monitoring (Stapp and Mitchell)	Amazon	amazon.com	ISBN 757555462	\$38.41
Volunteer Stream Monitoring: A Methods Manual	US EPA	epa.gov	EPA 841-B-97-003	Free Download

This list contains just a few of the many science equipment vendors available. It is not intended to be an endorsement of any product or company. Prices are as of 2/2014 and subject to change.

Notes:

Key to Macroinvertebrate Life in the River

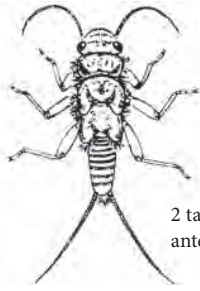
(Size of illustrations are not proportional.)



Developed by the University of Wisconsin-Extension in cooperation with the Wisconsin Department of Natural Resources. Based on a revision of the Wisconsin Macroinvertebrate Key. May be reproduced with this credit for educational, non-profit purposes. For information, contact UWEX Environmental Action Program, 480 Lincoln Drive, University of Wisconsin-Extension, 480 Lincoln Drive, Stevens Point, WI 54481. This is an EEO/AAE program. Title IX and ADA requirements.

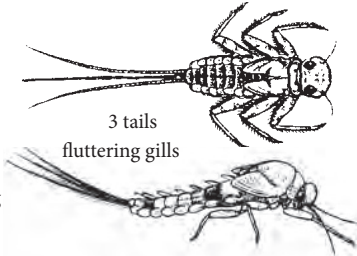
Macroinvertebrates Identification Key

GROUP 1 – Very Intolerant of Pollution



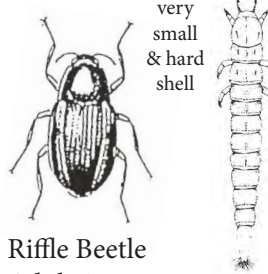
2 tails long antennae

Stonefly Nymph



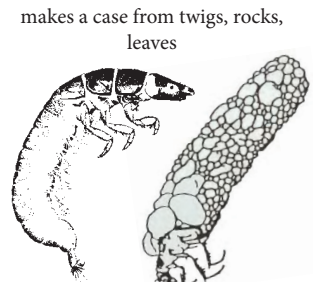
3 tails fluttering gills

Mayfly Nymph



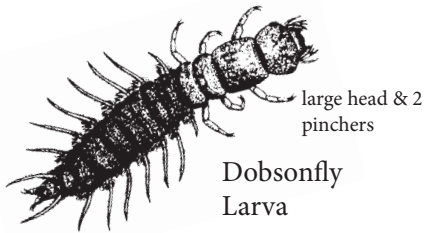
very small & hard shell

Riffle Beetle Adult & Larva



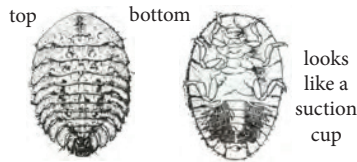
makes a case from twigs, rocks, leaves

Caddisfly Larva



large head & 2 pinchers

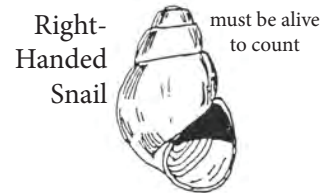
Dobsonfly Larva



top bottom

looks like a suction cup

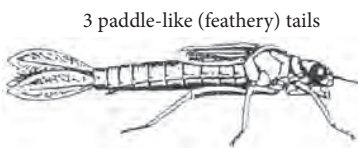
Water Penny Larva



Right-Handed Snail

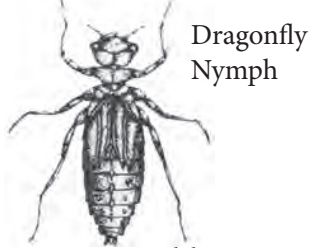
must be alive to count

GROUP 2 – Moderately Intolerant of Pollution



3 paddle-like (feathery) tails

Damselfly Nymph



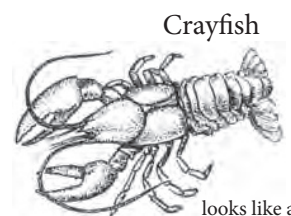
Dragonfly Nymph

no tails large eyes



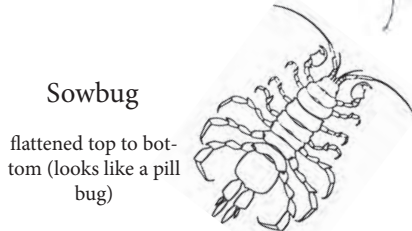
flattened side-ways & swims on side

Scud



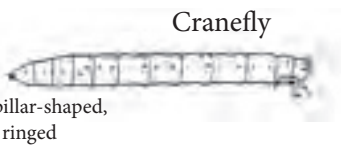
Crayfish

looks like a mini-lobster



Sowbug

flattened top to bottom (looks like a pill bug)



Crane fly

caterpillar-shaped, ringed



Clam/Mussel

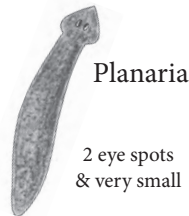
must be alive to count

GROUP 3 – Fairly Tolerant of Pollution



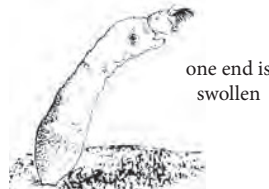
Midge Larva

small, but visible head intense wiggler



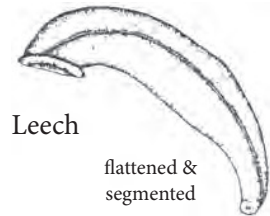
Planaria

2 eye spots & very small



Black Fly Larva

one end is swollen



Leech

flattened & segmented

GROUP 4 – Very Tolerant of Pollution

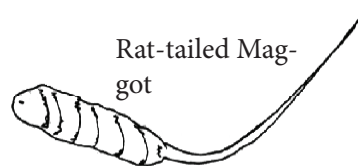


Aquatic Worms

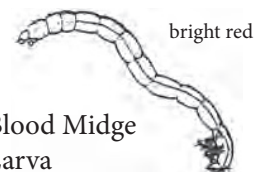
segmented "earthwormy"

must be alive to count

Left-Handed Snail



Rat-tailed Maggot



Blood Midge Larva

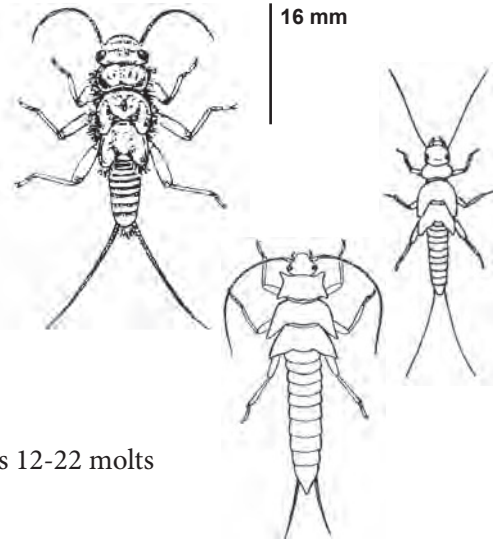
bright red

Group 1 - Intolerant to Pollution

Stonefly nymph

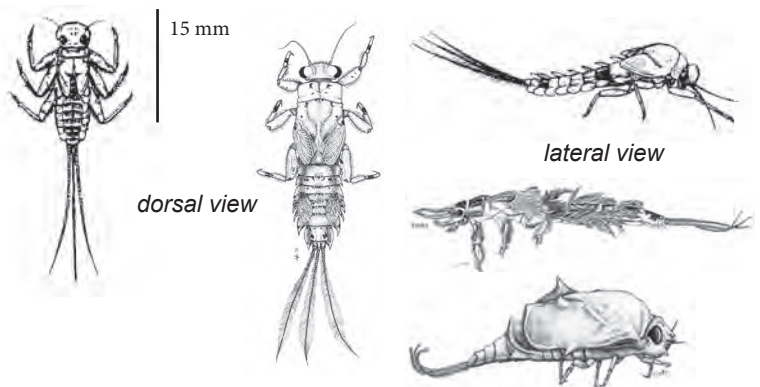
Order	Plecoptera
Where to find	Underside of rocks, in debris, in algal mats
Body shape	Elongated, resembles adult
Size	5 - 35 mm
Feeding Group	Predator or shredder
Lifecycle	Incomplete metamorphosis Larval development: 3 months to 3 years, involves 12-22 molts
Distinguishing Characteristics	Abdomen ends in two hair-like tails No gills visible on abdomen 2 tarsal claws Antennae long (longer than head) Only found crawling on surfaces, <u>not</u> swimming <i>*Distinguished from mayfly by two tails and lack of feathery gills</i>

(Average Actual Size)



Mayfly nymph

Order	Ephemeroptera
Where to find	Underside of rocks and logs, some species free-swimming
Body shape	Elongated and flattened, resemble adults
Size	3 - 30 mm
Feeding Group	Gathering collector
Lifecycle	Incomplete metamorphosis, with additional sub-adult stage unique to mayflies Larval development lasts 3 months to 3 years Adults often form large mating swarms over water following emergence
Distinguishing Characteristics	Abdomen usually ends in three filamentous, hair-like tails (some species have two) Tails may appear webbed Tails are fragile and may break off during collection, examine carefully Feathery gills line sides of abdomen Often swim in collection bin – rather than crawling <i>*Distinguished from stoneflies by presence of three tails and feathery gills</i>

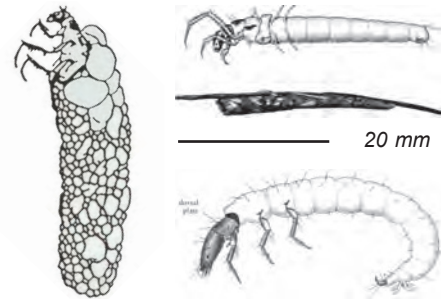


Group 1 - Intolerant to Pollution

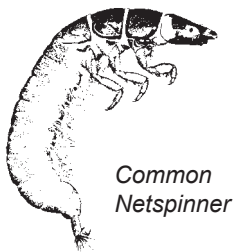
(Average Actual Size)

Caddisfly larva

Order	Trichoptera
Where to find	Underside of rocks, on plant materials
Body shape	Usually cylindrical and “C”-shaped, 6 legs near head
Size	2 - 40 mm
Feeding Group	Shredder
Lifecycle	Complete metamorphosis, which occurs while sealed in “cases” or “houses”



Distinguishing Characteristics Often found in “houses” made of pebbles, wood, sticks, leaves, sand, or shells. Cases constructed using glue-like secretion from end of abdomen; leave holes in ends of “houses” to serve as breathing tubes prior to metamorphosis. Abdomen ends in 2 prolegs, each with a claw. May have darker, harder plates on top of thorax. Move with characteristic wiggling – back and forth then up and down through the water.

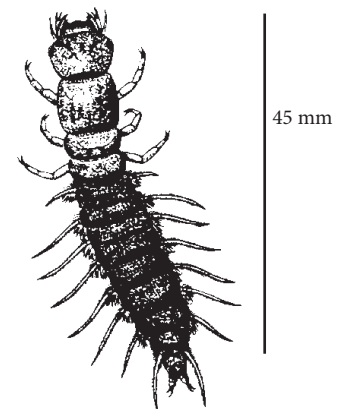


Common Netspinner

Special Family of Interest – Hydropsychidae or “Common Netspinner Caddisfly” – do not build cases; they build fine mesh nets to filter food from the water current – are slightly more tolerant to pollution, especially organic wastes or nutrients, which they utilize for food. They have hair-like gills all along their abdomen, and are often green in color – important to distinguish family for use in multi-metric biotic index.

Dobsonfly larva (Hellgrammite)

Order	Megaloptera
Family	Corydalidae
Where to find	Soft substrate; soft, rotting logs and stumps; between rocks
Body shape	Large, long and slightly flattened
Size	10 - 90 mm
Feeding Group	Predator
Lifecycle	2 – 5 years



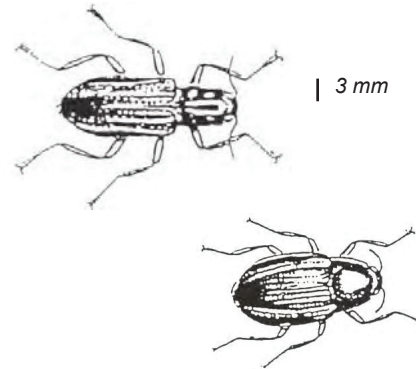
Distinguishing Characteristics Large pincers on head; 7 - 8 pairs of lateral filaments on abdomen; these are not legs. 3 pairs of legs on middle portion of body (thorax) with tiny pincers at the end of each. Abdomen ends in pair of short, spiny prolegs, each with 2 hooks.

Group 1 - Intolerant to Pollution

(Average Actual Size)

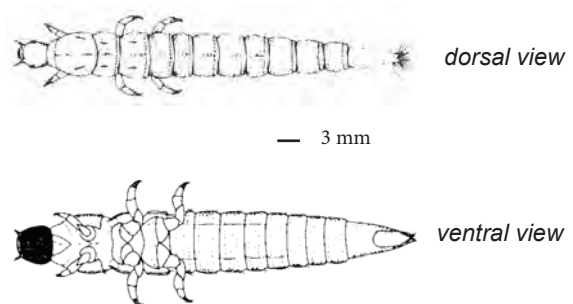
Riffle Beetle (adult)

Order	Coleoptera
Family	Elmidae
Where to find	Crawling on stream bottom; often collected with kick seine in riffles
Body shape	Oblong, oval, hard
Size	1 – 6 mm
Feeding Group	Gatherer collector
Lifecycle	Complete metamorphosis Both adults and larvae are aquatic
Distinguishing Characteristics	Tiny Black in color Walks very slowly underwater Hardened, stiff appearance of entire body True “beetle” appearance with 6 legs Adult found more often than larvae



Riffle Beetle (larva)

Order	Coleoptera
Family	Elmidae
Where to find	Crawling on stream bottom
Shape	Elongate, hard-bodied
Size	Usually 1- 6 mm
Feeding Group	Gatherer collector or grazer
Lifecycle	Complete metamorphosis Both adults and larvae are aquatic
Distinguishing Characteristics	Hardened, stiff appearance of entire body Resemble tiny torpedoes with circular rings around body Grey or brown in color White tuft of gills can be drawn-in, then protrude from end segment

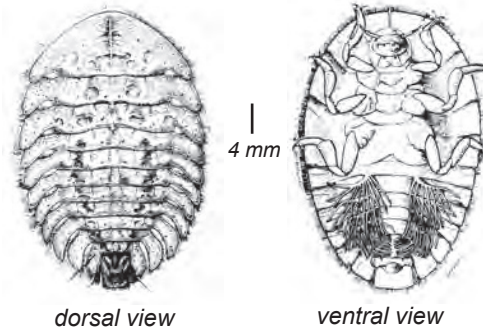


Group 1 - Intolerant to Pollution

Water penny beetle larva

Order	Coleoptera
Family	Psephenidae
Where to find	Stones and other substrate
Body shape	Disk (flat)
Size	3 - 5 mm
Feeding group	Grazer
Lifecycle	Complete metamorphosis; Lifecycle from 21 to 24 months
Distinguishing Characteristics	Round – resemble pennies Brown, black, or tan colored Often difficult to remove – resemble suction cups 3 pairs of tiny legs on underside of body

(Average Actual Size)

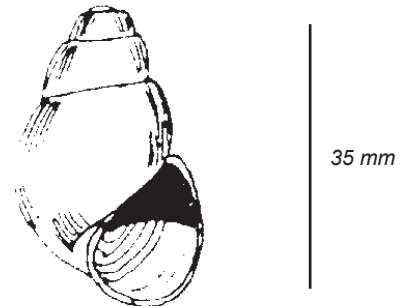


dorsal view

ventral view

Right-Handed (Gilled) snail

Phylum	Mollusca
Class	Gastropoda
Order	Mesogastropoda
Where to find	Grazing on a variety of substrates
Body shape	Hard, spiraled shell
Size	2 - 70 mm
Feeding group	Grazer
Distinguishing Characteristics	With point held up, opening (aperture) is on your right and faces you (right = good = gilled) Respire via gills, so require oxygenated water Plate-like covering over shell opening Shells coiling in one plane are counted as Left-Handed (Pouch) Snails Only live snails may be counted in determining water quality



Group 2 - Moderately Intolerant to Pollution

(Average Actual Size)

Damselfly nymph

Order	Odonata
Suborder	Zygoptera
Where to find	Overhanging/emergent aquatic vegetation
Body shape	Elongated, narrow, tapering rearward, resemble adults
Size	15 - 30 mm
Feeding group	Predator
Lifecycle	Incomplete metamorphosis, maturation in 1 to 4 years

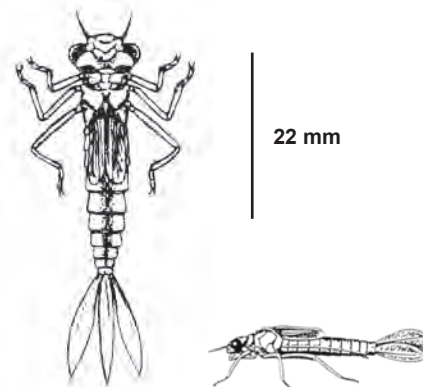
Distinguishing Characteristics
No gills present on sides of abdomen
Abdomen ends in 3 wide, oar-shaped gill-plates resembling tails

Large eyes and long legs

Grey, green, or brown in color

**May be confused with mayflies, but damselflies have no abdominal gills and "tails" are more paddle-shaped or feather-shaped*

**May be confused with dragonflies, but bodies are thin and narrow with long, spindly legs, and dragonflies have no tails*



Dragonfly nymph

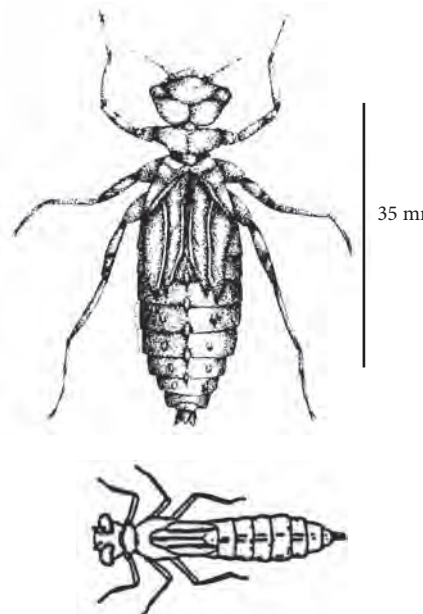
Order	Odonata
Suborder	Anisoptera
Where to find	Bottom substrate, mud, vegetation
Body shape	Wide abdomen, oval, flattened, robust, large eyes, resemble adults
Size	20 - 50 mm
Feeding group	Predator
Lifecycle	Incomplete metamorphosis, maturation in 1 - 4 years

Distinguishing Characteristics
Large eyes
No external gills
Distinct scooping mouthparts that extend to catch prey

Grey, green, or brown in color
Body is generally rough

No tails

**May be confused with damselflies, but distinguishable by wide, oval abdomen and no tails*

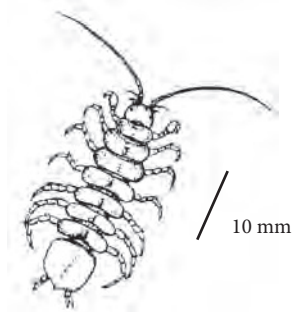


Group 2 - Moderately Intolerant to Pollution

(Average Actual Size)

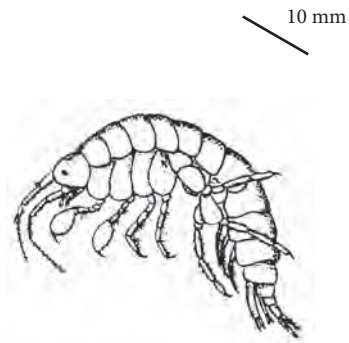
Aquatic sowbug

Class	Crustacea
Order	Isopoda
Where to find	Crawling on substrate, vegetation, and debris
Body shape	Hard bodied and flattened dorso-ventrally (top to bottom)
Size	5 – 20 mm
Feeding group	Collector <i>*Looks like a pill bug or roly-poly. May be confused with scuds, but sowbugs are wider than high, and walk slowly along surfaces</i>



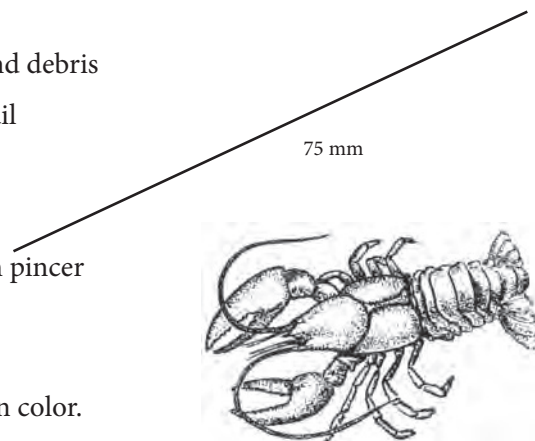
Scud

Class	Crustacea
Order	Amphipoda
Where to find	Aquatic vegetation
Body shape	Flattened laterally (side to side)
Size	5 – 20 mm
Feeding group	Filtering collector
Distinguishing Characteristics	7 pairs of legs and swims on side – often in pairs Shrimp-like, white to clear to pink in color with distinct black eyes <i>*May be confused with sowbugs, but are taller than wide and they swim rapidly on their side</i>



Crayfish

Class	Crustacea
Order	Decapoda
Where to find	Under stones, dense mats of vegetation, and debris
Body shape	Lobster-like, hard body with fan shaped tail
Size	3-15 cm
Feeding group	Grazer, predator
Distinguishing Characteristics	5 pairs walking legs, 1st pair enlarged with pincer claws. Looks like a small lobster Eyes on stalks; well-developed antennae Yellow, green, white, pink or dark brown in color.

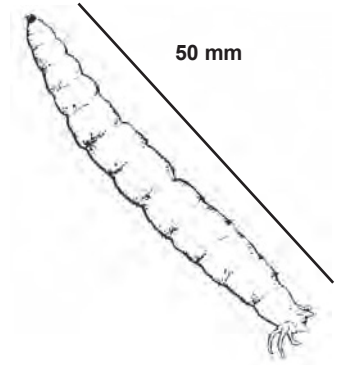


Group 2 - Moderately Intolerant to Pollution

Cranefly larvae

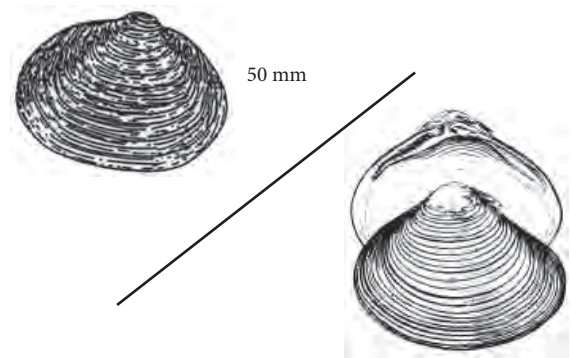
Order	Diptera (True Flies)
Family	Tipulidae
Where to find	Under rocks, on aquatic vegetation, in leaf-packs
Body shape	Caterpillar-like, “juicy” and segmented
Size	10 – 100 mm
Feeding group	Shredder
Lifecycle	Complete metamorphosis, spends 6 weeks – 5 years in aquatic stage
Distinguishing Characteristics	No true legs or wing buds Milky, light brown, or greenish in color with digestive tract often visible Prolegs may be visible as small lobes <i>*Distinguished from other fly larvae by finger-like appendages that extend from posterior end (if no appendages on hind end, probably a deer or horse fly larvae)</i>

(Average Actual Size)



Clams and Mussels

Class	Bivalvia
Where to find	Substrate
Body shape	Two shells attached by a hinge
Size	Varies (very small to very large)
Feeding group	Filtering collector
Distinguishing Characteristics	Only live clams and mussels may be counted in determining water quality. If live native mussels or exotic zebra mussels are found, remember to mark the box at the bottom of the Biological Monitoring Data Sheet. In addition, remember to replace live native mussels exactly as you found them

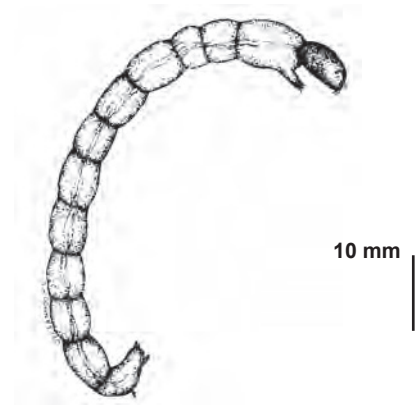


Group 3 - Fairly Tolerant to Pollution

(Average Actual Size)

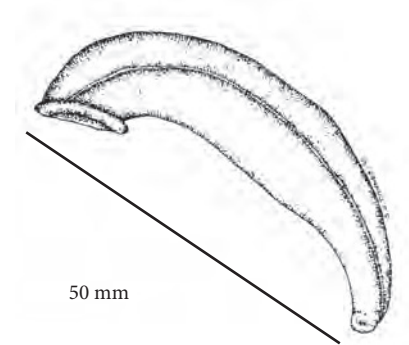
Midge larvae

Order	Diptera (True Flies)
Family	Chironomidae
Where to find	Sediment, vegetation, leaf pack
Body shape	Cylindrical, thin, soft, and often curled
Size	2 - 20 mm
Feeding group	Gathering collector or grazer
Lifecycle	Complete metamorphosis
Distinguishing Characteristics	No true legs, but very small anterior and posterior prolegs Hardened head capsule <i>*Often confused with aquatic worms, but midge has small, but visible head and prolegs</i> <i>*Blood Midges (Very Tolerant to Pollution – Group 4) are a group of midges that are red in color</i>



Leech

Phylum	Annelida
Class	Hirudinea
Where to find	Sediment, leaf pack, vegetation, attached to host animal (maybe you!)
Body shape	Flattened dorso-ventrally (top to bottom), many segments
Size	5 - 100 mm
Feeding group	Predaceous, collector
Distinguishing Characteristics	Anterior and posterior suckers Usually much wider than aquatic worm Usually tan to brown in color, though can be patterned and brightly colored <i>*May be confused with planarians but are usually larger with segments and suckers</i>

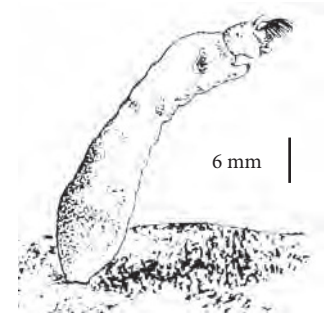


Group 3 - Fairly Tolerant to Pollution

(Average Actual Size)

Blackfly larvae

Order	Diptera (True Flies)
Family	Simuliidae
Where to find	In swift current on rocks, and submerged vegetation Often attached by disk on end of abdomen
Body shape	Bowling pin shaped with sucker on wide end
Size	3 - 12 mm
Feeding group	Filtering collector
Lifecycle	Incomplete metamorphosis
Distinguishing Characteristics	Soft body Single proleg directly under head - no true legs Fan-like mouth bristles may be present Head usually black, less often brown, tan, or green Move downstream by drifting on silken threads extended from abdomen <i>*Distinguished from other fly larvae by swollen back end, which it will often stick to the bottom of your collection bin</i>



Planaria (Flatworm)

Class	Turbellaria
Order	Platyhelminthes
Where to find	Bottom of rocks, leaf litter
Body shape	Soft, flattened dorso-ventrally (top to bottom), arrow-shaped head
Size	Usually <1mm, range to 30mm
Feeding groups	Gathering collector, predator
Distinguishing Characteristics	Flat body Arrow-shaped head with white eyespots Body slides smoothly along surfaces <i>*May be confused with aquatic worms or leeches, but slides along surfaces rather than moving end to end (leeches) or by stretching part of body and pulling the rest (worms) also, planarians are unsegmented</i>



Group 4 - Very Tolerant to Pollution

(Average Actual Size)

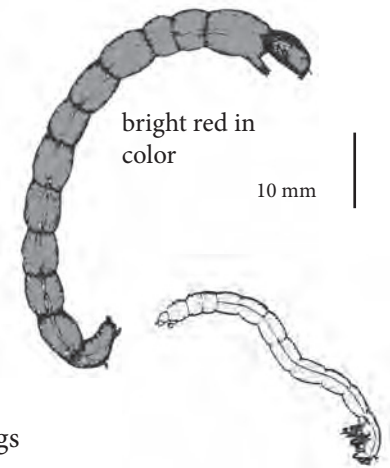
Aquatic worms

Phylum	Annelida
Class	Oligochaeta
Where to find	Silty sediment, organic debris
Body shape	Long, thin, cylindrical, segmented
Size	1 – 70 mm
Feeding groups	Shredder, collector, grazer
Distinguishing Characteristics	Often similar to earthworm in appearance Red, tan, black, or brown in color <i>*Distinguished from leeches, midges, and planarians by long, thin body and worm-like movement (stretching and pulling body along)</i>



Blood Midge larva

Order	Diptera (True Flies)
Family	Chironomidae
Where to find	Silty sediment, often in organically polluted water
Body shape	Cylindrical, thin, soft, and often curled
Size	2 - 20 mm
Feeding group	Collector gatherer
Lifecycle	Complete metamorphosis
Distinguishing Characteristics	Red in color No true legs, but very small anterior and posterior prolegs Hardened head capsule <i>*Distinguished from red aquatic worms with small, but visible head and prolegs</i>

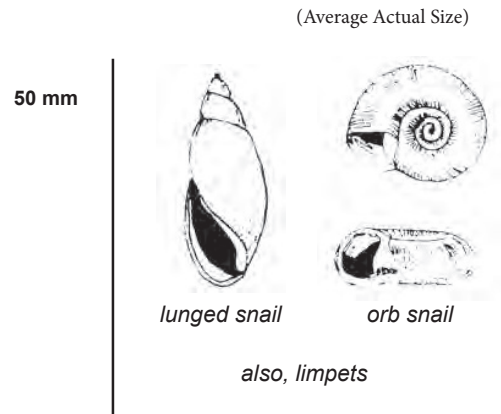


Group 4 - Very Tolerant to Pollution

Left-Handed (Lunged) snail

Phylum	Mollusca
Class	Gastropoda
Order	Prosobranchia
Where to find	Grazing on a variety of substrates
Body shape	Hard shell usually spiral, but may be flattened
Size	2 - 70 mm
Food source	Grazer

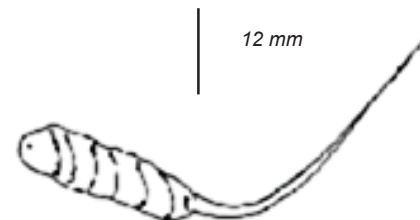
Distinguishing Characteristics With point held up and shell opening facing you, opening is on your left
Snails with shells coiling in one plane (orb snail) are also counted as Left-Handed
No plate-like covering over shell opening
Respire via lung-like structures, so not dependent on dissolved oxygen in the water – they can obtain oxygen from the atmosphere
Only **live** snails may be counted on Biological Monitoring Data Sheet



Rat-tailed maggot

Order	Diptera (True Flies)
Family	Syrphidae
Where to find	Silty sediments of organically enriched water
Body shape	Soft, worm-like with long tail
Size	Usually 4 - 14mm, may exceed 70mm
Feeding group	Collector
Lifecycle	Complete metamorphosis

Distinguishing Characteristics Maggot-like, wrinkled body
Anglers call them “mousies”
Long tail (can be 3 – 4x body length), which is actually a snorkel-like breathing tube
Tail is extended above surface of the water allowing rat-tailed maggot to obtain oxygen from the atmosphere

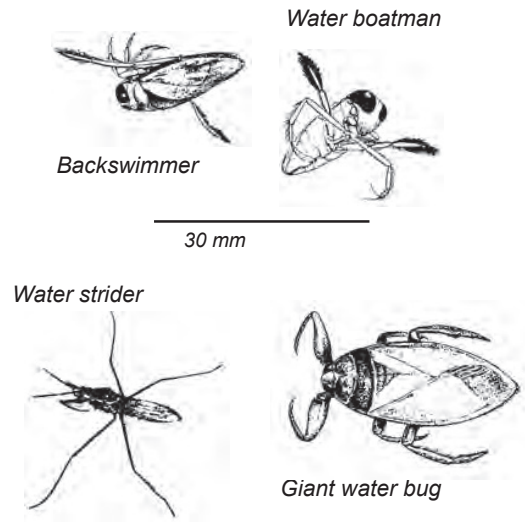


There is a possibility that you will discover insects and other organisms that are not listed on the Pollution Tolerance Index (e.g., adult dragonflies, water striders, water bugs). They are not counted in the PTI. These organisms are not as useful as indicators of water quality because they are less dependent on local stream conditions for habitat requirements.

True bugs

(Backswimmer, Giant water bug, Water boatmen, Water strider)

Order	Hemiptera
Where to find	Often seen skimming or walking along water surface
Body shape	Hard, oval, and somewhat flattened
Size	1 – 65 mm
Feeding group	Predator. Injects chemicals that dissolve the internal parts of prey.
Lifecycle	Incomplete metamorphosis, adults and larvae are quite similar
Distinguishing Characteristics	Head and eyes often well developed 3 pairs of legs may be dissimilar (hindlegs may be flattened and hinged) Forewings, when at rest, are held close over the back and overlap Because adults are mobile, they are not a good indicator of water quality <i>*May be confused with adult water beetle, but beetle's wings do not overlap</i>



- Waterboatman -** swims right side up, back is black
- Backswimmer -** swims on back, back is white
- Water Strider -** lives on surface, walks on water
- Giant Water Bug -** grasping front legs, up to three inches in length

Information in this section was modified from the following sources:

An Introduction to the Aquatic Insects of North America, Second Ed., Edited by R.W. Merritt and K.W. Cummins
Aquatic Entomology, Patrick McCafferty
 Clinton River Watershed Council *Teacher Training Manual*, Michigan, Meg Larson
Field Manual for Water Quality Monitoring, 10th Ed., Mark K. Mitchell and William B. Stapp
 Macroinvertebrate Identification Flash Cards, GREEN/Earth Force, Ann M. Faulds, et al.
Pond and Stream Safari, Karen Edelstein, Cornell Cooperative Extension
Save Our Streams Monitor's Guide to Aquatic Macroinvertebrates, Loren Larkin Kellogg

Taxonomic Key to Benthic Macroinvertebrates

The purpose of this taxonomic key is to assist volunteer monitors, who are not trained in taxonomy, with the identification of benthic macroinvertebrates found in Indiana. This key is a simplified version of more complex keys. The taxonomic level of this key is intended for use by citizen monitoring groups. When using this key please note that each couplet offers two or three options. Each couplet is numbered and the numbers in bold refer to the next couplet (the next set of numbers that you proceed to).

Please be aware that some macroinvertebrates may have missing body parts so you should look at more than one organism.

CHOOSE ONE:

GO BELOW TO:

(1)a Has a shell(s)

2

(1)b Has no shell

5

(2)a Has a hinged double shell

3

(2)b Has a single shell

4

(3)a Adult under 2 inches long

19

(3)b About 2-4 inches long

MUSSEL



Mussel

(4)a Right-handed opening

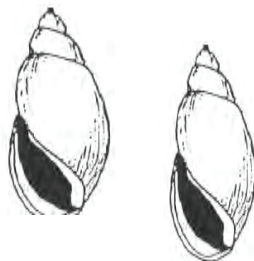
RIGHT-HANDED SNAIL



Right-Handed Snail

(4)b Left-hand opening

LEFT-HANDED SNAIL



Left-Handed Snail

CHOOSE ONE:

GO BELOW TO:

(5)a Has a segmented body or looks like a tiny tick

6

(5)b Has an unsegmented body and has an "arrow shaped" head; 2 pigment spots (eyes)

PLANARIA



(6)a No obvious legs

7

(6)b Obvious legs

12

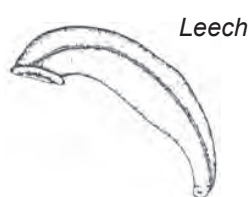
(7)a Has no obvious appendages (long, tubular body)

8

(7)b Has some appendages (small tubes, tiny bumps, or feathery structures)

9

(8)a Has a smooth body and suckers



LEECH

(8)b Has a round body and a rat tail

RAT-TAILED MAGGOT



(8)c Has a rounded body

AQUATIC WORMS



(9)a Body black or brown; more than 1/3 inch long; plump and caterpillar-like

CRANE FLY LARVA



(9)b Has a distinct head

10

(10)a One end of body wider than other end; two tiny feather structures on smaller end

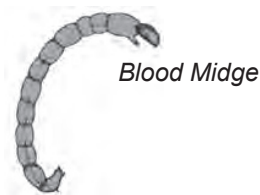
BLACK FLY LARVA



CHOOSE ONE:

(10)b No difference in diameter along body

(11)a Bright red body



(11)b Grey body

(12)a Has four pairs of legs



(12)b Has three pairs of legs

(12)c Has many pairs of legs

(13)a Has no wings or short wing pads on back

(13)b Has two pairs of wings that cover the abdomen

(14)a Has a flat, round body with legs underneath (wings are not obvious)



(14)b Not flat, has long body with legs

(15)a Lives in a tube or a case or has two hooks in its last segment and is green with 3 plates on back behind head. (The "green caddisfly" builds a net & tube, but will be washed into the kick net as "free living")



(15)b Free-living

GO BELOW TO:

11

BLOOD MIDGES

OTHER MIDGES

WATER MITE

13

26

14

23

WATER PENNY BEETLE LARVA

15

CADDISLY LARVA

16

CHOOSE ONE:

- (16)a Abdomen possesses lateral filaments similar in size to legs
- (16)b Abdomen does not have "leg-like" filaments (may have feathery "gills")

- (17)a Always with only two tail appendages and no abdominal gills



GO BELOW TO:

21

17

STONEFLY NYMPH

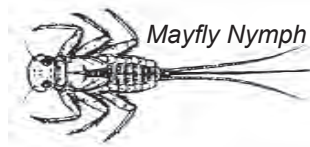
- (17)b Usually has three tail appendages

18

- (17)c Tail has no appendages

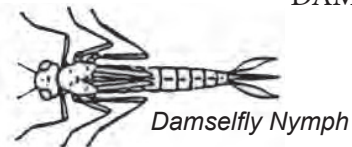
25

- (18)a Has long, bristle-like tail appendages, sometimes 2 or 3, and has gills on abdominal segments



MAYFLY NYMPH

- (18)b Lower lip formed into extensible scoop-like structure and has leaf-like tail appendages



DAMSELFLY NYMPH

- (19)a Small rounded shell (< 2 inches)

20

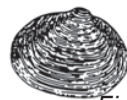
- (19)b Small triangular shell with alternating cream and dark brown bands



ZEBRA MUSSEL (EXOTIC)

Zebra Mussel

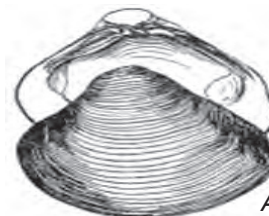
- (20)a Numerous very fine concentric rows of elevated lines, white or cream colored, with smooth lateral teeth (ridge lines on inside near point)



FINGERNAIL CLAM

Fingernail Clam

- (20)b Numerous concentric elevated ridges, yellowish brown to black shell with serrated lateral teeth



ASIATIC CLAM (EXOTIC)

Asiatic Clam

CHOOSE ONE:

(21)a Head narrower than widest body segments



Beetle larva

GO BELOW TO:

BEETLE LARVA

(21)b Head as wide or wider than other body segments

22

(22)a Abdomen with single long filament at end



Alderfly

ALDERFLY

(22)b Abdomen ending with a pair of tiny hooked legs, large head with pincer-like jaws

DOBSONFLY OR FISHFLY



Dobsonfly Larva

(23)a Oval shaped body, legs with feathery swimming hairs



Water bug

ADULT WATER BUGS AND WATER BEETLES

(23)b All legs smooth, without hairs, crawling



Riffle Beetle Adult

RIFFLE BEETLE ADULT

(25)a Lower lip formed into scoop like structure

DRAGONFLY NYMPH



Dragonfly Nymph

(25)b Looks like a tiny millipede

RIFFLE BEETLE LARVA

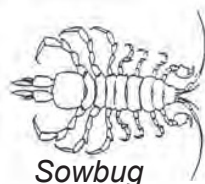


Riffle Beetle Larva



(26)a Flattened top to bottom, crawling looks like "roly-poly" or a "pill bug"

SOWBUG



Sowbug

(26)b Flattened side to side, swimming looks like tiny shrimp

SCUD



Scud or Side-swimmer

Appendix C - What Can You Do To Prevent Water Pollution?

“A man who is willing to undertake the discipline and difficulty of mending his own ways is worth more to the conservation movement than a hundred who are insisting merely that the government and the industries mend their ways.”

- Wendell Berry

At Home

- Properly dispose of household chemicals such as paint and cleaners at the local hazardous waste center (do NOT pour down sink or storm drains! Visit, the Association of Indiana Solid Waste Management Districts for more information at www.aiswmd.org/). Buy environmentally-friendly products: many safe yet effective cleaning solutions can be made from organic or non-toxic ingredients.
- Reduce the amount of solid waste you generate. Landfill space is becoming more scarce daily.
- Make sure your septic system is properly functioning. www.state.in.us/isdh/23283.htm
- Wash your car at a car wash or in your lawn. Do not wash it in your driveway with dirt and detergents flowing down a storm drain and into a local waterway.

Water Conservation

- Repair leaky faucets and toilets right away.
- Turn off the tap while brushing your teeth and washing the dishes.
- Run the washing machine and dishwasher only when they are fully loaded.
- Sweep off instead of hosing the driveway, patio or sidewalk.
- Install water-saving showerheads and high-performance, low-flush toilets.
- Water your lawn and garden only in the morning or evening.

In the Yard/Garden/Field

- Discontinue or minimize fertilizer usage on lawns, crops, etc., or use organic fertilizers.
- Test your soil to determine its nutrient needs before treating.
- Consider Integrated Pest Management principles (ask your Purdue Extension Educator, <http://www3.ag.purdue.edu/extension/Pages/Counties.aspx>).
- Use the smallest amount of an appropriate pesticide at the proper time.
- Encourage natural pest predators such as certain birds and harmless insects.

On the Road/On the Water

- Fix motor vehicle leaks to prevent oil, antifreeze and other fluids from dripping onto streets, driveways and parking lots. These chemicals will mix with rain to produce polluted runoff.
- Recycle used motor oil and antifreeze.
- Boats and engines should be properly cleaned or allowed to dry after leaving zebra mussel infested waters.
- Check boat trailer for any “weeds” or fragments of invasive aquatic plants.

Wetlands

Wetlands filter pollutants such as sediment and nutrient runoff. Wetlands hold water and reduce flooding. Healthy functioning wetlands can actually reduce mosquito populations.

- Protect and preserve existing wetlands.
- Restore and create wetlands for landscaping and wildlife habitat.
- Be an advocate for wetlands and educate others about their importance.

Best Management Practices (BMPs)

Agricultural, urban/residential, and construction BMPs are systems or activities that are practiced to control and prevent erosion and nonpoint source pollution. They generally involve various combinations of the following approaches:

- Minimize mixing of rain and pollutants (e.g., animal waste management, fertilizer and pesticide/herbicide management, integrated pest management).
- Restrict water runoff, thereby restricting transportation of pollutants through the use of:
 - Porous pavement,
 - Ground cover management,
 - Conservation tillage (any tillage and planting system that covers 30% or more of the soil surface with crop residue after planting); and,
 - No-till (leaves the soil undisturbed from harvest to planting except for nutrient injection: Planting or drilling is accomplished in a narrow seedbed or slot created by special equipment. Weed control is accomplished primarily with herbicides).
- Trap/collect pollutants to prevent them from entering waterbodies or groundwater through the use of:
 - Silt fences'
 - Detention sedimentation basins,
 - Riparian buffer strips (streamside plantings of trees, shrubs, and grasses); and,
 - Grassed waterways (strips of grass seeded in areas of cropland where water concentrates and flows off a field).

Advocacy

Advocacy is the act of pleading for, supporting or recommending a cause or course of action. Becoming an advocate may require seeking out information about what laws exist and who is instrumental in deciding or enforcing those laws. Be sure you are well informed before pursuing a course of action. Get involved!

- To influence new or existing regulations, attend public comment meetings and participate in discussion (avoid opinionated comments, make articulate ones), write well-written letters, and/or arrange face-to-face meetings with rule makers (i.e. legislators, city/county council members, zoning board members).
- Participate in your neighborhood organization, watershed organization, land trust, local or state-wide river/stream/lake/wetland protection organization (or START one-http://inwater.agriculture.purdue.edu/huc_group/).
- Participate in storm drain stenciling programs (or START one!).
- Arrange and/or sponsor public presentations by respected experts.
- Serve on a decision-making board or run for office.

Appendix D - Chemistry Ranges, Averages and Q-Values

Chapter 4 listed values representing the likely ranges into which your chemical data results may fall. These ranges were taken from the 2012 Monitoring Water In Indiana: Choices for Nonpoint Source and Other Watershed Projects or also known as the Environmental Indicators Manual. This manual can be accessed at <https://engineering.purdue.edu/watersheds/monitoring/MonitoringWaterinIndiana.2012.1.pdf>. Data from existing monitoring sites in Indiana have been compiled to provide a range. These ranges are provided to help you have a better idea of what is found in Indiana streams and lakes. This section relied on IDEM Fixed Station Data, compiled by IDEM staff or at Purdue University. In addition, the Indiana water quality standards for rivers are included for each applicable parameter.

Typical range for DO =
1.2 to 22.3 mg/L
Indiana Average = 9.6 mg/L

State Water Quality Standard:
4.0 mg/L - 12.0 mg/L
Min: 6.0 mg/L in coldwater fishery streams
Min: 7.0 mg/L in spawning area of coldwater fishery streams

The maximum temperature rise at any time or place above natural temperatures shall not exceed State Water Quality Standard:

< 5° F (approximately 2.8° C)
< 2° F (approximately 1.1° C) for trout streams

Typical range for E. coli =
2 to 1,204 K colonies/100mL

Indiana Average = 210 colonies/100mL

State Water Quality Standard for total body contact recreation: <235 colonies/100 mL (single sample),
AND
< 125 colonies/100 mL (Geometric mean of 5 samples equally spaced over 30 days)

Typical range for NITRATE (NO₃)
= 0 to 36.08 mg/L

Indiana Average = 12.32 mg/L

EPA recommends 1.5 mg/L as the dividing line between mesoeutrophic and eutrophic streams.

Typical range for pH = 7.2 to 8.8

Indiana Average = 8.0

State Standard = between 6 - 9
Due to the state's limestone geology, Indiana surface waters will typically have a pH that is relatively basic (> 7).

Typical range for Turbidity:
0 to 2150 NTU

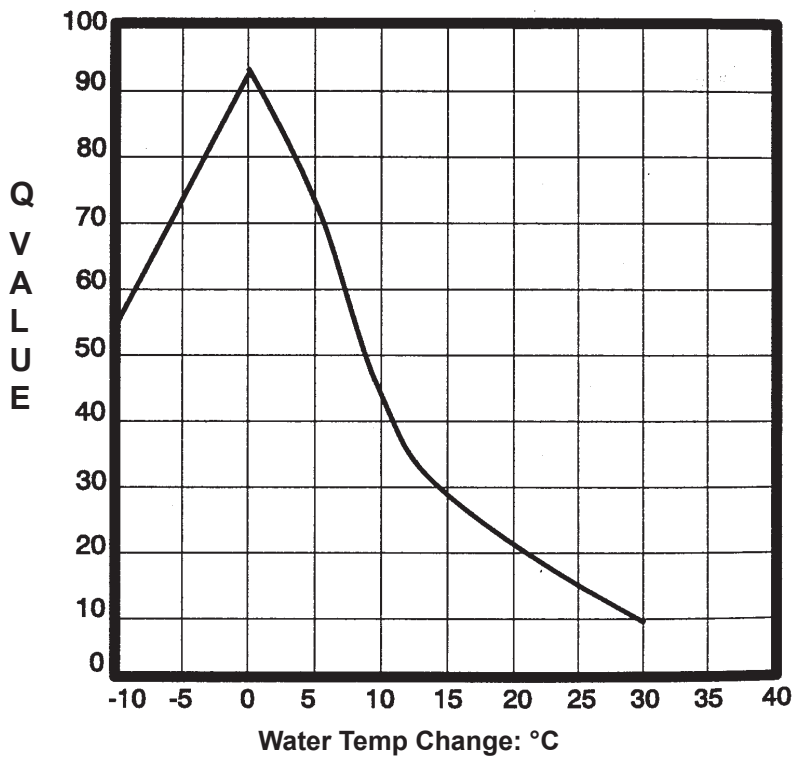
Indiana Average = 15 NTU
U.S. EPA recommends 10.4 NTU

Typical range for BOD₅ =
0.4 to 33 mg/L
Indiana Average = 2 mg/L

There are no state water quality standards for Orthophosphate.
Total Phosphate typical range:
(0 to 0.85 mg/L) and average (0.05 mg/L).

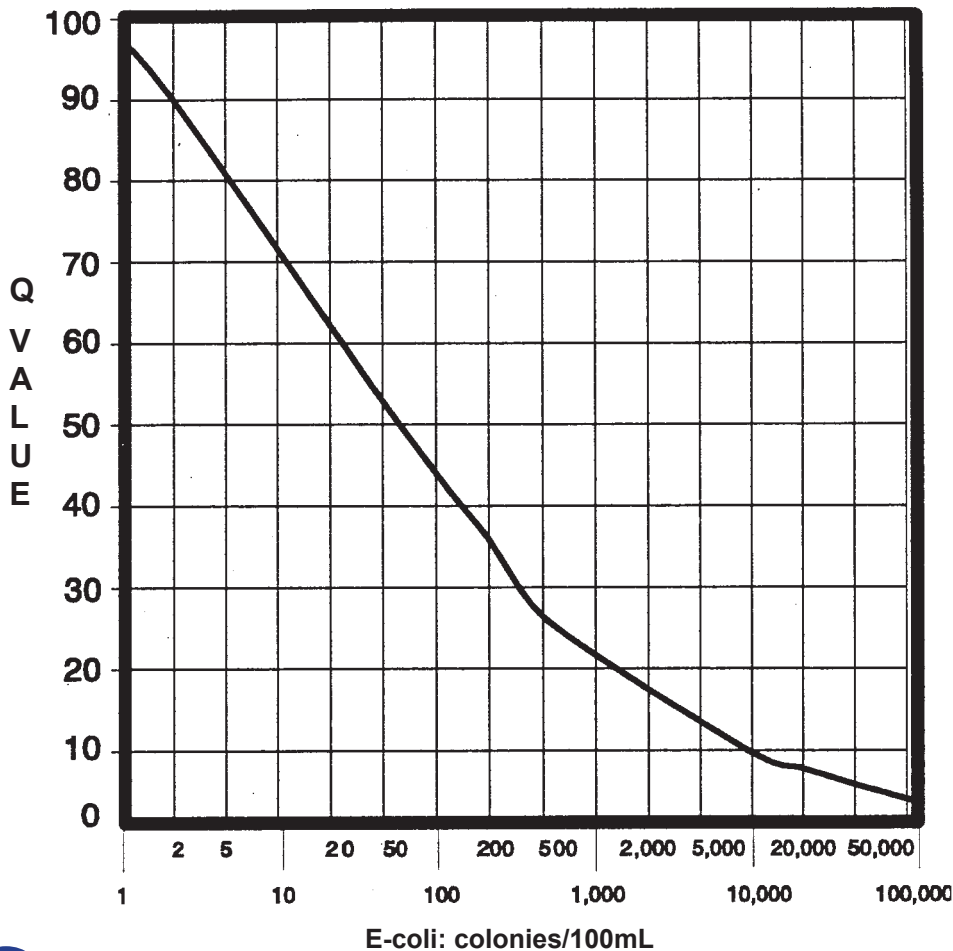
We generally expect orthophosphate to be less than total phosphate, since orthophosphate is but one component of total phosphate.

Temperature Change Q-Values



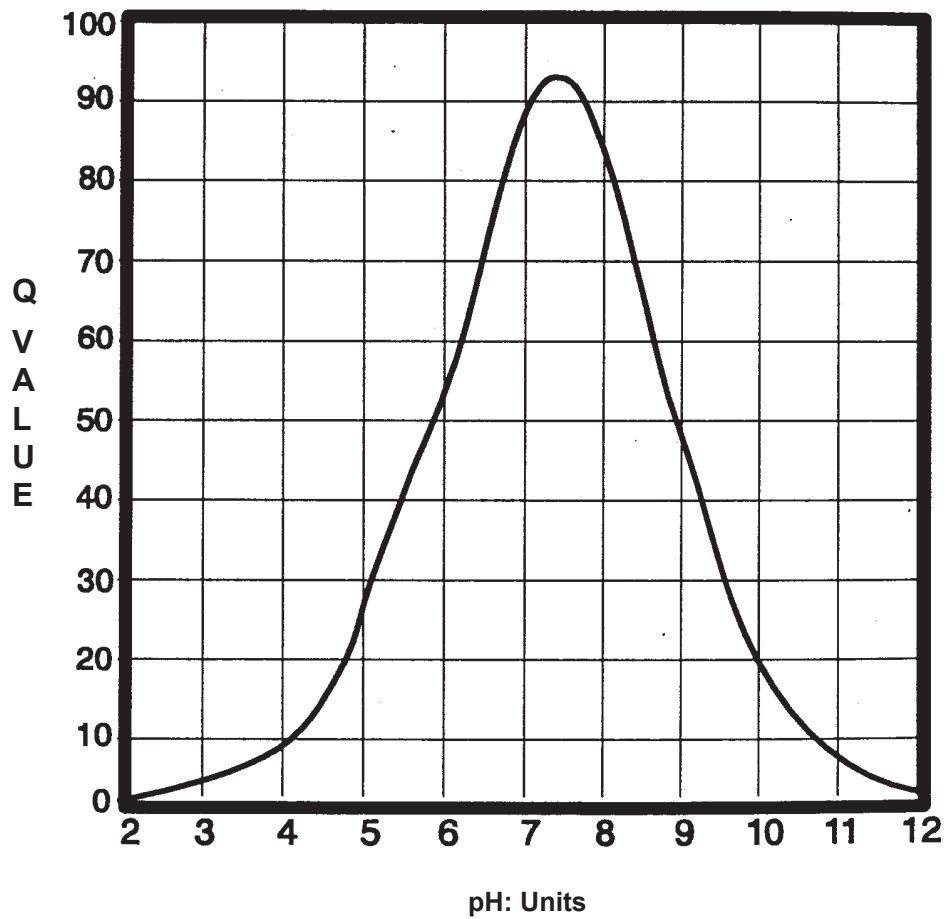
Change in Temp. (°C)	Q-Value
-10	56
-7.5	63
-5	73
-2.5	85
-1	90
0	93 (max)
1	89
2.5	85
5	72
7.5	57
10	44
12.5	36
15	28
17.5	23
20	21
22.5	18
25	15
27.5	12
30	10

E. Coli Q-Values



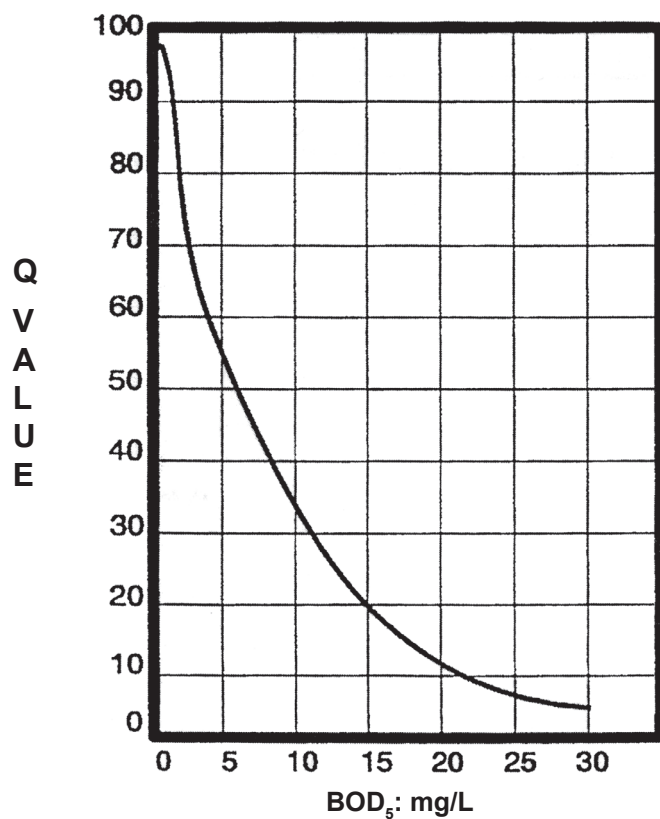
E.Coli (colonies/100mL)	Q-Value
0-1	98
2	89
5	80
10	71
20	63
50	53
100	45
200	37
500	27
1,000	22
2,000	18
5,000	13
10,000	10
20,000	8
50,000	5
100,000	3
>100,000	2

pH Q-Values



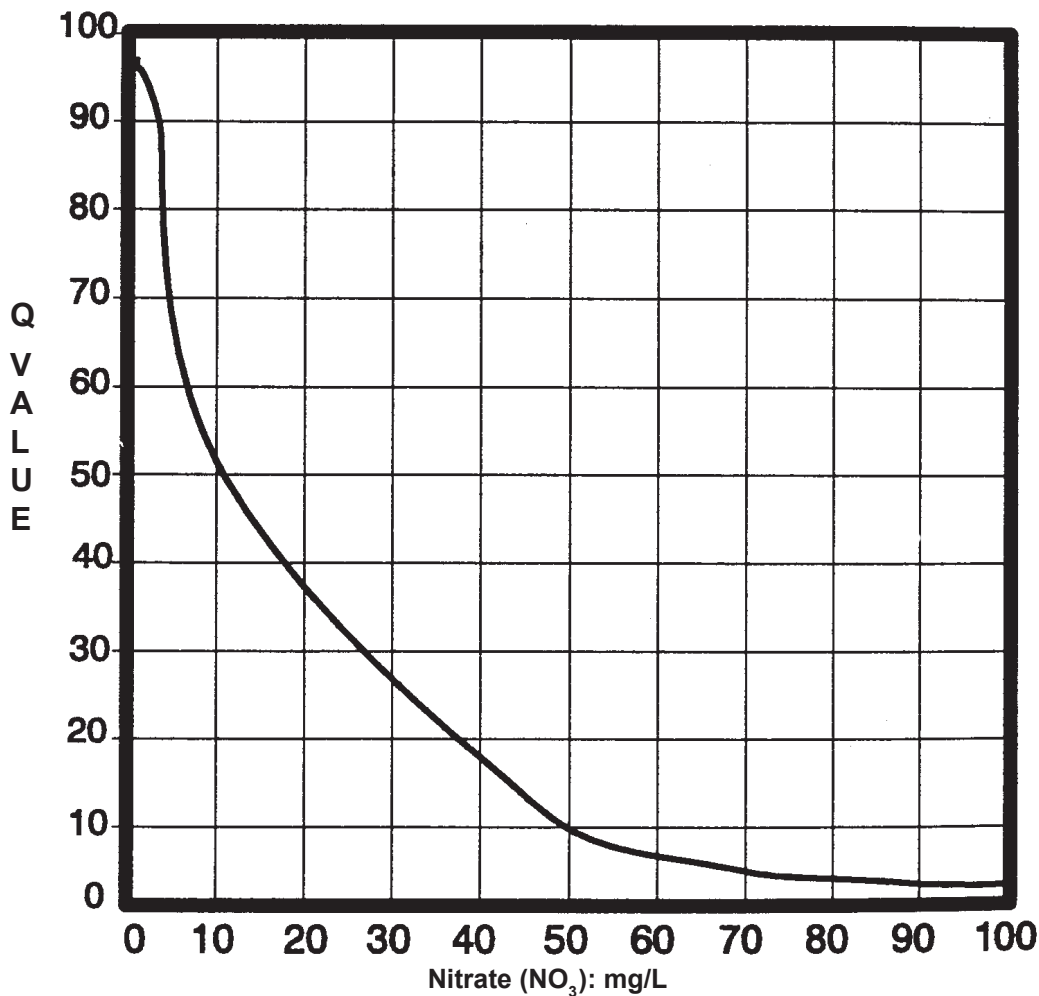
pH (units)	Q-Value
<2	0
2	2
3	4
4	8
5	24
6	55
7	90
7.2	92
7.5	93 (max)
7.7	90
8	82
8.5	67
9	47
10	19
11	7
12	2
>12	0

BOD5 Q-Values



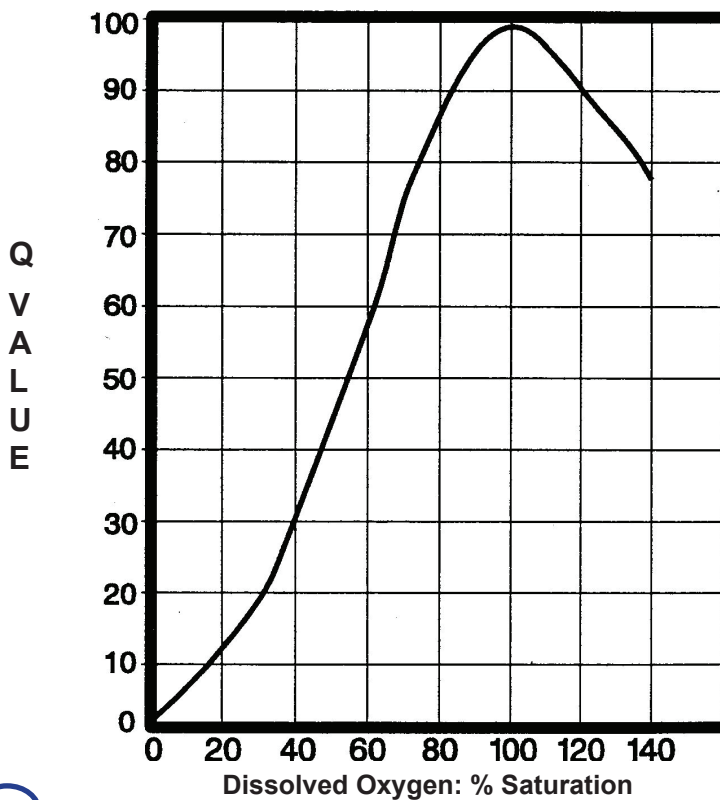
BOD 5 (mg/L DO)	Q-Value
0	96
1	92
2	80
2.5	73
3	66
4	58
5	55
7.5	44
8	40
10	33
12.5	26
15	20
17.5	16
20	14
22.5	10
25	8
27.5	6
30	5
>30	2

Nitrate (NO₃): Q-Values



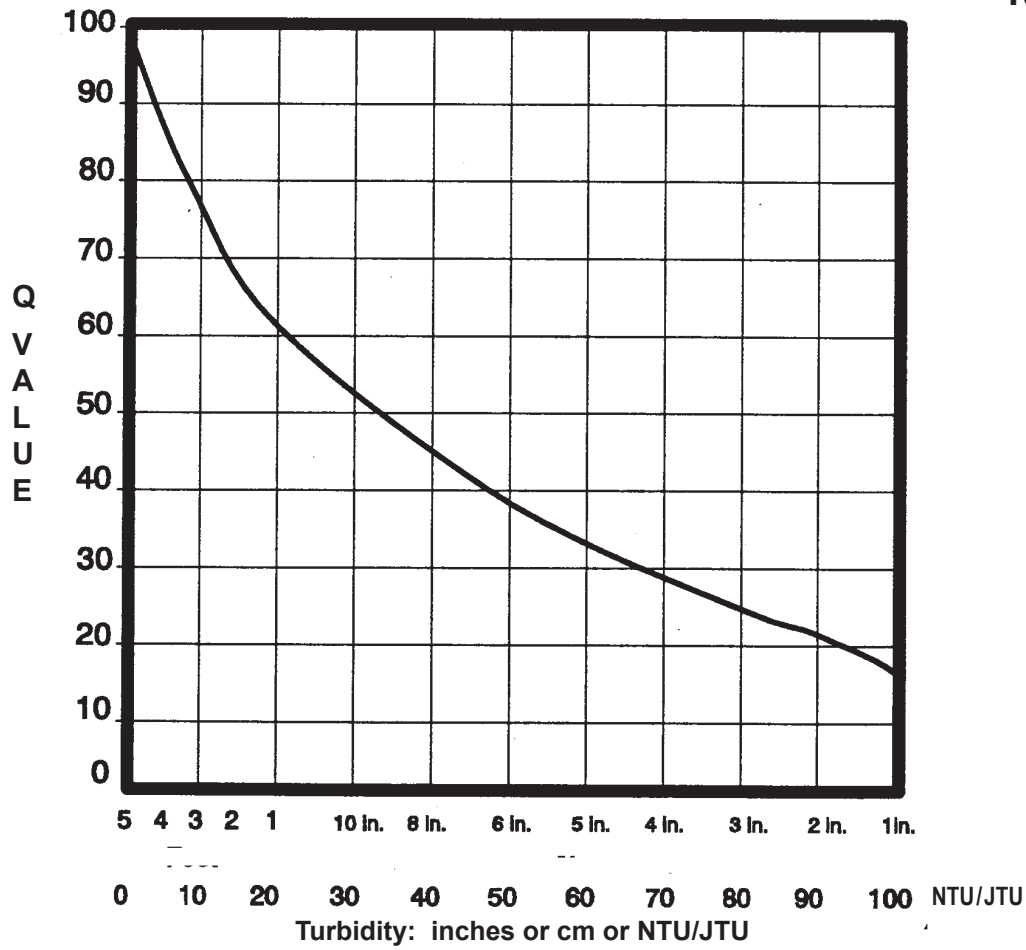
Nitrate-N (mg/L NO ₃ -N)	Q-Value
0	98
0.25	97
0.5	96
0.75	95
1	94
1.5	92
2	90
3	85
4	70
5	65
10	51
15	43
20	37
30	24
40	17
50	7
60	5
70	4
80	3
90	2
100	1
>100	1

Dissolved Oxygen Q-Values



DO (% Saturation)	Q-Value
0	0
10	8
20	13
30	20
40	30
50	43
60	56
70	77
80	88
85	92
90	95
95	97.5
100	99
105	98
110	95
120	90
130	85
140	78
>140	50

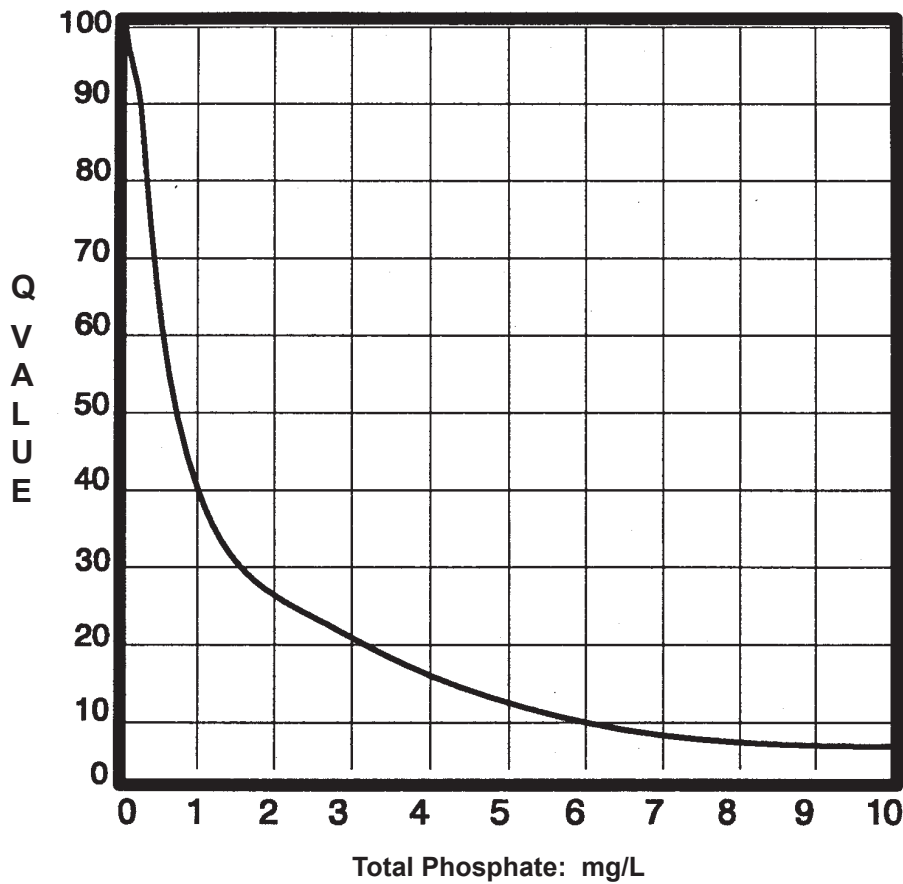
Turbidity Q-values



Transparency (cm) Reading from Tube	Turbidity (NTU) (Approximate)	Q Value
150	0	97
120	5	85
90	10	76
> 60	< 15	70
60	15	68
30	20	62
27.5	25	57
25	30	53
22.5	35	48
20	40	45
15	50	39
12.5	60	34
10	70	28
7.5	80	25
5	90	22
2.5	100	17
<2.5	>100	5

Total Phosphate (PO₄) Q-Values

The Total Phosphate Q-value graph and table are provided for your general information. A Total Phosphate result can not be obtained using the methods provided in this manual.



Total Phosphate (mg/L P)	Q-Value
0	99
0.05	98
0.1	97
0.2	95
0.3	90
0.4	78
0.5	60
0.75	50
1	39
1.5	30
2	26
3	21
4	16
5	12
6	10
7	8
8	7
9	6
10	5
>10	2

REMEMBER:

There are no Q-value charts or tables for Orthophosphate or Nitrite (NO₂).

Appendix E - Glossary

A

acid mine drainage: Waters of low pH (less than 6) from mining areas.

algae: Small plants which lack roots, stems, flowers, and leaves; living mainly in water and using the sun as an energy source.

alkalinity: A measurement of water's ability to neutralize acid.

aquatic habitat: All of the areas in a stream, lake or wetland that are occupied by an organism, population or community.

aquifer: Any geological formation containing water, especially one that supplies water for wells, springs, etc.

B

banks: The portion of the stream channel which restricts the movement of the water out of the channel during times of normal water depth. This area of the stream is characterized as being the exposed terrestrial areas on either side of the stream.

benthic: An adjective which describes all things associated with the bottom, or sediments of a stream.

bedrock: Unbroken solid rock, overlain in most places by soil or rock fragments.

biochemical oxygen demand (BOD): An empirical test in which standardized laboratory procedures measure the oxygen required for the biochemical degradation of organic material, and the oxygen used to oxidize inorganic materials, such as sulfides and ferrous iron.

C

channelization: The straightening of a stream or the dredging of a new stream channel to which the stream is diverted. A channelized stream is straight with little or no meanders.

class: A taxonomic rank which falls under the taxonomic rank of Order.

cobble streambed: A watercourse predominately lined with naturally rounded stones, rounded by the water's action. Size varies from a hen's egg to that used as paving stones.

complete metamorphosis: The type of insect development that includes four stages; egg, larva, pupa, adult.

conservation practice: An engineered structure or management activity that eliminates or reduces an adverse environmental effect of a pollutant and conserves soil, water, plant, or animal resources.

D

Dissolved Oxygen (DO): The amount of oxygen dissolved in water. Generally, proportionately higher amounts of oxygen can be dissolved in colder waters than in warmer waters.

drainage basin: The total land area draining to any point in a stream. A drainage basin is composed of many smaller watersheds.

E

ecology: The relationship between living things and their environments or the study of such relationships.

effluent: A discharge of partially or completely treated pollutants into the environment; generally used to describe discharge into the water.

emergent plants: Plants rooted in the bottom of the watercourse, that rise above the water surface.

erosion: The wearing away of the land surface by wind or water.

Escherichia coli (E. Coli): A bacterium of the intestines of warm-blooded organisms, including humans, that D-2 is used as an indicator of water pollution for disease producing organisms.

eutrophic: A waterbody enriched with nutrients (nitrates and phosphates) and consequently overgrown with plants or algae.

eutrophication: Natural eutrophication is the process of lake aging. Cultural eutrophication occurs when nutrients are added from agricultural runoff, sewage, or other sources. lake is filled in with sediment and plants to become swamp, marsh, then dry land)

F

fecal coliform bacteria: The portion of the coliform group which is present in the gut or feces of warm-blooded animals. The presence of fecal coliform bacteria in water is an indication of pollution and potential human health problems.

floodplain: An area on both sides of a stream where flood waters spread out during high rains. The surface may appear dry for most of the year, but it is generally occupied by plants that are adapted to wet soils.

food chain: A transfer of energy in a sequence of organisms (algae, fish, etc.) in a community in which each member of the chain feeds on the member below it.

H

habitat: The area in which an organism lives.

herbaceous vegetation: Plants having a stem that remains soft and succulent during the growing, not woody.

I

incomplete metamorphosis: The type of insect development that consists of three stages; egg stage, a nymph stage and an adult stage.

indicator organism: Organisms which respond predictably to various environmental changes, and whose presence or absence, and abundance, are used as indicators of environmental conditions.

inorganic: Any compound not containing carbon.

intermittent stream: A watercourse that flows only at certain times of the year, receiving water from springs or surface sources; also, a watercourse that does not flow continuously, when water losses from evaporation or seepage exceed available stream flow.

invertebrate: An organism without a backbone.

J

JTUs - Jackson Turbidity Units: a unit of measurement commonly used in electronic turbidity meters that indicate how far light can penetrate into a water sample before the cloudiness of the sample cuts the light. Similar to NTUs or Nephelometric Turbidity Unit.

L

lake: A body of fresh or salt water of considerable size, whose open-water and deep-bottom zones (no light penetration to the bottom) are large compared to the shallow-water (shoreline zone, which has light penetration to its bottom zones).

M

macroinvertebrates: Animals lacking backbones that are large enough to be visible without the aid of a microscope.

meanders: Curves. Streams with meanders display sinuosity, or snake-like curving of a natural stream channel.

metamorphose: To change into a different form, such as from an insect pupa to an adult.

methemoglobinemia: The presence of methemoglobin in the blood, making the blood useless as a carrier of oxygen. Methemoglobin, a compound closely related to oxyhemoglobin, is found in the blood following poisoning by certain substances, such as nitrate. Young babies, both human and animal, are particularly susceptible to methemoglobinemia, leading to a condition known as “blue baby” which if untreated can cause death.

mollusk: Soft-bodied (usually hard-shelled) animals such as clams or mussels.

N

nitrogen: A limiting nutrient for the aquatic environment. Nitrogen is considered to be limiting because it is needed by the plants and animals in the stream in moderate amounts. When present in higher amounts, such as large amounts of fertilizer runoff from local farm fields, large algal blooms occur which cause a depletion of dissolved oxygen.

nonpoint source pollution: A type of pollution whose source is not readily identifiable as any one particular point, such as pollution caused by runoff from streets and agricultural land.

NTU - Nephelometric Turbidity Units: a unit of measurement commonly used in electronic turbidity meters that indicate how far light can penetrate into a water sample before the cloudiness of the sample cuts into the light. Similar to Jackson Turbidity Units.

nutrient: Any substance which is necessary for growth of living things.

nymph: A juvenile, wingless stage of an insect.

O

order: Taxonomic grouping of related families of organisms.

organic material: Any compound containing carbon.

P

pathogenic: Capable of causing disease.

pH: The measurement of acidity or alkalinity on a scale of 0 - 14. A pH of 7 is neutral, less than 7 is acidic, and more than 7 is alkaline (basic).

phosphorus: An essential plant nutrient that, in excessive quantities, can contribute to the eutrophication of water bodies.

photosynthesis: Process by which green plants use sunlight to produce food.

perennial stream: A watercourse that flows continuously throughout the year and whose upper surface generally stands lower than the water table in the area adjacent to the watercourse.

point source pollution: Pollutants originating from a "point" source, such as a pipe, vent, or culvert.

pollution sensitive organisms: Those organisms which cannot withstand the stresses applied on the aquatic environment by pollution.

pollution tolerant organisms: Those organisms which can withstand many of the stresses applied to an aquatic environment by pollution.

pond: A body of fresh or salt water, smaller than a lake, and where the shallow-water zone (light penetration to its bottom) is relatively large compared to the open water and deep bottom (no light penetration to the bottom).

pools: In a watercourse, an area often following a rapids (riffle), which is relatively deep with slowly moving water compared to the rapids.

pupa: The stage of an insect in which it is enclosed in a protective case while changing from larva to an adult.

R

riffle: In a watercourse, an area often upstream of a pool, which is relatively shallow with swiftly moving water compared to the pool.

riparian zone: An area, adjacent to and along a watercourse, which is often vegetated and constitutes a buffer zone between the nearby lands and the watercourse.

riprap: Any hard material (such as concrete blocks, rocks, car tires or log pilings) which are used to protect a stream bank from erosion.

runoff: Water from rain, snowmelt, or irrigation that flows over the ground surface and runs into a water body.

S

sediment: Soil, sand, and minerals washed from land into waterways.

sedimentation: The process by which soil particles (sediment) enter, accumulate and settle to the bottom of a waterbody.

septic odor: The sulfur (rotten egg) smell produced by the decomposition of organic matter in the absence of oxygen.

sewage: The organic waste and wastewater produced by residential and commercial establishments.

sewage treatment plant: A facility designed to remove organic pollutants from wastewater.

silt: Fine particles of soil or rock that can be picked up by air or water and deposited as sediment.

siltation: The process of silt settling out of the water and being deposited as sediment.

species: A unit of classification for a group of closely related individuals. The lowest common taxonomic unit.

stream bed: The bottom of a stream where the substrate and sediments lay.

stream depth: A measurement of the depth of a stream from the water's surface to the stream bed.

stream flow: The amount of water moving in a stream in a given amount of time.

submergent rooted plant: An aquatic plant whose roots are in the watercourse's bottom with the upper part of the plant submerged below the surface of the water.

substrate: The surface upon which an organism lives or is attached.

T

tolerant species: An organism that can exist in the presence of a certain degree of pollution.

topographic map: A map representing the surface features of a particular area.

total coliform bacteria: A group of bacteria that are used as an indicator of drinking water quality. The presence of total coliform bacteria indicates the possible presence of disease-causing bacteria.

total dissolved solids: Substances that are dissolved in the water which can color the water brown or yellow. Tannic acids that leach from tree roots or from decomposing leaves can color the water brown to black due to dissolved chemicals. This color does not disappear by filtering the water.

total suspended solids: Whole particles carried or suspended in the water, such as silt, sand or small algae or animals, that cause a green or brown color in the water. These substances can be filtered out of the water and weighed.

toxicity: A measurement of how poisonous or harmful a substance is to plants and animals.

trend data: Data or measurements of a stream system which will show how particular characteristics changed over time.

turbidity: The presence of sediment in water, making it unclear, murky or opaque.

U

urban runoff: Water which has drained from the surface of land which is used for urban uses, such as paved roads, subdivisions and parking lots.

W

wastewater: Water carrying unwanted material from homes, farms, businesses and industries.

water quality: The condition of the water with regard to the presence or absence of pollution.

watershed: The entire surface drainage area that contributes water to a stream or river. Many watersheds which drain into a common river make a drainage basin.

woody vegetation: Plants having a stem or trunk that is fibrous and rigid.

Appendix F - Other Resources

Water Quality Targets www.IN.gov/idem/nps/3484.htm

The IDEM Watershed Management Plan (WMP) Checklist (2009) requires groups to identify targets for water quality parameters of concern. A target is defined as the desired measured level of a water quality or habitat/biological parameter that a group has decided streams in the watershed should meet.

Where an Indiana Water Quality Standard or TMDL exists for a parameter of concern, the watershed group must, at a minimum, set the target to meet the respective standard or the loading limit set in the TMDL. Groups obviously are welcome to set more stringent targets if they wish. **Table 1** shows water quality parameters watershed groups are often concerned with and which have an Indiana Water Quality Standard.

A complete list of Indiana's Water Quality Standards can be found in the Indiana Administrative Code (www.IN.gov/legislative/iac/T03270/A00020.PDF; scroll down to Rule 6).

Table 1		
Parameter	Target	Reference/Other Information
Total Ammonia (NH₃)	Range between 0.0 and 0.21 mg/L depending upon temperature and pH	Indiana Administrative Code (IAC)
Atrazine	Max: 3.0 ppb	U.S. EPA Drinking Water Standard
Dissolved Oxygen (DO)	Min: 4.0 mg/L Max: 12.0 mg/L	Indiana Administrative Code (IAC)
	Min: 6.0 mg/L in coldwater fishery streams	Indiana Administrative Code (IAC)
	Min: 7.0 mg/L in spawning areas of coldwater fishery streams	Indiana Administrative Code (IAC)
E. coli	Max: 235 CFU/ 100mL in a single sample	Indiana Administrative Code (IAC)
	Max: Geometric Mean of 125 CFU/ 100mL from 5 equally spaced samples over a 30-day period	Indiana Administrative Code (IAC)
Nitrate	Max: 10 mg/L in waters designated as a drinking water source	Indiana Administrative Code (IAC)
Nitrite	Max: 1 mg/L in waters designated as a drinking water source	Indiana Administrative Code (IAC)
Nitrate-N + Nitrate-N	Max: 10 mg/L in waters designated as a drinking water source	Indiana Administrative Code (IAC)
Temperature	Dependant on time of year and whether stream is designated as a cold water fisheries	Indiana Administrative Code (IAC)

Many of the water quality parameters; watershed groups are concerned with, do not have a standard. In these instances groups are free to set whatever target they deem appropriate, but that freedom can be overwhelming given the myriad of targets being used across the county. This guidance does not attempt to tell watershed groups what targets to choose, but rather, lists in **Table 2** several targets used by other watershed groups in Indiana and the source of those targets. IDEM hopes this information helps watershed groups wisely choose water quality targets for their specific watershed.

Table 2

Parameter	Target	Reference/Other Information
Nitrate-nitrogen (NO₃)	Max: 0.633 mg/L	U.S EPA recommendation *
	Max: 1.0 mg/L	Ohio EPA recommended criteria for Warm Water Habitat (WWH) headwater streams and Modified Warm Water Habitat (MWWH) headwater streams
	1.5 mg/L	Dividing line between mesotrophic and eutrophic streams (Dodd et al. 1998)
	10.0 mg/L	IDEM draft TMDL target
Ortho-Phosphate also known as Soluble reactive phosphorus (SRP)	Max: 0.005 mg/L	Wawasee Area Conservancy Foundation recommendation for lake systems
Suspended Sediment Concentration (SSC)	Max: 25.0 mg/L	U.S. EPA recommendation for excellent fisheries
	Range: 25.0-80.0 mg/L	U.S. EPA recommendation for good to moderate fisheries
Total Kjeldahl Nitrogen (TKN)	Max: 0.591 mg/L	U.S. EPA recommendation *
Total Phosphorus	Max: 0.076 mg/L	U.S. EPA recommendation
	Max: 0.07 mg/L	Dividing line between mesotrophic and eutrophic streams (Dodd et al. 1998)
	Max: 0.08 mg/L	Ohio EPA recommendation to protect aquatic biotic integrity in WWH
	Max: 0.3 mg/L	IDEM draft TMDL target
Total Suspended Solids (TSS)	Max: 80.0 mg/L	Wawasee Area Conservancy Foundation recommendation to protect aquatic life in lake systems
	Max: 30.0 mg/L	IDEM draft TMDL target
	Range: 25.0-80.0 mg/L	Concentrations within this range reduce fish concentrations (Waters, 1995)
	Max: 40.0 mg/L	New Jersey criteria for protection of fish/macroinvertebrate health
	Max: 46.0 mg/L	Minnesota TMDL criteria for protection of fish/macroinvertebrate health
Turbidity	Max: 25.0 NTU	Minnesota TMDL criteria for protection of fish/macroinvertebrate health
	Max: 10.4 NTU	U.S. EPA recommendation

* U.S. EPA recommended criteria are different for parts of southwest Indiana within Ecoregion IX. See Ecoregional Nutrient Criteria Documents for Rivers & Streams for more information.

Geometric Mean: In mathematics, a type of mean or average, which indicates the central tendency or typical value of a set of numbers. It is similar to the arithmetic mean, which is what most people think of with the word “average,” except that instead of adding the set of numbers and then dividing the sum by the count of numbers in the set, n , the numbers are multiplied and then the n th root of the resulting product is taken. A geometric mean, unlike an arithmetic mean, tends to dampen the effect of very high or low values, which might bias the mean if a straight average (arithmetic mean) were calculated. This is helpful when analyzing bacteria concentrations, because levels may vary anywhere from 10 to 10,000 fold over a given period.

Geometric Mean Formula:

$$\text{Geometric Mean} = ((X_1) \cdot (X_2) \cdot (X_3) \cdot \dots \cdot (X_N))^{1/N}$$

where

X = Individual score

N = Sample size (Number of scores)

Geometric Mean Example:

Use the following set of values - 1, 2, 3, 4, and 5 to find the Geometric Mean.

Step 1: Find $1/N$

a. $N = 5$, the total number of values

b. Using the above value, $1/5 = 0.2$

Step 2: Calculate the Geometric Mean

a. $((1) \cdot (2) \cdot (3) \cdot (4) \cdot (5))^{0.2} = (120)^{0.2}$

b. Geometric Mean = 2.60517

The Indiana Administrative Code uses the Geometric Mean as a calculation for five evenly spaced samples of *E. coli* over 30-days in order to determine compliance with the water quality standard.

In Microsoft Excel, the equation for geomean is =Geomean(Xx:Yy)

Useful Contacts

Regardless of which watershed you are working in, there are likely others in your area with similar interests and goals. Finding such persons and organizations can seem daunting at times. There are four regional Watershed Specialists at IDEM who can assist you in locating others with whom you may want to communicate and/or collaborate. A link to the Specialists is referenced here as primary contacts for you, in addition to a list of their respective watersheds that they support. Following that is a brief overview of other agencies who may be working in your area of interest. They may be monitoring streams. They may have funding for grants. And don't forget to look across state lines for others working in your watershed!

IDEM Watershed Specialists www.idem.IN.gov/nps/2359.htm		
Northwest Region:	Chicago Iroquois Kankakee Little Calumet-Galien Middle Wabash-Deer	Middle Wabash-Little Vermillion Sugar Tippecanoe Vermillion Wildcat
Northeast Region:	Auglaize Eel (Wabash R.) Maumee Mississinewa Salamonie	St. Marys St. Joseph (OH) St. Joseph (MI) Upper Wabash Upper White
Southwest Region:	Eel (WFWR) Highland-Pigeon Lower Ohio-Little Pigeon Lower Wabash	Lower White Middle Wabash-Busseron Patoka
Southeast Region:	Blue-Sinking Driftwood Flatrock-Haw Lower East Fork White Lower Great Miami Middle Ohio-Laughery	Muscatatuck Silver-Little Kentucky Upper East Fork White Upper Great Miami Whitewater

<p>Indiana Conservation Partnership</p> <p>www.IN.gov/isda/2379.htm</p>	<p>Clean Water Indiana Program</p> <p>http://iaswcd.org/icp/</p>
<p>Indiana League of Resource Conservation & Development Councils</p> <p>http://inleaguercd.org/index.php</p>	<p>Indiana State Department of Health Laboratories</p> <p>www.state.in.us/isdh/22421.htm</p>
<p>Indiana Clean Lakes Program</p> <p>www.indiana.edu/~clp/</p>	<p>Local Health Departments</p> <p>www.state.in.us/isdh/24822.htm</p>
<p>DNR Healthy Rivers Initiative</p> <p>www.IN.gov/dnr/healthyriver/6580.htm</p>	<p>DNR List of River Organizations</p> <p>www.IN.gov/dnr/outdoor/4453.htm</p>
<p>Indiana Conservancy Districts and River Basin Commissions</p> <p>www.IN.gov/dnr/water/2459.htm#9</p>	<p>Navigable Waterways of Indiana</p> <p>www.IN.gov/nrc/2390.htm</p>
<p>Indiana Watershed Leadership Program</p> <p>https://engineering.purdue.edu/watersheds/tools.html</p>	<p>Indiana Water Quality Atlas</p> <p>www.idem.IN.gov/nps/pages/iwqa/index.html</p>
<p>Indiana Regional Water and Sewer Districts</p> <p>www.idem.IN.gov/6741.htm</p>	<p>U.S. Army Corps of Engineers</p> <p>www.idem.IN.gov/wetlands/files/map_us_corps_engineers.pdf</p>

Notes:

Appendix G - References

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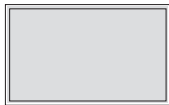
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Appendix H - Extra Data Sheets

- **Citizens Qualitative Habitat Evaluation Index**
- **Stream Flow (Discharge) Data Sheet**
- **Stream Site Map**
- **Chemical Monitoring Data Sheet**
- **Biological Monitoring Data Sheet**

After each data sheet, a blank page follows for reproduction purposes if needed.

Citizens Qualitative Habitat Evaluation Index (CQHEI)



Date: ___/___/___ Volunteer ID: _____ Site ID: _____

Stream Name: _____

CQHEI Total

I. SUBSTRATE (bottom type) Score:

a) Size

- | | |
|---|---|
| <input type="checkbox"/> 14 pt
Mostly Large
(Fist Size or Bigger) | <input type="checkbox"/> 6 pt
Mostly Small (Smaller
Than Fingernail, but
Coarse, or Bedrock) |
| <input type="checkbox"/> 10 pt
Mostly Medium
(Smaller than Fist,
larger than Fingernail) | <input type="checkbox"/> 0 pt
Mostly Very Fine (Not
Coarse, Sometimes
Greasy or Mucky) |

b) "Smothering" Are Fist Size and Larger Pieces Smothered By Sands/Silts?

- 5 pt No
- 0 pt Yes

Symptoms:
Hard to move pieces, often
black on bottom.

c) "Siltng" Are Silts and Clays Distributed Throughout Stream?

- 5 pt No
- 0 pt Yes

Symptoms:
Light kicking
results in
substantial
clouding for
more than
a minute.

II. FISH COVER (hiding places) - Add 2 Points For Each One Present Score:

- | | | | | |
|--|---|--|---|---|
| <input type="checkbox"/> 2 pt
Underwater Tree
Roots (Large) | <input type="checkbox"/> 2 pt
Shrubs/Small Trees
Hang Over the Bank | <input type="checkbox"/> 2 pt
Downed Trees, Logs,
or Branches | <input type="checkbox"/> 2 pt
Water Plants | <input type="checkbox"/> 2 pt
Undercut Banks |
| <input type="checkbox"/> 2 pt
Underwater Tree
Rootlets (Small) | <input type="checkbox"/> 2 pt
Backwaters, Oxbows or
Side Channels | <input type="checkbox"/> 2 pt
Shallow, Slow Areas
for Small Fish | <input type="checkbox"/> 2 pt
Deep Areas
(Chest Deep) | <input type="checkbox"/> 2 pt
Boulders |

III. STREAM SHAPE and HUMAN ALTERATIONS Score:

a) "Curviness" or "Sinuosity" of Channel

- | | |
|--|---|
| <input type="checkbox"/> 8 pt
2 or More Good
Bends | <input type="checkbox"/> 3 pt
Mostly Straight
Some "Wiggle" |
| <input type="checkbox"/> 6 pt
1 or 2
Good Bends | <input type="checkbox"/> 0 pt
Very Straight |

b) How Natural Is The Site?

- | | |
|---|---|
| <input type="checkbox"/> 12 pt
Mostly Natural | <input type="checkbox"/> 6 pt
Many Man-Made Changes, but Some Natural
Conditions left (e.g., trees, meanders) |
| <input type="checkbox"/> 9 pt
Few Minor Man-
Made Changes
(e.g., a bridge) | <input type="checkbox"/> 0 pt
Heavy, Man-made Changes (e.g.,
leveed or channelized) |

IV. STREAM FORESTS & WETLANDS (riparian area) & EROSION Score:

a) Riparian Width Mostly:

- 8 pt
Wide (Can't throw
a rock through it)
- 5 pt
Narrow (can throw
a rock through it)
- 0 pt
None

b) Land Use - Mostly:

- | | |
|--|--|
| <input type="checkbox"/> 5 pt
Forest/Wetland | <input type="checkbox"/> 2 pt
Conservation
Tillage |
| <input type="checkbox"/> 4 pt
Shrubs | <input type="checkbox"/> 1 pt
Suburban |
| <input type="checkbox"/> 3 pt
Overgrown
Fields | <input type="checkbox"/> 1 pt
Row Crop |
| <input type="checkbox"/> 2 pt
Fenced Pasture | <input type="checkbox"/> 0 pt
Open Pasture |
| <input type="checkbox"/> 2 pt
Park (Grass) | <input type="checkbox"/> 0 pt
Urban/
Industrial |

c) Bank Erosion

- 4 pt
Stable Hard or Well-
Vegetated Banks
- 2 pt
Combination of Stable and
Eroding Banks
- 0 pt
Raw, Collapsing
Banks

d) Stream Shading

- 3 pt
Mostly
- 2 pt
Partly
- 0 pt
None

V. DEPTH & VELOCITY Score:

a) Deepest Pool is At Least:

- | | |
|---|---|
| <input type="checkbox"/> 8 pt
Chest Deep | <input type="checkbox"/> 4 pt
Knee Deep |
| <input type="checkbox"/> 6 pt
Waist Deep | <input type="checkbox"/> 0 pt
Do Not Exist |

b) Check ALL The Flow Types That You See (Add Points):

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> 2 pt
Very Fast: Hard to
Stand in Current | <input type="checkbox"/> 1 pt
Moderate: Slowly Takes
Object Downstream | <input type="checkbox"/> 0 pt
None |
| <input type="checkbox"/> 3 pt
Fast: Quickly Takes Object
Downstream | <input type="checkbox"/> 1 pt
Slow: Flow Nearly
Absent | |

VI. RIFFLES/RUNS (areas where current is fast/turbulent, surface may be broken) Score:

a) Riffles/Runs Are:

- | | |
|--|---|
| <input type="checkbox"/> 8 pt
Knee Deep or
Deeper and Fast | <input type="checkbox"/> 4 pt
Ankle Deep or
Less and Slow |
| <input type="checkbox"/> 6 pt
Ankle/Calf Deep
and Fast | <input type="checkbox"/> 0 pt
Do Not Exist |

b) Riffle/Run Substrates Are:

- | | |
|--|---|
| <input type="checkbox"/> 7 pt
Fist Size or Larger | <input type="checkbox"/> 0 pt
Smaller Than Your
Fingernails or Do Not Exist |
| <input type="checkbox"/> 4 pt
Smaller Than Fist Size, but
Larger Than Fingernail | |

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Hoosier Riverwatch

Stream Flow (Discharge) Data Sheet

Date ___/___/___ Volunteer ID _____ Site ID _____ Stream Name _____

<p><i>Solving the equation:</i></p> <p>FLOW (D) = W x Z x V x n</p>	<p><i>Where:</i></p> <p>W = Average Width</p> <p>Z = Average Depth</p> <p>V = Average Velocity</p> <p>n = Coefficient - 0.8 for gravel/rocky bottom streams .. 0.9 for muddy or bedrock bottom streams</p> <p>D = Flow/Discharge</p>
--	--

Convert measurements of feet + inches to 10ths of feet.

1 inch = 0.0833 feet

W River Width
(one measurement at each transect)

Transect	Width (ft)
1	
2	
3	
Average	

Z River Depth
(three measurement along each transect)

	Transect 1 (ft)	Transect 2 (ft)	Transect 3 (ft)	
1				
2				
3				
Average of Transects				Average of Averages

V Surface Velocity = Length/Time
(allow the object to attain velocity before timing)




















Transect	Length (ft)	Time (seconds)	Velocity (ft/sec)
1			
2			
3			
			Average

D Stream Flow or Discharge

				=			
W	x	Z	x	V	x	n*	D (cfs)

*Coefficient (0.8 for gravel/rocky bottom streams, 0.9 for muddy or bedrock bottom streams)

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	Cobble		Debris/Dam		Rowcrop
	Riffle		Log		Grass
	Slabs/Boulder		Bridge		Pool
	Pipe/Outfall		Overhanging vegetation		
	Rip rap bank		Rootwad		
	Undercut bank		Severely eroded bank		
	Direction of flow		Forest		
	Sample location		Shrub		

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Hoosier Riverwatch Chemical Monitoring Data Sheet

Date ____/____/____ Volunteer ID _____ Site ID _____
 Stream Name _____ Latitude _____ Longitude _____
 Time ____:____ AM/PM Time Sampling _____ hrs Air Temp.: _____ °C
 Current Weather: Clear/Sunny overcast Showers Rain (steady) Storm (Heavy)
 Worst Weather (past 48 hours): Clear/Sunny overcast Showers Rain (steady) Storm (Heavy)

	Units	Sample #			Avg.	Q-Value x Weighting = Calculation Factor (Q-value x Wt. Factor)	
		1	2	3			
Temperature							
Water Temp at Site	°C						
Water Temp 1 Mile Upstream							
Water Temp Change: <i>Site Temp - Upstream Temp</i>							0.11
Dissolved Oxygen							
Dissolved Oxygen	mg/L						
DO% Saturation: <i>Determine from chart or table/equation</i>	%						0.18
BOD							
Avg. Dissolved Oxygen: <i>(Calculated Above)</i>	mg/L						
Dissolved Oxygen after 5 days							
BOD <i>Avg DO (original)-DO after 5 days</i>							0.12
pH							
pH							0.12
Nutrients							
Orthophosphate	mg/L						
Total Phosphate <i>(boil in acid)</i>	mg/L						0.11
Nitrate (NO ₃) <i>multiply by 4.4</i>	mg/L						0.10
Nitrite (NO ₂) <i>multiply by 3.3</i>	mg/L						
Turbidity							
Transparency <i>(from tube)</i>	cm						
Turbidity <i>(convert from chart/table)</i>	NTU						0.09
Bacteria							
E.Coli Bacteria	cfu/100						0.17
General Coliforms	mL						

WQI Ratings	
Excellent	90 - 100%
Good	70 - 87%
Medium	50 - 69%
Bad	25-49%
Very Bad	0-24%

Add Weighting Factors for test completed.

Add the calculation column.

TOTALS

Divide Total of Calculation Column by Total Weighting Factor Column

WQI





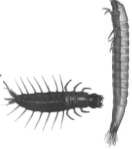

















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Hoosier Riverwatch Biological Monitoring Data Sheet

Date: ____/____/____ Volunteer ID: _____ Site ID: _____
 Stream Name: _____ Latitude: _____ Longitude: _____
 Time ____:____ AM / PM Time Sampling: _____ hrs Air Temp.: _____ °C
 Current Weather: Clear/Sunny Overcast Showers Rain (steady) Storm (Heavy)
 Worst Weather (past 48 hours): Clear/Sunny Overcast Showers Rain (steady) Storm (Heavy)
 Check Methods Used: Kick Seine Net (3 times) Dip Net (20 jabs or scoops)
 Check Habitats Sampled: Undercut Banks Riffles Leaf Packs Snags/Vegetation Sediment

Pollution Tolerance Index (PTI)

Record the taxa (group) represented in your sampling by either entering the number of organisms you counted or a ✓

<p>Group 1 - Intolerant</p> <p><input type="checkbox"/> Stonefly nymph </p> <p><input type="checkbox"/> Mayfly nymph </p> <p><input type="checkbox"/> Caddisfly larva </p> <p><input type="checkbox"/> Riffle Beetle </p> <p><input type="checkbox"/> Dobsonfly Larva </p> <p><input type="checkbox"/> Right-Handed or Gilled snail </p> <p><input type="checkbox"/> Water Penny </p> <p><input type="checkbox"/> # of TAXA represented</p> <p><input type="checkbox"/> Weighting Factor (x4)</p>	<p>Group 2 - Moderately Intolerant</p> <p><input type="checkbox"/> Damselfly nymph </p> <p><input type="checkbox"/> Dragonfly nymph </p> <p><input type="checkbox"/> Scud </p> <p><input type="checkbox"/> Sowbug </p> <p><input type="checkbox"/> Cranefly larva </p> <p><input type="checkbox"/> Clam/Mussel </p> <p><input type="checkbox"/> Crayfish </p> <p><input type="checkbox"/> # of TAXA represented</p> <p><input type="checkbox"/> Weighting Factor (x3)</p>	<p>Group 3 - Fairly Tolerant</p> <p><input type="checkbox"/> Leech </p> <p><input type="checkbox"/> Midge larva </p> <p><input type="checkbox"/> Planaria/Flatworm </p> <p><input type="checkbox"/> Black fly larva </p> <p><input type="checkbox"/> # of TAXA represented</p> <p><input type="checkbox"/> Weighting Factor (x2)</p>	<p>Groups 4 - Very Tolerant</p> <p><input type="checkbox"/> Aquatic worm </p> <p><input type="checkbox"/> Blood midge larva (red) </p> <p><input type="checkbox"/> Rat-tailed Maggot </p> <p><input type="checkbox"/> Left-Handed or Pouch snail </p> <p><input type="checkbox"/> # of TAXA represented</p> <p><input type="checkbox"/> Weighting Factor (x1)</p>
---	--	---	--

Pollution Tolerance Index Rating

(Add the final index values for each group)

PTI Ratings	
Excellent	23 or More
Good	17 - 22
Fair	11 - 16
Poor	10 or Less

Please check other Biological Indicators you observed:

- Native Mussels
 Zebra Mussels
 Rusty Crayfish
 Aquatic Plants

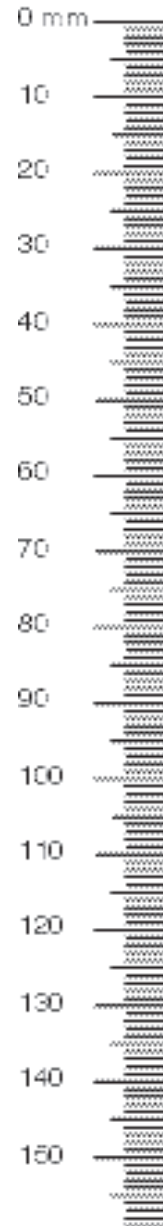
_____ % Algae Cover

_____ Diversity Index

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WEIGHTS AND MEASUREMENTS

Metric System	U.S. Customary System
LINEAR MEASURE 1000 millimeters (mm) = 1 meter 100 centimeters (cm) = 1 meter 1000 meters (m) = 1 kilometer (km)	LINEAR MEASURE 12 inches = 1 foot 3 feet = 1 yard
AREA MEASURE 100 sq. millimeters (mm ²) = 1 sq. centimeter 10,000 sq. centimeters (cm ²) = 1 sq. meter 1,000,000 sq. millimeters (mm ²) = 1 sq. meter 100 sq. meters (m ²) = 1 are(a) 100 ares (a) = 1 hectare (ha) 100 hectares (ha) = 1 sq. kilometer (km ²) 1,000,000 sq. meters (m ²) = 1 km ²	AREA MEASURE 144 sq. inches = 1 sq. foot 9 sq. feet = 1 sq. yard 30 1/4 sq. yards = 1 sq. rod 150 sq. rods = 1 acre 640 acres = 1 sq. mile 1 sq. mile = 1 section 36 sections = 1 township
VOLUME MEASURE 1 liter = 0.001 cubic meter (m ³) 1000 milliliters = 1 liter 100 centiliters = 1 liter 1000 liters = 1 kiloliter	LIQUID MEASURE 3 teaspoons (tsp) = 1 Tablespoon (Tbsp) 4 Tbsp = 1/4 cup 5 1/3 Tbsp = 1 pint 16 Tbsp = 1 cup 2 cups = 1 pint 4 cups = 1 quart 2 pints = 1 quart 4 quarts = 1 gallon
WEIGHT 1000 milligrams = 1 gram 100 centigrams = 1 gram 1000 grams = 1 kilogram 1,000 kilograms = 1 metric ton	WEIGHT 16 ounces = 1 pound 2000 pounds = 1 ton



Conversion Table

LINEAR MEASURE			DRY AND LIQUID MEASURE		
To convert	into	Multiply by	To convert	into	Multiply by
Centimeters	Inches	0.394	Pounds	Grams	435.59
	Feet	0.0328		Ounces	16
	Meters	0.01		Kilograms	0.02
	Millimeters	10	Grams	Ounces	0.035
Inches	Centimeters	2.54		Pounds	0.002
	Feet	0.0833		Kilograms	0.001
	Meters	0.0254	Kilograms	Grams	1000
	Yards	0.0278		Ounces	35274
Meters	100	Pounds		2205	
Meters	Feet	3.281	Liters	Cups	4.225
	Inches	39.37		Pints	2.113
	Kilometer	0.001		Gallons	0.264
	Miles	0.0005214	Milliliters	1000	
	Millimeters	1000	Quarts	1.057	
	Yards	1.093	Pints	Liters	0.473
	Kilometers	Feet		3281	Quarts
Meters		1000		Gallons	0.125
Miles		0.621	Quarts	Pints	2
Yards		1093		Liters	0.946
Miles	Feet	5,280	Gallons	25	
	Yards	1,760	Gallons	Pints	8
	Kilometers	1,609		Liters	3.785
Yards	Inches	36	Quarts	4	
	Feet	3	Ounces	Grams	28.35
	Meters	1		Pounds	0.0625
	Miles	0.0005682		Kilograms	0.028

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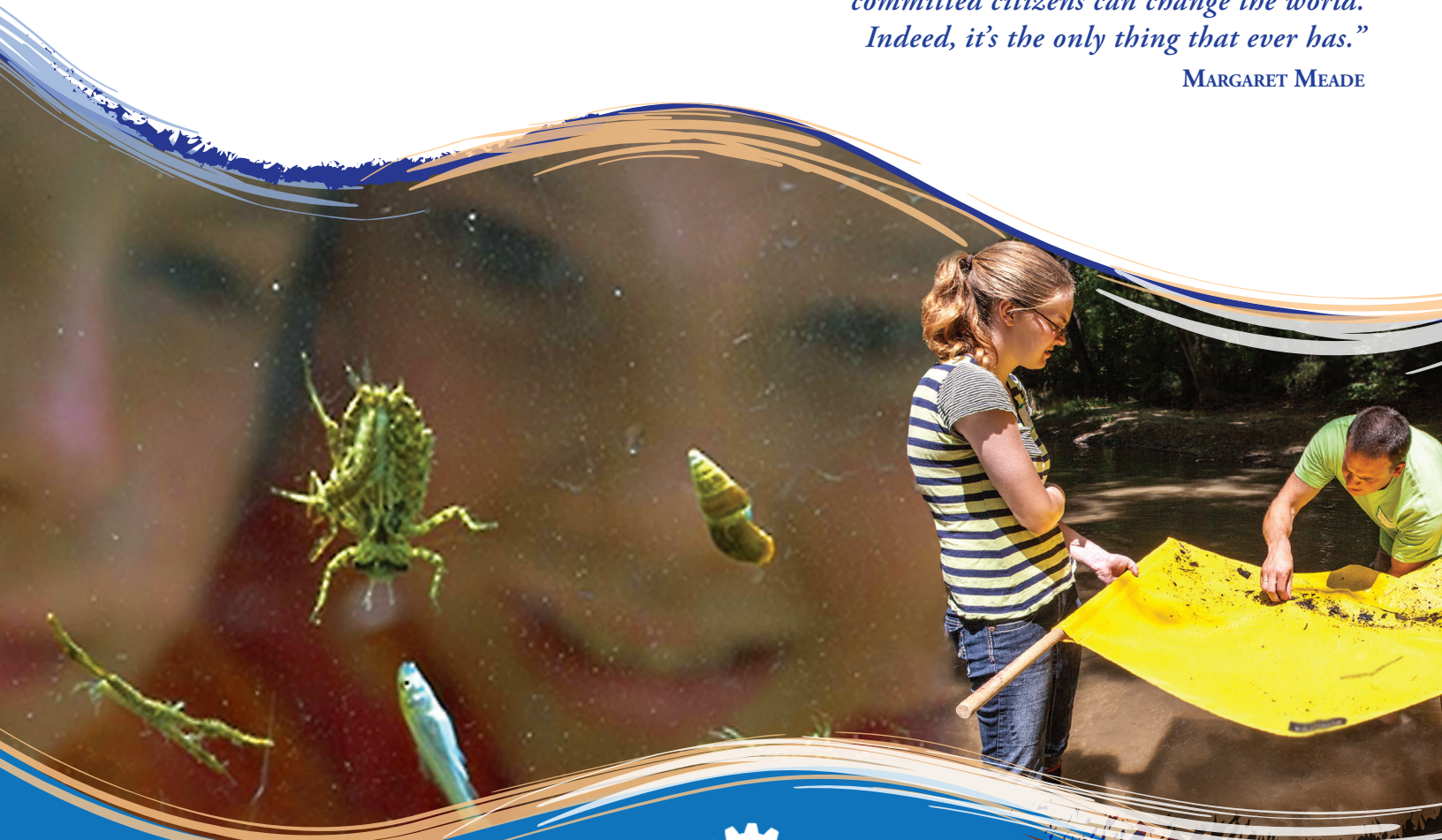
Indiana Department of
Environmental Management

Office of Water Quality

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*“Never doubt that a small group of thoughtful,
committed citizens can change the world.
Indeed, it’s the only thing that ever has.”*

MARGARET MEADE



A State that Works