

Does Education Make A Difference?

A Scientific Case Study – Greenville County, SC

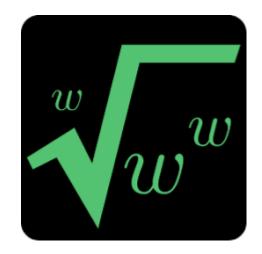
SESWA Annual Conference – Louisville, KY – October 12, 2017



## Typical Quantitative Assessment

- Quantitative in nature, but not quantitative in actual water quality benefits
  - Number of brochures distributed
  - Number of workshops
  - Number of clicks
- What is the time scale for impacts of public education?

Greenville County wanted to do more....



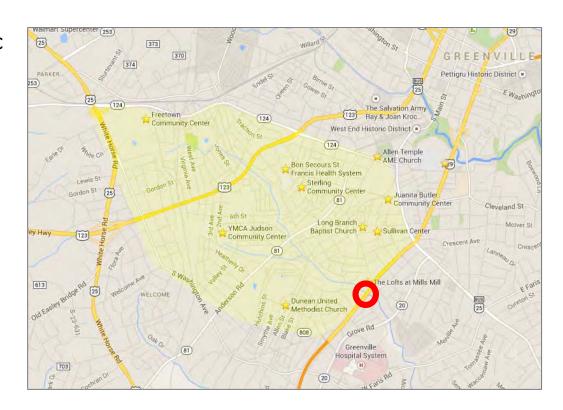


## County Monitoring Program



#### Mills Avenue Watershed

- Installed continuous monitoring station at outlet in Fall 2012
- Desire to assess nutrients from urban built-out, post-construction conditions
- Identified small developed watershed with minimal typical nutrient sources:
  - No agriculture/farming
  - Sewered area w/few septic tanks
  - Few undeveloped parcels subject to construction



#### Mills Avenue Watershed

- o Includes a YSI datasonde, Sigma autosampler
- Collectsgrab samples for TP, TN, and TSS
- Collects continuous 15-minute data for the following:
  - Turbidity
  - Dissolved Oxygen
  - o Temperature
  - o Specific Conductivity
  - o pH
  - o Dissolved Organic Matter
  - o Stage/Flow
- Transmits via remote telemetry





#### Mills Avenue Watershed



## **Analysis Strategy**

Sounds simple enough but....

- O How many storms should be analyzed?
- How many samples should be collected?
- O What about baseflow conditions?
- How long should we conduct the sampling/monitoring?
- O What about antecedent conditions?
- O What size storm should be analyzed?

Need continuous data for nutrients to truly assess impacts of the public education efforts



# Regression Analysis







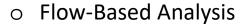


# Approach

Two Years of Continuous Data

o Pre-Education Feb 2014 – Jan 2015

o Post-Education Feb 2015 – Jan 2016

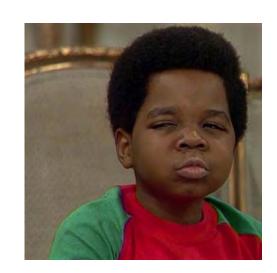


No two rainfall events are the same

o Similar rainfall doesn't necessarily produce similar runoff

Flow binning to assess water quality

	Flow Rate Binning Ranges (cfs)									
	Bin 1	Bin 2	Bin 3	Bin 4	Bin 5	Bin 6	Bin 7	Bin 8	Bin 9	Bin 10
	0 - 10	10 - 20	20 - 30	30 - 40	40 - 50	50 - 60	60 - 75	75 - 100	100 - 150	> 150
Number of 2014-2015 values falling within bin	28,951	984	301	133	77	65	59	76	47	41
Number of 2015-2016 values falling within bin	29,801	1,263	361	138	99	75	97	95	95	102



## Results - Statistical Significance

	Flow Range (cfs)										
	0-10	10-20	20-30	30-40	40-50	50-60	60-75	75-100	100-150	>150	
Turbidity											
TP											
TSS											
Sp Cond											
рН											
DO											
Temp											

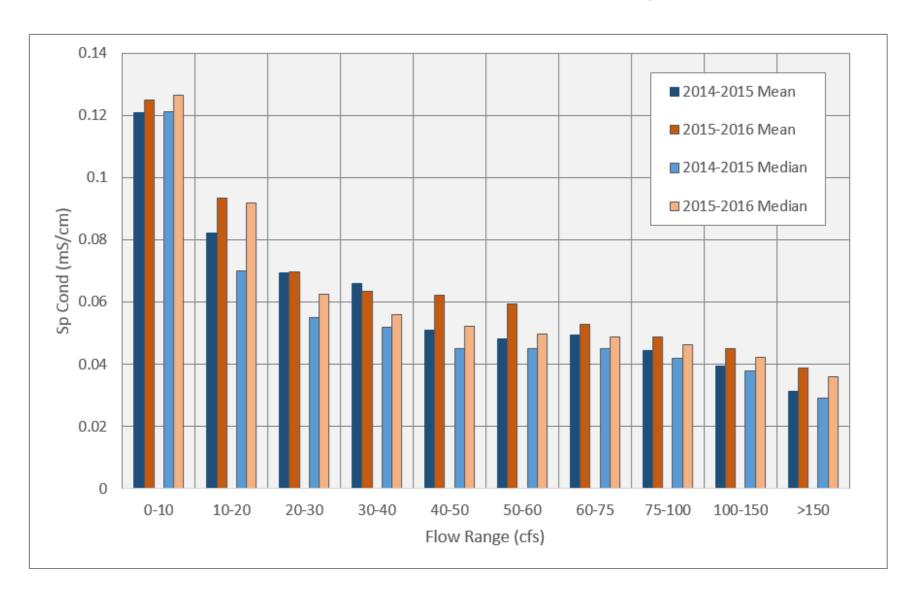
Indicates no statistically significant difference at the 95% confidence level

Indicates a statistically significant *increase* in parameter from 2014-2015 year to 2015-2016 year

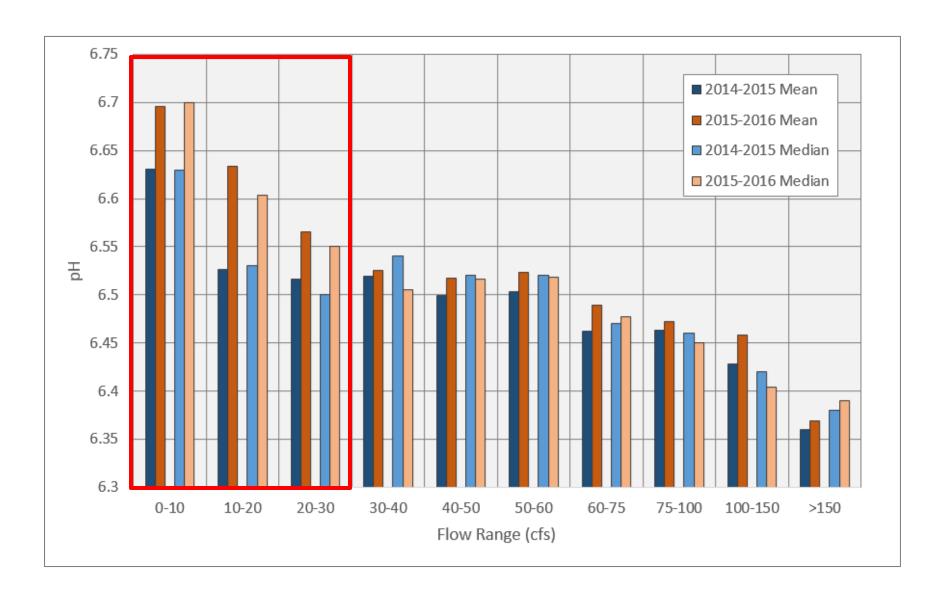
Indicates a statistically significant decrease in parameter from 2014-2015 year to 2015-2016 year

# Conductivity & pH

## Results - Conductivity

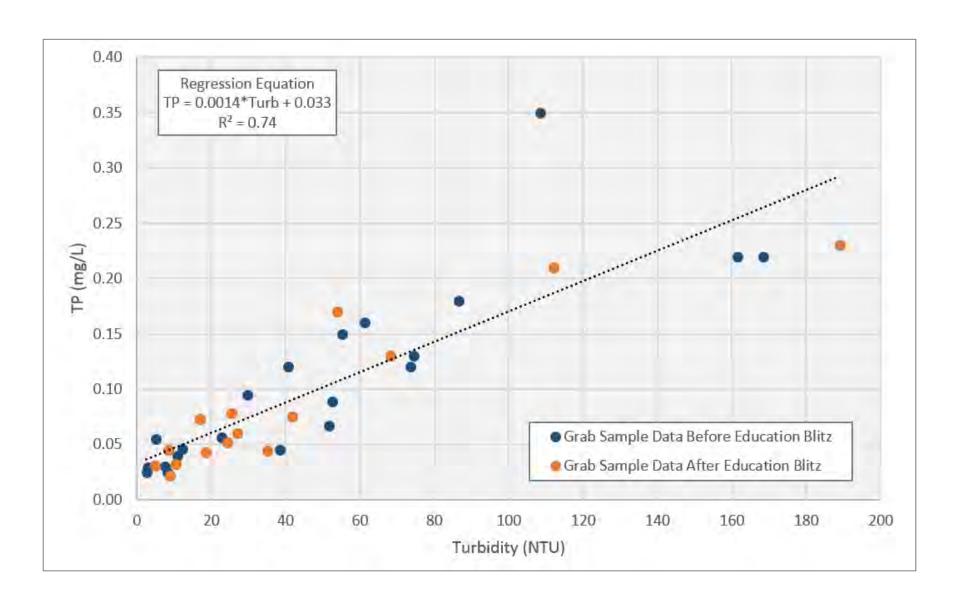


## Results - pH

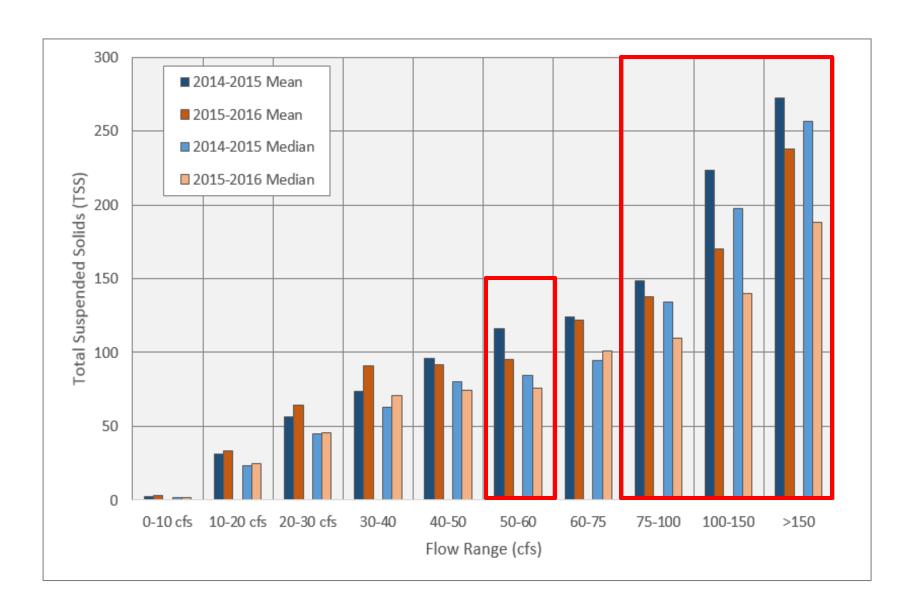


# Total Suspended Solids & Total Phosphorus

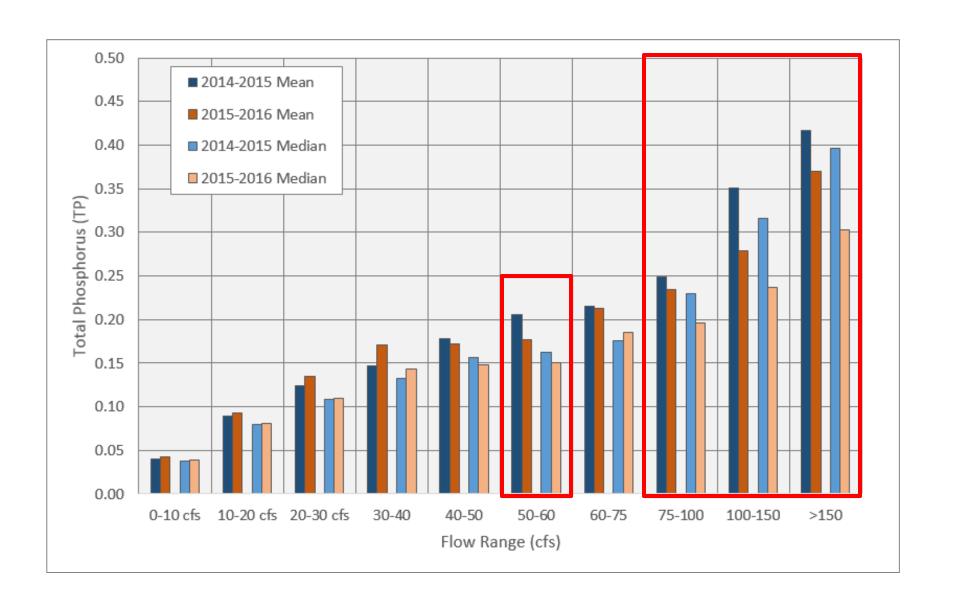
## **Analysis Strategy**



## Results - TSS



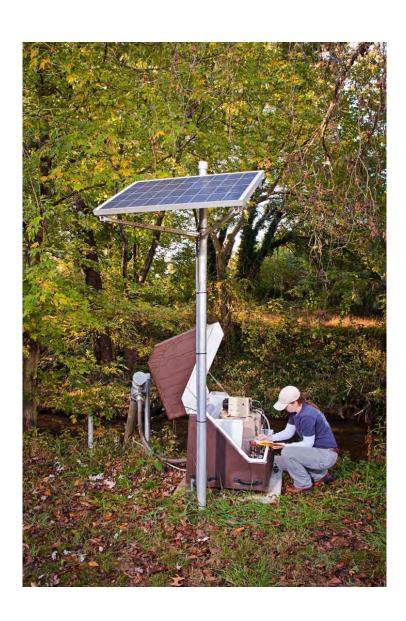
### Results - TP



## Take Aways/Next Steps

- Not practical form of analysis for many public education initiatives
- Difficult to control all contributing variables
- o Don't "over interpret" limited sample results when evaluating BMP performance
- Be attentive and active in the development of TMDLs or other numerical MS4 permit requirements – don't set yourself up to fail
- Every little bit helps
- Attempting similar exercise to evaluate structural BMP stream stabilization project

## Questions?



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