2013 Membership Application
(for full year membership January 1 – December 31)

Complete & fax to (540) 687-8395, or mail it to the address below
Payment must accompany application and be made in US dollars drawn on US bank.

Personal Information

Name: ________________________________________________________________

Title: ________________________________________________________________

Company Name: _____________________________________________________

Address 1: ___________________________________________________________

Address 2: ___________________________________________________________

City/State/Zip+4: _____________________________________________________

Country: _____________________________________________________________

Is this your ❑ Home address or ❑ Business address?

Phone: ___________________________ Fax: ___________________________

Email: ______________________________________________________________

Membership Options

❑ Regular Member (IMPACT print/JAWRA online) .................................$165
❑ Receive JAWRA Print .................................................................$25
❑ Online Only Member (IMPACT/JAWRA online) ...............................$135
❑ Transitional Member (IMPACT print/JAWRA online) ......................$100
❑ Receive JAWRA Print .................................................................$25
❑ International Electronic Member (IMPACT/JAWRA online) ..........$25
❑ Student Member (IMPACT print/JAWRA online) .............................$30
❑ Associate Member – One office ...............................................$500
❑ Associate Enterprise Member – All offices .................................$2000
❑ Membership Certificate (optional) .............................................$11

Payment Options

❑ Charge my credit card or ❑ Check Enclosed
❑ VISA ❑ Mastercard ❑ Diner’s Club ❑ AMEX ❑ Discover

Card #: ______________________ Exp. ______ CSC#: ______

Signature: __________________________

JOB TITLE (circle one)

JT1 Management (Pres, VP, Div Head, Sect Head, Manager, Chief Eng)
JT2 Engineering (Non-mgmt; i.e., Civil, Water Resources, Planning)
JT3 Scientific (Non-mgmt; i.e., chemist, biologist, hydrologist, etc.)
JT4 Marketing/Sales (Non-mgmt)
JT5 Faculty
JT6 Student
JT7 Attorney
JT8 Retired
JT9 Computer Scientist (GIS, modeling, etc.)
JT10 Elected/Appointed Official
JT11 Volunteer/Interested Citizen
JT12 Non-Profit
JT13 Other: _______________________________________________________

DISCIPLINE (circle one)

AG Agronomy
BI Biology
CH Chemistry
EC Economics
ED Education
EG Engineering
FO Forestry
GR Geography
GE Geology
GI Geographic Info. Systems
HY Hydrology
JR Journalism
LA Law
LM Limnology
OE Oceanography
PH Physics
PS Political Science
PB Public Health
SO Soil Science
OT Other: ______________________

EMPLOYER (circle one)

CF Consulting Firm
EI Educational Institution (Faculty/Staff)
ES Educational Institution (Student)
LR Local/Regional Gov’t Agency
SI State/Interstate Gov’t Agency
IN Industry
LF Law Firm
FG Federal Government
RE Retired
NP Non-Profit Organization
OT Other: ______________________

EDUCATION (circle one)

HS High School
AA Associates
BA Bachelor of Arts
BS Bachelor of Science
MA Master of Arts
MS Master of Science
JD Juris Doctor
PhD Doctorate
OT Other: ______________________

How did you learn about AWRA?

❑ Promotional Mailing ❑ Word of Mouth
❑ AWRA Website ❑ Other: ______________

What’s your reason for joining?

❑ Info from Journal/IMPACT ❑ Networking
❑ Conference Discount ❑ Technical Committees
❑ Other: ______________________

Did someone recommend that you join AWRA? Who?

______________________________________________________________

AWRA

c/o Middleburg Bank | P.O. Box 2217 | Leesburg, VA | 20177-7580
Phone: 540.687.8390 | Fax: 540.687-8395 | info@awra.org
www.AWRA.org
Engaging youth in the water resources field is an exciting and unique opportunity that we have as water resource professionals and educators. This issue of Water Resources IMPACT focuses on a few examples of the many tools there are to reach our youth and expose them to water resources. Whether bringing the stream to the classroom or the class to the stream, these are the hands-on opportunities that will leave their mark. This issue covers an array of ways to bring together youth and water resources to offer you a new perspective on how to reach youth and impact our next generation of water advocates.

FEATURE ARTICLES

3 How Students From Virginia, Maryland, and the District of Columbia Are Helping to Restore American Shad in the Potomac River and the Chesapeake Bay ... Jim Cummins

Thousands of students and dozens of teachers in the Virginia and DC metropolitan area are bringing American Shad to the classroom. The students incorporate core subject areas, learn about the historic fish and restoration efforts, and have contributed to stocking and restoring American Shad in the Potomac River and Chesapeake Bay.

7 Kids Learn, Communities Benefit ... Nicole Rosenleaf Ritter and Kerry Schwartz

An Arizona program teaches upper elementary and middle school students to conserve water utilizing math, science, and communication skills for the 21st Century.

9 Aquatic Monitoring Program Engages High School Students in Restoration of the Green Bay Watershed ... Kevin Fermanich, Annette Pelegrin, and Lynn Terrien

The Lower Fox River Watershed Monitoring Program is a school-based watershed monitoring network that engages high school students and teachers in hands-on, minds-on science while collecting high quality data. This collaborative effort of the University of Wisconsin-Green Bay, area high schools, and community partners has shown potential to make valuable contributions to regional environmental protection and public policy.

12 Star Power Boosts Water Messages ... Nicole Rosenleaf Ritter

Bringing together basketball, water, and STEM, a partnership between a nonprofit water education leader and a group of retired professional basketball players aims to improve water awareness in urban areas, starting in Houston.

14 Green Jobs for Urban Youth in Wilmington, Delaware ... Martha Corrozi Narvaez

A partnership of government, nonprofit, and academic entities collaborates to bring environmental careers and opportunities to urban youth in the City of Wilmington. This six-week program provides career training and exposes urban teens to opportunities and issues related to their local natural environment.

17 Using Slimy Leaves for Stream Water Quality Assessment: The Leaf Pack Experiment ... Christina Medved

The Leaf Pack Experiment (LPE) mimics the natural process of leaves falling into streams and decomposing. The Leaf Pack method of collecting macroinvertebrates provides valuable insight regarding riparian forests and their streams. LPE is an easy way to engage students and the community in basic research and understanding the health of their waterway.
Water Resources IMPACT is owned and published bi-monthly by the American Water Resources Association, 4 West Federal St., P.O. Box 1626, Middleburg, Virginia 20118-1626, USA. The yearly subscription rate is $80.00 domestic and $95.00 for international subscribers. For the International Priority Shipping Option, add $50.00 to the international subscription rate. Single copies of IMPACT are available for $15.00/each (domestic) and $20.00/each (international). For bulk purchases, contact the AWRA Headquarters office.

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• VOL. 15 • NO. 4 • JULY 2013 • ISSN 1522-3175