

# MVCAC Writers Workshop: From Presentation to Manuscript

March 17, 2023  
MVCAC Writer Workshop

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San Gabriel Valley Mosquito and Vector Control District



# Utilizing Technology to Facilitate Student Citizen Science Mosquito-Borne Disease Surveillance



Kriztian Luna Corona, Education Specialist  
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MVCAC 2022

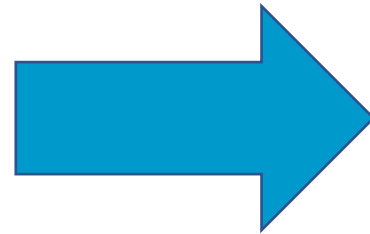




**Remote learning:**  
No access to students



# Operation Mosquito G.R.I.D.

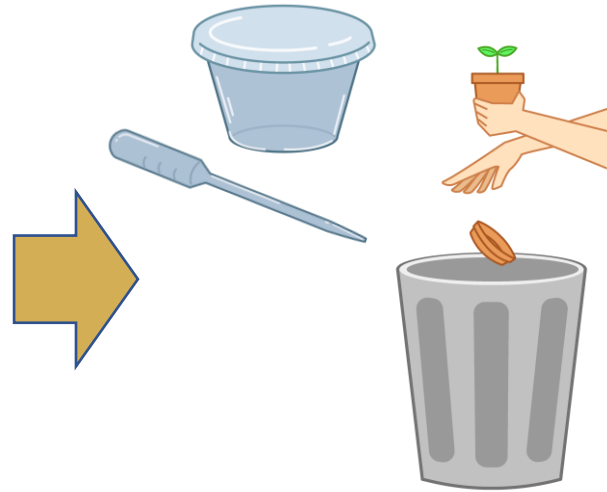


- Teaches source reduction strategies
- Provides tools to monitor *Aedes* activity
- Utilizes technology to connect to students

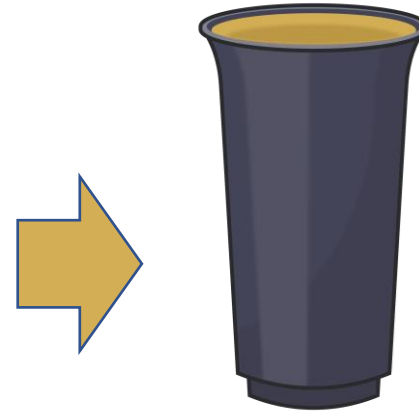
# G.R.I.D. Steps for Students



Enroll online &  
Pre-assessment



Collect water  
sample,  
clear yard, &  
submit results



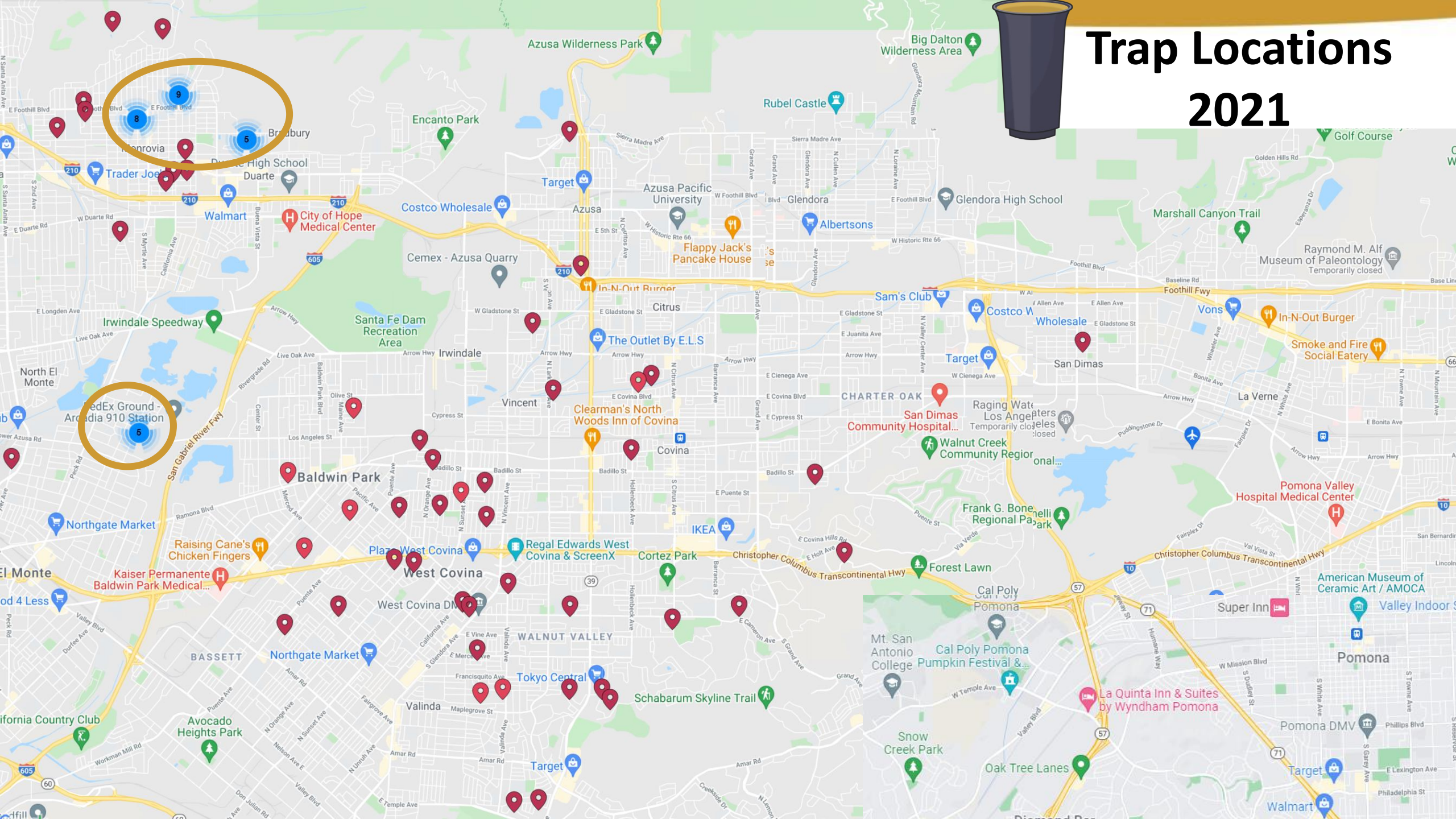
Trap for 2 weeks  
& submit results



Post-assessment,  
Family Feedback,  
Check-in surveys

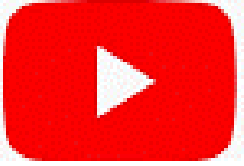


# Trap Locations 2021





WIX



HELLOSIGN





# Support Applications



## Acuity Scheduler

### Teacher intake and reservations

#### Citizen Science: Operation Mosquito G.R.I.D.

All Mosquito G.R.I.D. agents across San Gabriel Valley will begin on the same day. Please sign up so we can fully onboard your class(es). Please only sign up your class.



Please ignore the "12:00am" as the system requires us to put a time start. You will select based on the day and select "Continue."

< August 2022 >

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	<b>22</b>	23	24	25	26	27
28	29	30	31			





# Support Applications



## Monday.com

Listed all necessary tasks, lead, dates, and more

The screenshot shows a Monday.com board titled "Operation Mosquito G.R.I.D." with a table of tasks. The columns are Subitems, Owner, Status, Deadline, Timeline, and On Google Classr... The tasks are as follows:

Subitems	Owner	Status	Deadline	Timeline	On Google Classr...
Teacher sign up begins on website		In Progress	Mar 1, 2021	Jan 27 - Mar 1	
Order Cups		Deadline met	Jul 1, 2021	Jul 1	
E-blast: Teachers - More info on logistics and tim...		Deadline met	Jul 26, 2021	Jul 26	
Prepare E-blast: Welcome email for students		Deadline met	Aug 11, 2021	Aug 11	
Create wrap for GRID+ bin		Deadline met		-	
Google Forms: Remove last years photos and data	KL	Deadline met	Aug 13, 2021	-	
Student enrollment begins on website		Deadline met	Aug 16, 2021	Aug 16	
E-mail individually: Teacher welcome and materials	CA KL	Deadline met	Aug 23, 2021	Aug 16	
Assembling kits	KL CA	Deadline met	Sep 1, 2021	Sep 1 - 16	
Educator enrollment ends		Deadline met	Sep 3, 2021	Sep 1 - 16	
Contact district and IT to discuss communication ...		In Progress		-	
Student Enrollment ends		Deadline met	Sep 17, 2021	Aug 16 - Sep 12	
E-blast: Parents only - parent permission form		Ready to Send	Sep 18, 2021	Sep 13	



# Support Applications



## Hello Sign

Parent Permission form...G.R.I.D. participation



### Parent Permission



#### San Gabriel Valley Mosquito and Vector Control District Parent Permission and Release of Liability

Acknowledgement of Minor's Participation and Activities  
In EcoHealth Vector Education - Operation Mosquito G.R.I.D.

Complete the fields

\_\_\_\_\_, hereby acknowledge that my child,

\_\_\_\_\_, who is a student at

\_\_\_\_\_ School in Grade 6 (Teacher's name is

\_\_\_\_\_) and is voluntarily participating in San Gabriel Valley

Mosquito and Vector Control District's ("SGVMVCD") citizen science program titled "Operation

Mosquito G.R.I.D." By participating in this citizen science activity, I understand my child will be asked to

do the following:

- Engaging in a citizen science activity in the area around our home



# Support Applications



**Wix.com**

**Step-by-step instructions** →

**Community discoveries** →

The screenshot shows a web browser window with the URL `vectoreducation.org/grid-steps`. The page title is "WELCOME, OPERATION MOSQUITO G.R.I.D. AGENTS!". The main content is a 2x3 grid of steps:

- STEP 1: COMPLETE SIGN UP** (Due September 19th) - Deadline Passed
- STEP 2: TAKE BEFORE PHOTO & PREP YARD** (Due September 26th) - Deadline Passed
- STEP 3: PLACE LURE & TAKE AFTER PHOTO** (Due October 3rd) - Deadline Passed
- STEP 4: END OF WEEK 1 LURING** (Due October 10th) - Deadline Passed
- STEP 5: END OF WEEK 2 LURING** (Due October 17th) - Deadline Passed
- STEP 6: FOLLOW UP** (Due October 20) - Get Started (marked with an orange star)

Below the grid is a dark green banner titled "2021 AGENT DISCOVERIES" with two buttons: "Water Samples" and "Lures".



# Support Applications



Google Classroom

## Google Classroom

**Step-by-step instructions** →

All topics

Step 1: Complete Si...

Step 2: Take Before ...

Step 3: Place Lure &...

Step 4 & 5: Luring W...

Step 6: Post-luring

Need Help?

+ Create

Google Calendar Class Drive folder

### Step 1: Complete Sign up



Welcome Agent!

Due Sep 19, 2021, 11:59 PM



We're getting your G.R.I.D. kit ready!

Due Sep 19, 2021

### Step 2: Take Before Photo & Prepare Yard



Step 2 Instructions

Due Sep 26, 2021, 3:00 PM



Reminder to Complete Step 2

Due Sep 26, 2021, 3:00 PM



Return Your Water Samples to G.R.I.D. Retur...

Due Sep 30, 2021, 3:00 PM





# Support Applications

## Mailchimp

Step-by-step instructions →

Supportive images →

Embedded surveys →

### Step 5: Return G.R.I.D. Kits to Return Drop Box

Deadline: Tomorrow, October 19, 2021



Hello Mosquito G.R.I.D. Agent << Test Student First Name >>,

Your G.R.I.D. Kits are due tomorrow, **Tuesday, October 19**. Place them in a location where you will remember to take it with you to school!

**Family Feedback:** Have your parent/guardian complete the [family feedback survey](#). This will help us improve the project for future students!

[Link to Parent/Guardian Survey](#)

[Enlace a la Encuesta Familiar](#)



mailchimp



# Support Applications



## YouTube

Step-by-step instructions with visuals

Operation Mosquito G.R.I.D.

# STEP 2

Part 3

Step 2: Take Before Photo & Prep Yard

- Apply repellent (or other bite protection measures)
- Take "before" photos
- Submit "before" photos using link
- Collect a sample from trapped water using the water sample kit
- Clear area around your home (all water and containers – dry ones, too)
- Return water sample to box at school

MORE VIDEOS

2:32 / 13:26

CC BY YouTube

# Support Applications



## SurveyMonkey

- **Pre-assessment**
- **Photo submissions**
- **Post-assessments**
- **Family survey**
- **1, 3, & 6-month check-in surveys**



**EcoHealth**  
Vector Education

**Step 6: Operation Mosquito G.R.I.D. Post-assessment**

[Operation Mosquito G.R.I.D. Luring Completion Form](#)

Hello Operation Mosquito G.R.I.D. Agents! Thank you for the intel you have submitted these past weeks!

This survey aims to evaluate the success of Operation Mosquito G.R.I.D. in educating and empowering the community to reduce mosquitoes in your neighborhoods. Your responses will remain confidential and contribute to future citizen science programs. Mosquito Control is a shared responsibility and together we can continue to keep our communities bite free.

Please feel free to contact us at [ecohealth@sgvmosquito.org](mailto:ecohealth@sgvmosquito.org) for any questions.

This survey will take approximately 5 - 10 minutes.

\* 1. First and Last Name







# Support Applications

## Padlet


Photos of results were posted for all to enjoy

EcoHealth • 1mo  
**Egg Paper Results**  
Comments were added by an Education Specialist at the San Gabriel Valley Mosquito and Vector Control District

Agents 101 - 120   Agents 121 - 140   Agents 141 - 160   Agents 161 - 180   Agents 181 - 200   Agents 201 - 220

No eggs found for the following agents:  
107  
108  
109  
111


107 Lab



Egg-shaped, but a little too small and surface too rough and irregular to be an egg

No eggs found for the following agents:  
123  
127ss  
134  
135  
136  
139  
140


127ss Lab Debris from Bag



Plant material, sand, and ant's head


Aedes egg magnified.

164 Lab 10/3




Aedes egg

164 Lab




Agent 196 Lab




Organic matter. No eggs. Great job problem solving a solution for missing paper

No eggs found for the following agents:  
203

143 Lab 10/10

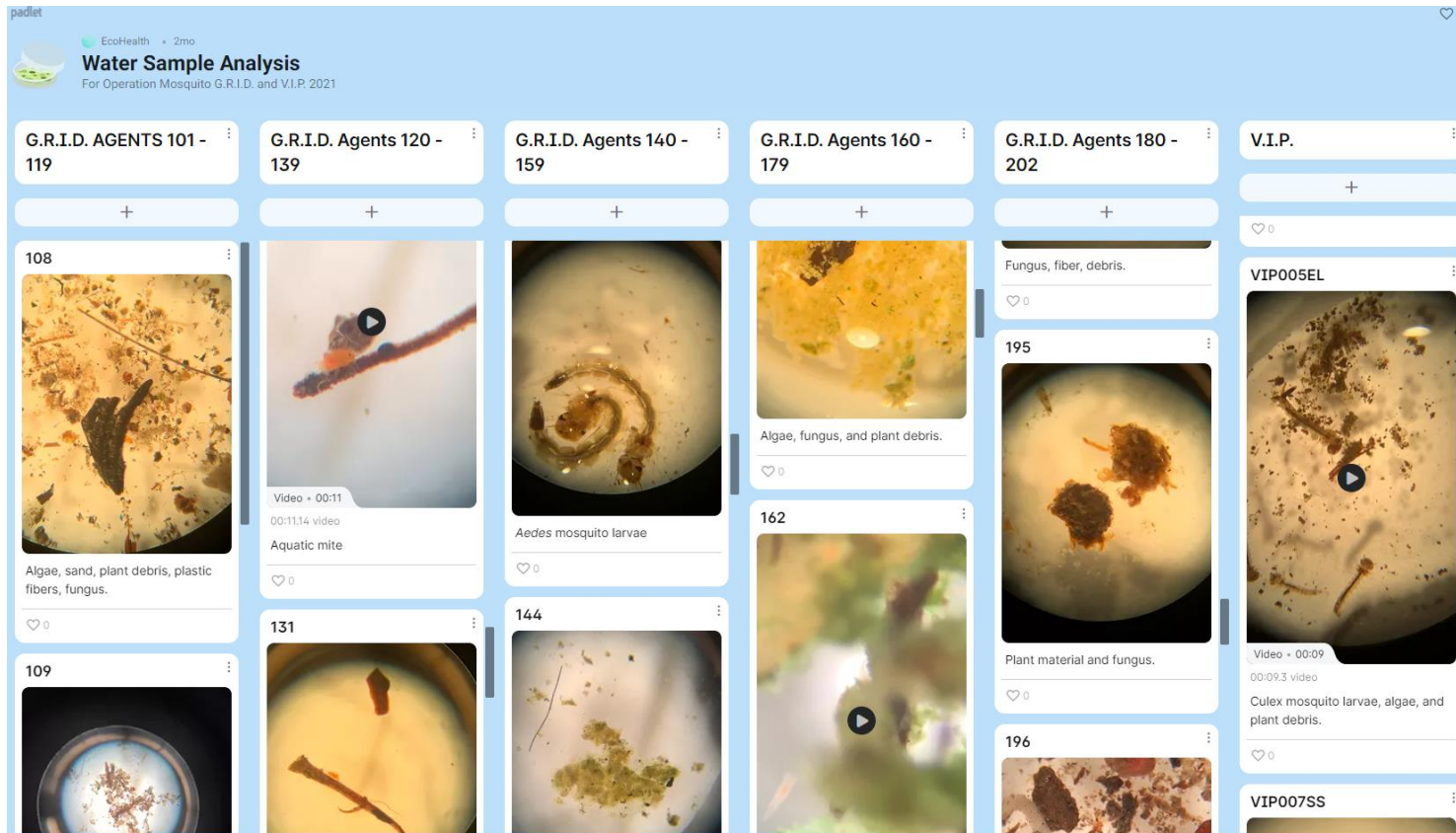


195 Lab Week 1 paper





# Teacher Feedback



“Being able to see all the photos submitted from other students made [students] realize that they ARE a part of a community of scientists.”

- Mrs. Ayala  
*Teacher*

# G.R.I.D. Support Applications

Application	Use	Time Savings per Teacher	Time Savings per Student
<b>Acuity Scheduling Platform</b>	Teacher intake and reservations	15	-
<b>Wix</b>	Hosts instructional webpages & materials	15	-
<b>Monday.com</b>	Project management	-	1
<b>YouTube</b>	Publish instructional videos	-	2
<b>MailChimp</b>	Send E-blasts	-	12
<b>Google Classroom</b>	Post assignments and reminders	-	1
<b>SurveyMonkey</b>	Assessment forms	-	12
<b>HelloSign</b>	Capture parent permission signatures	-	1
<b>Padlet</b>	Post results for community viewing	-	2
<b>Total administrative time saved:</b>		<b>30 minutes</b>	<b>31 minutes</b>

# G.R.I.D. 2021 Assessments

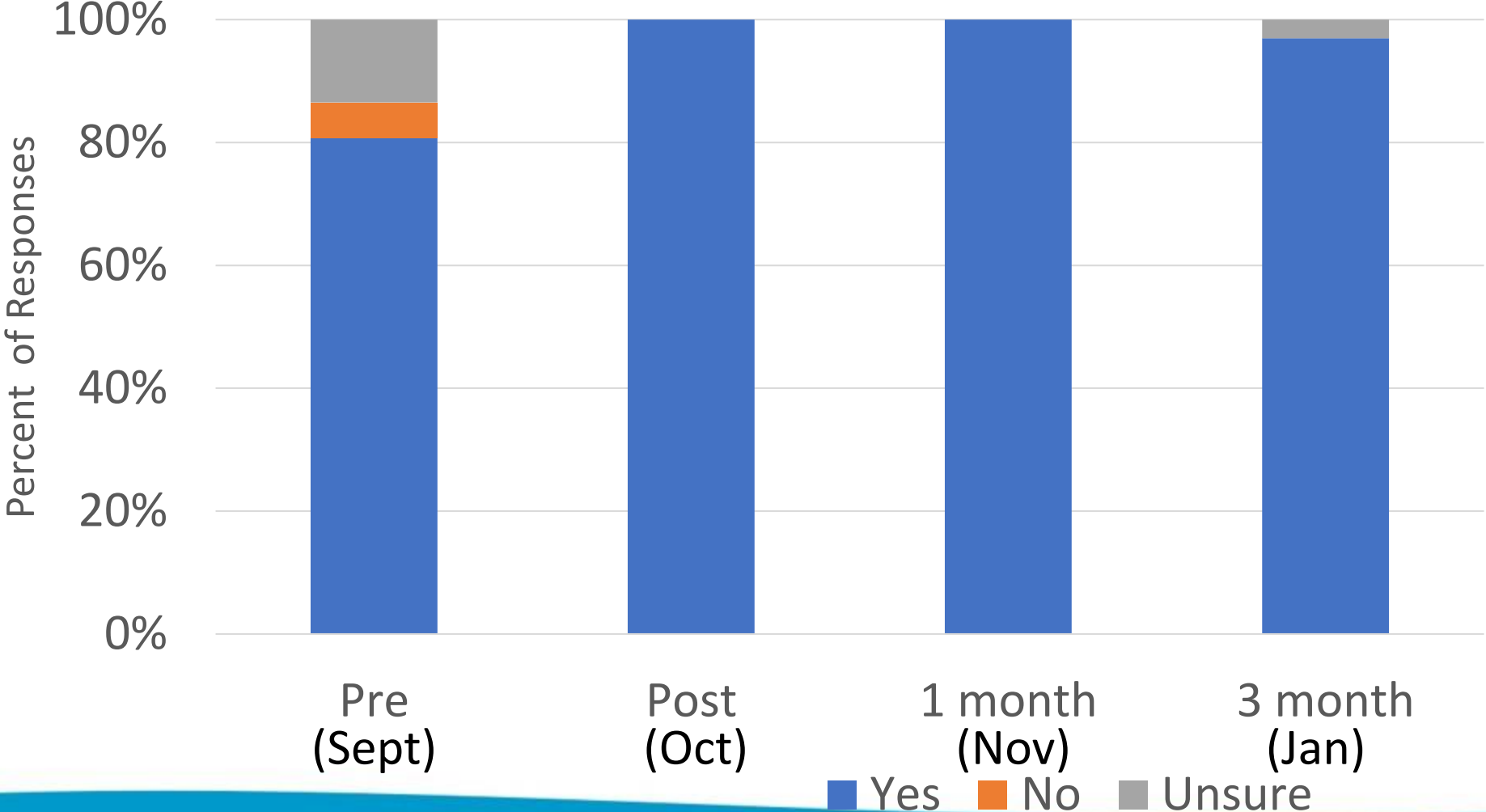
Survey Type	Responses	Date
<b>Pre-assessment</b>	104*	August/September
<b>Post-assessment</b>	33	October 15
<b>1-month post</b>	21	November 15
<b>3-month post</b>	33	January 17
<b>6-month post</b>	-	April 2022

\*71 students actively participated; 93 successfully enrolled



# Knowledge Gain Results

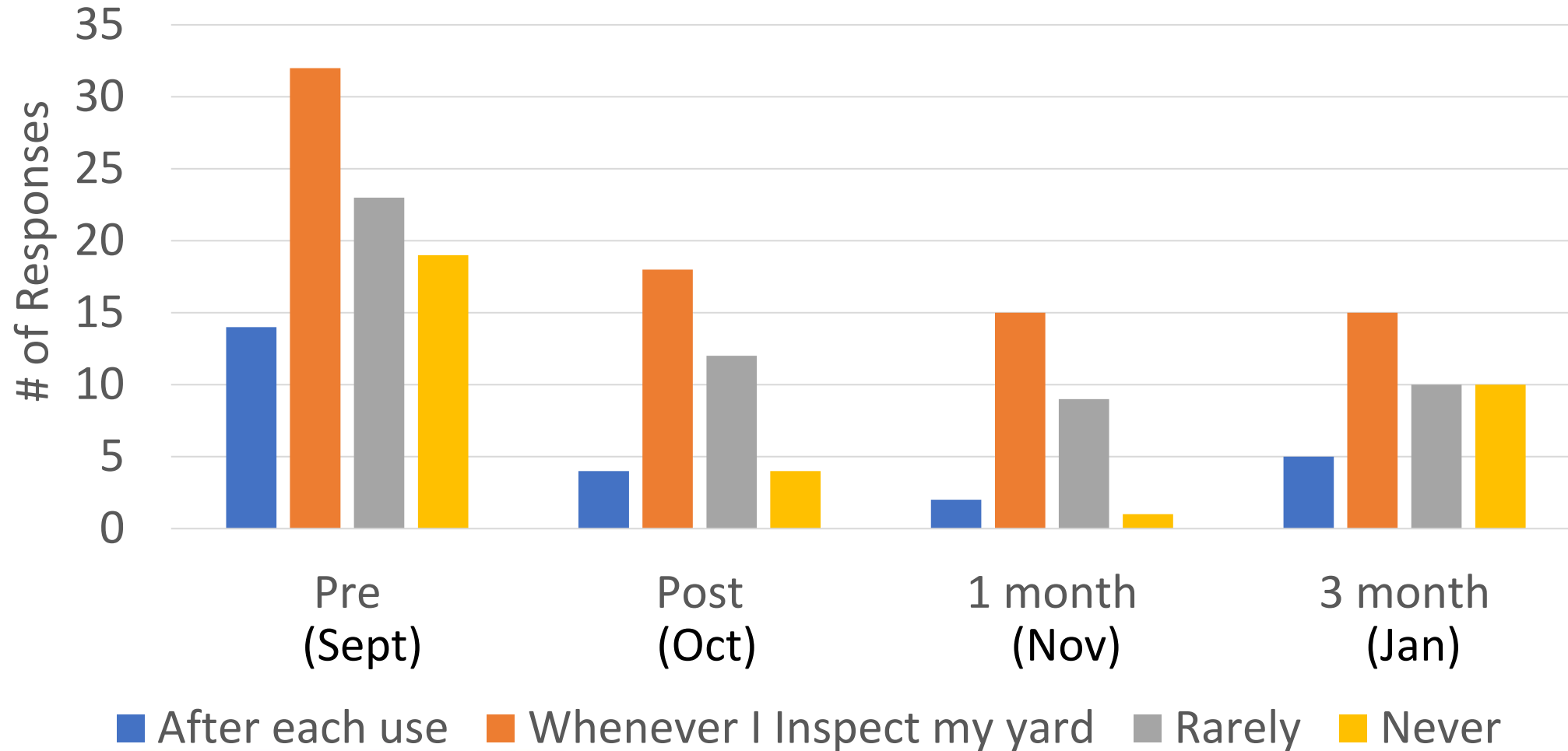
“Tipping out trapped water is a good way to keep mosquitoes from growing”





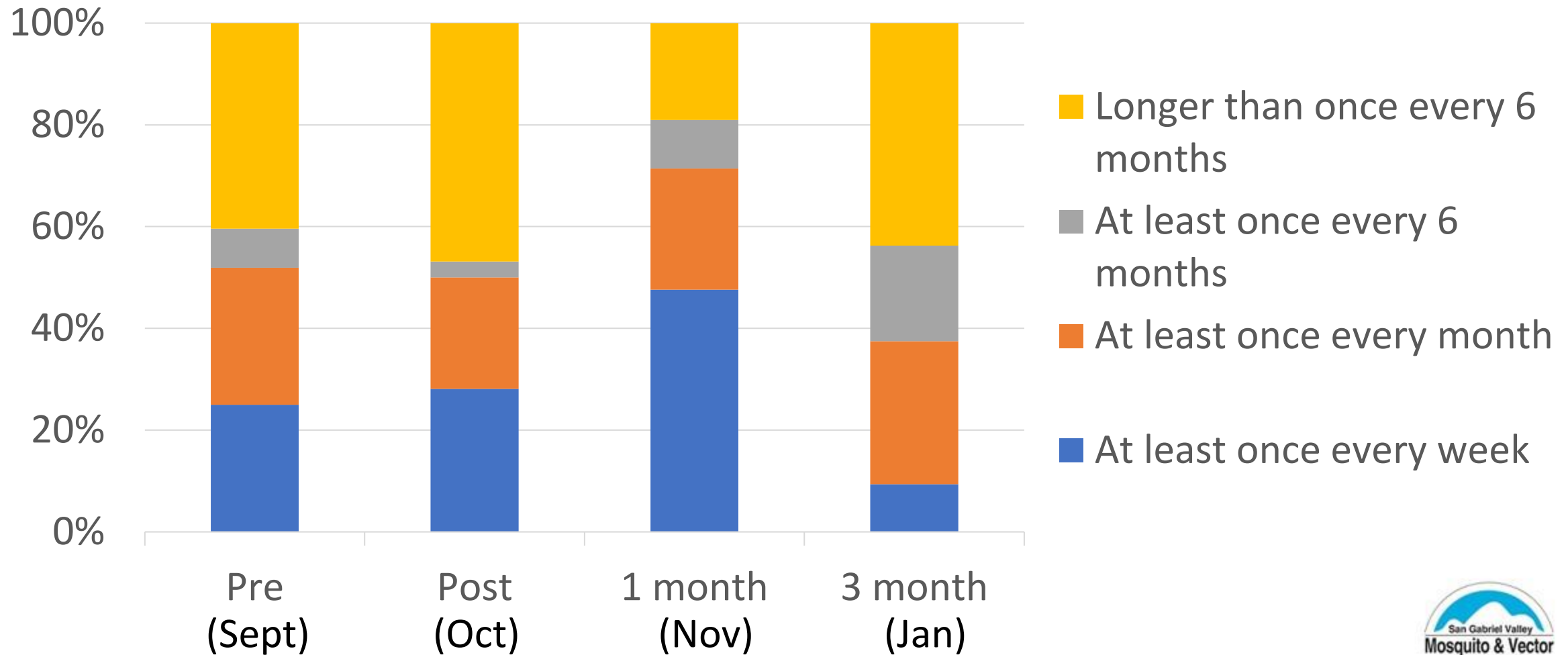
# Behavior Change Results

“How often do you turn over containers to prevent them from holding water? Check all that apply.”



# Behavior Change Results

“How often do you inspect your property for trapped water?”



# Tech Challenges

- School district's IT departments
  - Blocked emails
  - School district-established user limitations
- Different learning management systems



- Web pages for every step of the process
- Parents received e-blasts to personal emails

# Improvements for 2022

Challenge	Improvement
Developmentally inappropriate for Grade 3	<b>V.I.P.:</b> Elementary School <b>G.R.I.D.:</b> Middle School
Teachers & students had different needs	<b>Option 1:</b> Virtual Only <b>Option 2:</b> In-person visit for enrollment <b>Option 3*:</b> Train-the-Trainer

\* Potential addition in 2022





# Applications in 2022

Application	Use	2022
<b>Acuity Scheduling Platform</b>	Teacher reservations	√
<b>Monday.com</b>	Project management	√
<b>Wix</b>	Hosts instructional webpages & materials	√
<b>YouTube</b>	Publish instructional videos	√
<b>MailChimp</b>	Send E-blasts to <b>teachers</b>	√
<b>Google Classroom</b>	Post assignments and reminders	⊘
<b>SurveyMonkey</b>	Assessment forms	√
<b>HelloSign</b>	Capture parent permission signatures	√
<b>Padlet</b>	Post results for community viewing	√

# Conclusion



Increase access  
to meaningful,  
action-based  
activities



Streamline  
Communication



Reimagine the use  
of applications at  
your disposal

# Acknowledgments and References

SGVMVCD would like to thank Gimena Ruedas and Melissa Doyle from the Surveillance department for establishing the Aedes Super Cup Program in 2019. Their knowledge and experience greatly supported the expansion of the program that became Operation Mosquito G.R.I.D..

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<https://doi.org/10.1525/abt.2016.78.4.317>

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O'Donnell, C. ed., (2021). Mosquito! how can we ensure health for all from Mosquito-borne diseases? Smithsonian Science Education Center. Available at: <https://ssec.si.edu/mosquito> [Accessed October 11, 2021].



**Thank you!**

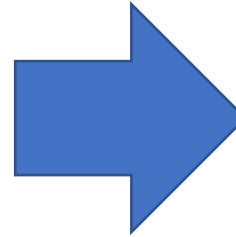




# Presentation to Manuscript

## Utilizing Technology to Facilitate Student Citizen Science Mosquito-Borne Disease Surveillance

Kriztian Luna Corona, Education Specialist  
Levy Sun, Director of Communications  
Carol Anne Hagele, Education Specialist  
MVCAC 2022



## Utilizing technology to facilitate student citizen science mosquito-borne disease surveillance

Kriztian Luna Corona\*, Levy Sun, and Carol Anne Hagele

San Gabriel Valley Mosquito and Vector Control District, 1145 North Azusa Canyon Road, West Covina, CA 91790

\*Corresponding author: [kluna@sgvmosquito.org](mailto:kluna@sgvmosquito.org)

### Introduction

San Gabriel Valley Mosquito and Vector Control District's (District) EcoHealth Vector Education Program brings K-12 Next Generation Science Standards (N.G.S.S.)-aligned programs to over 550 schools within the District's boundaries. Operation Mosquito G.R.I.D. (Growth Reduction, Increased Detection) is a new California N.G.S.S.-aligned community science program available to all students within our District boundaries. Since 2011, our District has used citizen science to expand mosquito awareness. Operation Mosquito G.R.I.D. was created in 2020 and is an ongoing fall program that teaches citizen scientists source reduction strategies to reduce *Aedes* mosquitoes and provides tools to monitor *Aedes* activity in the San Gabriel Valley. In a time of extended social distancing requirements, the use of technology allows student citizen scientists in both remote and in-person learning to take part in citizen science without the need for face-to-face interaction with District staff.

### Methods

Each fall in 2020 and 2021, 22 and 84 (respectively) student citizen scientists, grades 3 - 8, completed enrollment and received Operation Mosquito G.R.I.D. kits. Students inspect the area around their homes, collect stagnant water samples (starting in 2021), clear their properties of all potential sources, deploy an oviposition trap for two weeks, and report their results using digital platforms.

Online applications allow for program optimization during remote and in-person learning. Prior to the start of the program, logistics and project management applications were employed: Acuity Scheduling Platform for Teacher-Staff reservations, Wix for hosting the EcoHealth Vector Education website, HelloSign to capture parent permission signatures, and Monday.com for project management.

The 2021 program has an enrollment period of 1-month. Once enrolled, students complete assignments for 6 weeks. All communication between students and staff occurs via electronic communication. Communication applications include: MailChimp for email instructions and reminders to students and parents, Google Classroom and Gmail for communication with students and teachers,

SurveyMonkey for reporting and image submissions, Padlet for water analysis images and descriptions of results in the Virtual Lab, and YouTube for step-by-step, "how-to" video instructions. Pre-assessments are required to complete the enrollment process. Post-assessment surveys are collected at the 1, 3, and 6 month marks. Six-month survey data is collected in the spring (the fall 2021 will be collected in April 2022). Program assessments utilize SurveyMonkey and Google Forms for data collection.

### Results and Discussion

Other organizations that have utilized oviposition cups in citizen science programs include: Beach Mosquito Control's "Trapping Young Minds" program in Panama City Beach, Florida; the USDA-ARS' "The Invasive Mosquito Project"; and the Smithsonian Science Education Center's Science for Global Goals project, "Mosquito!" Our program is unique in its use of technology for communication with participants, collection of water samples during source reduction activities, and the reduction of face-to-face teacher or staff involvement.

The use of digital technology increases accessibility for distance learners to participate and facilitates collaboration with other citizen scientists across the San Gabriel Valley. G.R.I.D., employs technology already available and familiar to most students, and empowers students to engage in environmentally safe mosquito control by turning their backyard into a living laboratory. The use of the District's EcoHealth Virtual Lab provides participants with a digital platform to publish their findings and see the results of students at other schools, while honing their N.G.S.S. science and engineering practices. The Virtual Lab gives participants access to a wider student network beyond their own school and promotes a sense of community teamwork and accomplishment. Through the process, students discover they can solve an insect pest problem without the use of broad-spectrum pesticides. In addition to providing education for students and their families, the project also provides *Aedes* eggs for the District's surveillance department.

Student responses to pre- and post-assessment, collected by Google Forms in the 2020 pilot program, revealed increases in positive results in knowledge gain and environmental modification. Students demonstrated

# Pre-Presentation Preparation

- What value will my presentation add to the audience?
  - Time-saving tools
  - Increasing accessibility to our education programs
- Do I have data to support my presentation?
  - Yes- Survey data

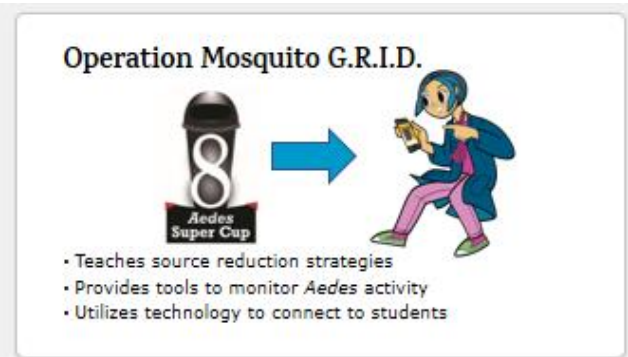
# Introduction: Introduce the topic & purpose

1. Brief district overview
2. Brief program introduction
3. Purpose of the project/presentation/manuscript
4. Previous research\*

2



3



## Introduction

1

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2

(Growth Reduction, Increased Detection) is a new California N.G.S.S.-aligned community science program available to all students within our District boundaries. Since 2011, our District has used citizen science to expand mosquito awareness. Operation Mosquito G.R.I.D. was created in 2020 and is an ongoing fall program that teaches citizen scientists source reduction strategies to reduce *Aedes* mosquitoes and provides tools to monitor *Aedes* activity in the San Gabriel Valley. In a time of extended social distancing requirements, the use of technology allows student citizen scientists in both remote and in-person learning to take part in citizen science without the need for face-to-face interaction with District staff.

3

\*Included in a different section of the manuscript



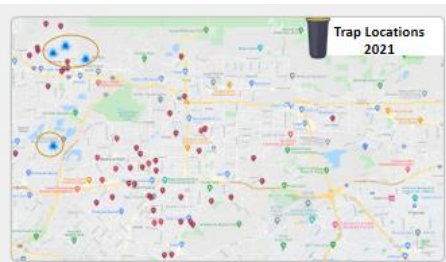
# Methods: Who and How

1. Breakdown of participants
2. Breakdown of the program (automations)
3. Data Collection Methods

1



2



3



## Methods

1

Each fall in 2020 and 2021, 22 and 84 (respectively) student citizen scientists, grades 3 - 8, completed enrollment and received Operation Mosquito G.R.I.D. kits. Students inspect the area around their homes, collect stagnant water samples (starting in 2021), clear their properties of all potential sources, deploy an oviposition trap for two weeks, and report their results using digital platforms.

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Online applications allow for program optimization during remote and in-person learning. Prior to the start of the program, logistics and project management applications were employed: Acuity Scheduling Platform for Teacher-Staff reservations, Wix for hosting the EcoHealth Vector Education website, HelloSign to capture parent permission signatures, and Monday.com for project management.

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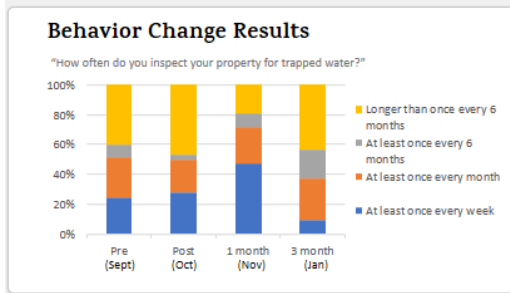


# Results & Discussion: Findings and Importance

1. Reference other work
2. Connect back to the purpose (accessibility via digital technology)
3. Results
4. Challenges

2 & 3

4



**Tech Challenges**

- School district's IT departments
  - Blocked emails
  - School district-established user limitations
- Different learning management systems

- Web pages for every step of the process
- Parents received e-blasts to personal emails

## Results and Discussion

1

Other organizations that have utilized oviposition cups in citizen science programs include: Beach Mosquito Control's "Trapping Young Minds" program in Panama City Beach, Florida; the USDA-ARS' "The Invasive Mosquito Project"; and the Smithsonian Science Education Center's Science for Global Goals project, "Mosquito!" Our program is unique in its use of technology for communication with participants, collection of water samples during source reduction activities, and the reduction of face-to-face teacher or staff involvement.

2

The use of digital technology increases accessibility for distance learners to participate and facilitates collaboration with other citizen scientists across the San Gabriel Valley. G.R.I.D., employs technology already available and familiar to most students, and empowers students to engage in environmentally safe mosquito control by turning their backyard into a living laboratory. The use of the District's EcoHealth Virtual Lab provides participants with a digital platform to publish their findings and see the results of students at other schools, while honing their N.G.S.S. science and engineering practices. The Virtual Lab gives participants access to a wider student network beyond their own school and promotes a sense of community teamwork and accomplishment. Through the process, students discover they can solve an insect pest problem without the use of broad-spectrum pesticides. In addition to providing education for students and their families, the project also provides *Aedes* eggs for the District's surveillance department.

3

Student responses to pre- and post-assessment, collected by Google Forms in the 2020 pilot program, revealed increases in positive results in knowledge gain and environmental modification. Students demonstrated knowledge gain in the role of stagnant water and containers in mosquito proliferation. The number of students stating that 'baby' mosquitoes grow in stagnant water increased by 22.2%; from 81.8% to 100%. The number of students correctly identifying *Aedes* mosquitoes' preference to lay eggs in small containers increased by 69.8%; from 54.5% to 100%. Students gained efficacy in preventing mosquito production on their property. The percentage of students stating they "Strongly Agree" or "Agree" that they know how to stop mosquitoes from growing in their yard increased by 69.2%; from 59.1% to 100%. Data for 2021 is pending completion of the program.

4

Setting up the program did have its challenges. Each school district's information technology department operates independently and relies on their learning management system of choice. Technological challenges such as blocked emails and school district-established user limitations created communication barriers between vector control staff and students. As a result, web pages dedicated to each step of the process were developed. Teachers provided students the link to each step and parents received e-blasts to their personal emails.



# Conclusion: Meaning & Takeaways

1. Reiterate the focus and conclusions
2. Future- lessons learned
3. Industry impact and application

2

**Improvements for 2022**

Challenge	Improvement
Developmentally inappropriate for Grade 3	<b>V.I.P.:</b> Elementary School <b>G.R.I.D.:</b> Middle School
Teachers & students had different needs	<b>Option 1:</b> Virtual Only <b>Option 2:</b> In-person visit for enrollment <b>Option 3*:</b> Train-the-Trainer

\* Potential addition in 2022

1 & 3

**Applications in 2022**

Application	Use	2022
Acuity Scheduling Platform	Teacher reservations	✓
Monday.com	Project management	✓
Wix	Hosts instructional webpages & materials	✓
YouTube	Publish instructional videos	✓
MailChimp	Send E-mails to teachers	✓
Google Classroom	Post assignments and reminders	✓
SurveyMonkey	Assessments, forms	✓
HelloSign	Capture parent permission signatures	✓
Padlet	Post results for community viewing	✓

**Conclusion**

Increase access to meaningful, action-based activities

Streamline Communication

Reimagine the use of applications at your disposal

- 1
- 2
- 3

**Conclusion**

Utilizing technology successfully facilitated communication and engagement in Operation Mosquito G.R.I.D.. Whether learning remotely or in-person, digitizing the program increases access to science opportunities and promotes source reduction strategies and *Aedes* surveillance within the District. Although school districts' cyber security restrictions and technical support staff created barriers to the initial setup of the program, we used both website-based communication strategies such as Monday.com and Google Classroom applications to adjust to differences in school district student communication policies. Moving forward, the education program plans to streamline communication channels for all schools. Future education programs with multiple touch points could benefit from using similar technology for communication channels and project management. Agencies should provide ample time to work with school IT departments on communication barriers prior to the initiation of a digitized citizen science program.



# Acknowledgements and References

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O'Donnell, C. ed., (2021). Mosquito! how can we ensure health for all from Mosquito-borne diseases? Smithsonian Science Education Center. Available at: <https://ssec.si.edu/mosquito> [Accessed October 11, 2021].

## Acknowledgements

SGVMVCD would like to thank Gimena Ruedas and Melissa Doyle from the Surveillance department for establishing the *Aedes* Super Cup Program in 2019. Their knowledge and experience greatly supported the expansion of the program that became Operation Mosquito G.R.I.D..

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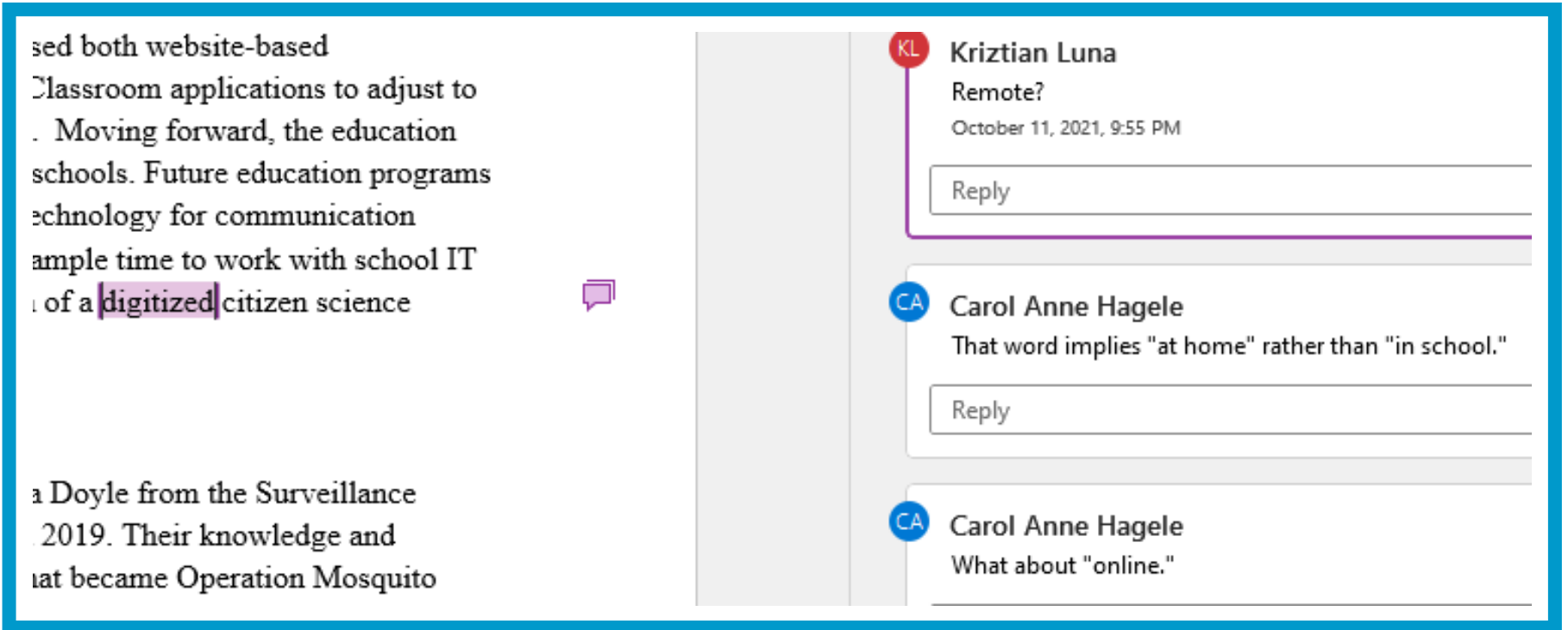
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# Proofread and edit

- Spelling
- Grammar
- Word selection
- Sentence structure
- Clarity
- Gaps
- Flow



The screenshot shows a document with a comment thread. The document text includes: "sed both website-based Classroom applications to adjust to . Moving forward, the education schools. Future education programs echnology for communication ample time to work with school IT of a digitized citizen science". The word "digitized" is highlighted in purple. A comment bubble is visible next to it. Below the document text, there is a quote: "a Doyle from the Surveillance 2019. Their knowledge and at became Operation Mosquito". The comment thread on the right includes:

- KL** Kriztian Luna  
Remote?  
October 11, 2021, 9:55 PM  
Reply
- CA** Carol Anne Hagele  
That word implies "at home" rather than "in school."  
Reply
- CA** Carol Anne Hagele  
What about "online."

# ...and edit some more

## Results and Discussion

Other organizations that have utilized oviposition cups in citizen science programs include Beach Mosquito Control's "Trapping Young Minds" program in Panama City Beach, Florida; the USDA-ARS' "The Invasive Mosquito Project"; and the Smithsonian Science Education Center's Science for Global Goals project, "Mosquito!" Our program is unique in its use of technology for communication with participants, collection of water samples during source reduction activities, and the reduction of face-to-face teacher or staff involvement.

The use of digital technology increases accessibility for distance learners to participate and facilitates collaboration with other citizen scientists across the San Gabriel Valley. G.R.I.D. employs technology already available and familiar to most students and empowers students to engage in environmentally safe mosquito control by turning their backyard into a living



✓ Resolved 🔗 ↶ 🗑️

**KL** Kriztian Luna  
It's an odd way to end the abstract. If not in the acknowledgements, then I think this should go in the discussion and add "Our program differs in the implementation of digital technology and the collection of water samples from students."  
October 11, 2021, 9:12 PM

✓ Resolved 🔗 ↶ 🗑️

**CA** Carol Anne Hagele  
Yes! Let's move it to the discussion. and then we can draw the distinctions. I think USDA and Smithsonian are teacher driven and Cindy's is staff driven. Ours is the only one that's email driven. LOL! "E-driven." Like a self-driving car. Tesla, watch out!



# How to get started:

1. Prepare the figures and tables.
2. Write the Methods.
3. Write up the Results.
4. Write the Discussion. Finalize the Results and Discussion before writing the introduction. Write a clear Conclusion.
5. Write a compelling introduction.
6. Write the Abstract.
7. Compose a concise and descriptive Title.
8. Select Keywords for indexing.
9. Write the Acknowledgements.
10. Write up the References.



Source: [elsevier.com](https://www.elsevier.com)

# Resources



<https://www.vectoreducation.org/mvcac>



Kluna@sgvmosquito.org

