Logo

Description automatically generated [school district and community partner logos]

**Industry Recognized Credential (IRC): Advanced Forest Management**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ completed 180 hours of advanced forest management field instruction through Youth Engaged in Sustainable Systems (YESS). This program was offered by the [school district], Pacific Education Institute, and [community partner name].

**Supervisor Contact Information**

|  |  |
| --- | --- |
| **School District Teacher** | **Community Partner Lead** |
| Name: | Name: |
| Title: | Title: |
| Organization: | Organization: |
| Email: | Email: |

**Summary of Projects Completed**

|  |  |  |
| --- | --- | --- |
| **Site** | **Project Sponsor** | **Description** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Agency Support**

This document was created in [year] in collaboration with: [partner organizations].

**Funding Acknowledgment**

This program is funded through a collaboration that includes Career Connect Washington, The Office of the Superintendent of Public Instruction, Pacific Education Institute, the school district, community partner name(s), other funding organizations.

**Validation of Competency**

|  |  |  |
| --- | --- | --- |
| **E =** Education Session  **D =** Demonstration | **O =** Observation  **V =** Verbal review  **T =** Written test | **E =** Excellent **N =** Needs Improvement  **S =** Satisfactory **U =** Unsatisfactory |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topics and Competencies** |  | **Instruction Method(s)** | **Evaluation Method(s)** | **Grade** | **Comments (include hours where appropriate)** |
| 1. **Safety, Ethics, and Well-Being** | | | | | |
| Demonstrate safe and proper use of tools for manual and chemical restoration practices (including cleaning, maintenance, and storage). | |  |  |  |  |
| Demonstrate ability to reliably engage in fieldwork safely and sustainably. | |  |  |  |  |
| Successfully and safely work on a diverse team to accomplish project goals. | |  |  |  |  |
| Perform an onsite safety assessment. | |  |  |  |  |
| 1. **Evaluation of Forest Management Practices** | | | | | |
| Collect primary data to analyze and describe forest types, trees, and vegetation. | |  |  |  |  |
| Use one commonly used app to mine forestry data. | |  |  |  |  |
| Create a map of a plot of land showing relative abundance of tree species. | |  |  |  |  |
| Use terminology and scientific names to accurately describe forests, trees, and vegetation. | |  |  |  |  |
| Use climate projections to project potential impact on native timber species. | |  |  |  |  |
| 1. **Timber Cruising and Valuation** | | | | | |
| Establish a fixed radius plot or a variable plot that estimates timber volume and value. | |  |  |  |  |
| Use sampling intensity to calculate how many plots are needed for a timber cruise. | |  |  |  |  |
| Analyze harvest costs (ex: labor, road building and maintenance, hauling, carbon, taxes) to calculate the profit from a timber sale. | |  |  |  |  |
| 1. **Diseases, Insects, and Pathogens** | | | | | |
| Identify at least three plant diseases, insects, or pathogens in a timber stand or forest. | |  |  |  |  |
| Describe how diseases, insects, and pathogens (ex: mycorrhizae, fungi, pollination) affect forest health. | |  |  |  |  |
| 1. **Timber Stand Management and Silviculture** | | | | | |
| Conduct a tree planting audit and analyze findings to recommend strategies for improving tree planting success rates. | |  |  |  |  |
| Determine the basal area of a stand and decide which trees to leave and which trees to harvest. | |  |  |  |  |
| Evaluate best practices for a forest resource conservation topic. | |  |  |  |  |
| Use Survey123 (or other appropriate software) to acquire on-the-ground data and create maps showing healthy or diseased forests. | |  |  |  |  |
| 1. **Fire Ecology Management** | | | | | |
| Complete a post burn survey. | |  |  |  |  |
| Describe how prescribed fire can be a valuable tool in meeting management objectives. | |  |  |  |  |
| Identify fire-dependent species and their life histories. | |  |  |  |  |
| Describe how fuel type and characteristics affect fire behavior | |  |  |  |  |
| 1. **Forest Practice Laws and Agencies** | | | | | |
| Complete a practice Forest Practices Application/Notification (FPA/N) for a unit that is to be harvested soon. | |  |  |  |  |
| Identify culturally significant resources important to local indigenous populations. | |  |  |  |  |
| Identify and suggest RMZ boundaries for streams of different size classes under the Forest Practices Rules. | |  |  |  |  |
| Evaluate the appropriateness of Road Maintenance and Abandonment Plan (RMAP) to the unit being harvested. | |  |  |  |  |
| 1. **Careers Pathways** | | | | | |
| Demonstrate a professional oral introduction of self to stakeholders. | |  |  |  |  |
| Demonstrate appropriate written communication skills in professional settings. | |  |  |  |  |
| Write a professional introductory email. | |  |  |  |  |
| Develop a professional digital presence. | |  |  |  |  |

Community Partner Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Completion \_\_\_\_\_\_\_\_\_

Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Completion \_\_\_\_\_\_\_\_\_\_