[school district and community partner logos]

**Industry Recognized Credential (IRC): Advanced Restoration Ecology**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ completed 180 hours of advanced restoration ecology field instruction through a Youth Engaged in Sustainable Systems (YESS) program. This program was offered by [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**

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

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| **Methods of Instruction** | **Methods of Evaluation** | **Grading Scale** |
| **E =** Education Session  **D =** Demonstration | **O =** Observation  **V =** Verbal review  **T =** Written test | **E =** Excellent **N =** Needs Improvement  **S =** Satisfactory **U =** Unsatisfactory |

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| **Topics and Competencies** |  | **Instruction Method(s)** | **Evaluation Method(s)** | **Grade** | **Comments (include hours where appropriate)** |
| 1. **Safety, Well-Being, and Ethics** | |  |  |  |  |
| Demonstrate safe and proper use of tools, 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. **Historical, Traditional, Contemporary Land Management** | | | | | |
| Explain tribal sovereignty and the difference between tribal lands and Usual and Accustomed Areas. | |  |  |  |  |
| Describe historical and contemporary use of fire in ecological land management. | |  |  |  |  |
| Compare the differences in land management practices, goals, and use between DNR, USFS, private, and other land managers. | |  |  |  |  |
| 1. **Plant Identification and Watershed Ecology** | | | | | |
| Define a watershed and how the biotic and abiotic components interact. | |  |  |  |  |
| Record elements that comprise a watershed, including hydrology, geology, soil, vegetation, and topography. | |  |  |  |  |
| Assess human impacts in the watershed, including pollutants such as runoff and structural changes like pavement, dams, or culverts. | |  |  |  |  |
| Measure water quality including dissolved oxygen, water temperature, pH, turbidity, conductivity, flow, and velocity. | |  |  |  |  |
| Analyze how *native, non-native, invasive*, and *noxious* plants interact with each other in watersheds. | |  |  |  |  |
| Name at least six common plant species using their family, genus, and species. | |  |  |  |  |
| 1. **Restoration Ecology Management Plan Implementation** | | | | | |
| Perform control methods within specific ecosystems: | |  |  |  |  |
| Manual | |  |  |  |  |
| Mechanical | |  |  |  |  |
| Cultural | |  |  |  |  |
| Chemical | |  |  |  |  |
| Identify an ecosystem based on vegetation present. | |  |  |  |  |
| Develop a planting plan based on site conditions and considerations around impacts of climate change. | |  |  |  |  |
| Propagate a plant using cuttings, seeds, and transplanting. | |  |  |  |  |
| Prepare a procurement plan and a spreadsheet of project costs. | |  |  |  |  |
| 1. **Restoration Ecology Laws and Agencies** | | | | | |
| Use a decision matrix to prioritize restoration site selection. | |  |  |  |  |
| Use performance measurements for vegetation monitoring. | |  |  |  |  |
| Use protocol to monitor fish and wildlife observations. | |  |  |  |  |
| Participate in a conversation with a community partner about adaptive management strategies. | |  |  |  |  |
| Write a monitoring report using an industry template. | |  |  |  |  |
| Use legal descriptions to describe property boundaries. | |  |  |  |  |
| 1. **Career Pathways** | |  |  |  |  |
| Demonstrate a professional oral introduction of self to stakeholders. | |  |  |  |  |
| Demonstrate appropriate written communication skills in professional settings. | |  |  |  |  |
| Develop a professional digital presence. | |  |  |  |  |

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

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