[school district and community partner logos]

**Industry Recognized Credential (IRC): Advanced Aquaculture and Fisheries**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ completed 180 hours of advanced aquaculture and fisheries course activities. This program was offered by [school district], Pacific Education Institute, and [community partner name].

**Supervisor Contact Information**

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| --- | --- |
| **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** | **Hours** |
| 1. **Safety, Well-Being, and Leadership** | |  |  |  |  |
| 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. | |  |  |  |  |
| Demonstrate how to read a tide chart, weather report where applicable, and know how weather affects the tide | |  |  |  |  |
| Perform an onsite safety assessment. | |  |  |  |  |
| 1. **Stewardship and Sustainability** | | | | | |
| Describe examples of co-management locally that are grounded in relationships with external partners (local, state, tribal, tribe –to-tribe, federal). | |  |  |  |  |
| Research permitting requirements to get, raise, release salmon and/or other farmed aquatic species. | |  |  |  |  |
| Describe how local habitat and/or culvert restoration work impacts the sustainability of local A&F industry. | |  |  |  |  |
| Practice conflict resolution skills that would apply within an organization and between organizations | |  |  |  |  |
| 1. **Biology and Ecology of Aquatic Organisms** | | | | | |
| Describe common aquatic species with its common and scientific and tribal name. | |  |  |  |  |
| Use correct terminology to identify the stages of the life cycle of a farmed organism in a working facility | |  |  |  |  |
| Use correct terminology to identify the body parts and the functions of common aquatic species. | |  |  |  |  |
| Identify the non-native species that can impact shellfish and fin fish species through predation and/or competition in Washington State | |  |  |  |  |
| 1. **Water Quality and Animal Husbandry** | | | | | |
| Independently handle organisms using correct safety and animal welfare protocol. | |  |  |  |  |
| Perform water quality tests independently identifying discrepancies and taking corrective steps. | |  |  |  |  |
| Calculate feed ratios based on size and stock ratios. | |  |  |  |  |
| Diagnose and suggest treatment or protocols for health-related issues. | |  |  |  |  |
| 1. **Data Science and Analysis** | | | | | |
| Evaluate the quality and validity of personally generated and internet sources of data to form management recommendations (ex. Fish count, fish per pound, calculating flows) | |  |  |  |  |
| Manipulate data in a spreadsheet (ex: Use sort and arrange functions for graphical analysis). | |  |  |  |  |
| Use information from a data set to make management recommendations (ex: Using a population of shellfish on a beach, calculate recreational harvesters’ total allowable catch and percent to be allocated to tribes). | |  |  |  |  |
| Generate a data set of interest, and communicate results of data analysis through oral, written, or electronic media to an audience. | |  |  |  |  |
| 1. **Facility and Equipment Operations and Maintenance** | |  |  |  |  |
| Perform routine maintenance on equipment unsupervised. | |  |  |  |  |
| Read operations manuals and practice safe use of equipment (pressure washer, weed eater, blower, mow | |  |  |  |  |
| Demonstrate electrical safety in working around water (completing the OSHA 10 electrical safety course is an option) | |  |  |  |  |
| Troubleshoot issues with mech pump systems and filtration | |  |  |  |  |
| 1. **Communication and Marketing** | |  |  |  |  |
| Produce promotional material for a facility using at least two different forms of communication (ex: Blog, brochure, short video, website). | |  |  |  |  |
| Respond – either orally or in writing – to frequently asked questions about a facility, the industry, and the role tribal sovereignty and co-management. | |  |  |  |  |
| 1. **Career Pathways** | |  |  |  |  |
| Demonstrate a professional oral introduction of self to stakeholders. | |  |  |  |  |
| Prepare for and participate in a mock interview for a natural resources position | |  |  |  |  |
| Demonstrate appropriate written communication skills in professional settings. | |  |  |  |  |
| Develop a professional digital presence. | |  |  |  |  |
| Reflect on competencies and include at least three competencies in a resume | |  |  |  |  |

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