[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**

|  |  |
| --- | --- |
| **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**
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| 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\_\_\_\_\_\_\_\_\_