 [school district and community partner logos]

**Industry Recognized Credential: (IRC) Introduction to Restoration Ecology**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ completed 180 hours of introductory 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**

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

**Summary of Projects Completed**

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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 and Well-Being** |
| Practice basic first aid through role play activities. |  |  |  |  |
| Adhere to community partner’s safety plans and protocols. |  |  |  |  |
| Use Leave No Trace and low ecological impact practices in the field. |  |  |  |  |
| Demonstrate safe crew practices (includes skills in listening, following directions, keeping other crew members safe). |  |  |  |  |
| Locate and track locations using a compass, map, and GPS. |  |  |  |  |
| Perform field work safely and properly (ex: pacing, adequate food, water, sleep, and use of personal protective equipment, road rights-of-way). |  |  |  |  |
| **2. Land Management Practices** |
| Describe the management goals of the entity that is responsible for managing the land of a restoration site. |  |  |  |  |
| Use a map to identify the land management agency that manages local restoration sites, and the boundaries of that site. |  |  |  |  |
| **3. Plant ID and Watershed Ecology** |  |  |  |  |
| Use plant characteristics and field identification keys (including dichotomous keys) to identify a plant at a local restoration site. |  |  |  |  |
| Identify traits that allow plants to adapt and compete for resources (ex: allelopathy, growth rates, seed viability and germination). |  |  |  |  |
| Identify and describe the difference between *native, non-native, invasive*, and *noxious* plants in the field. |  |  |  |  |
| Use appropriate terminology and scientific names to accurately describe the plants in a local restoration site. |  |  |  |  |
| Identify the biotic and abiotic factors that impact a local restoration site. |  |  |  |  |
| **4. Restoration Ecology Practices** |  |  |  |  |
| Perform vegetation monitoring using set plots. Collect data at each site that can be used for determining site success and adaptive management and enter data into a database. |  |  |  |  |
| Demonstrate and/or describe the methods of controlling invasive species (including manual, mechanical, cultural, biological and chemical) and the factors that were considered when selecting an invasive management protocol. |  |  |  |  |
| Use an herbicide backpack sprayer (calibrating, mixing, and applying with non-toxic substance). |  |  |  |  |
| Demonstrate the proper use of hand tools used in restoration work. |  |  |  |  |
| Perform stream monitoring and health assessment. |  |  |  |  |
| Develop a restoration proposal that includes objectives, site inventory, site preparation, planting plan, and budget for a local restoration site. |  |  |  |  |
| **5. Restoration Ecology Laws and Agencies** |
| Identify key components of a restoration management plan at a local restoration site. |  |  |  |  |
| Identify ways restoration-related rules and laws have been put into practice at a local natural area. |  |  |  |  |
| **6. Career Pathways** |
| Create a list of gained individual skills and experiences that are relevant to natural resource jobs. |  |  |  |  |
| Complete a practice job application. |  |  |  |  |
| Produce clear, reasoned and coherent written and visual communication in a mock job interview for a natural resources position. |  |  |  |  |

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

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